



# **Florida Department of Education**

**Request for Proposal (RFP)  
for Discretionary, Competitive Projects  
Project Year 2014-15**

## **Bureau/Office**

Bureau of Family and Community Outreach

## **Program Name**

21<sup>st</sup> Century Community Learning Centers  
(21<sup>st</sup> CCLC)

## **TAPS Number**

15B030

**Release Date: June 13, 2014**

**Intent to Apply Deadline: July 18, 2014 at 5:00 p.m., EST**

**Application Deadline: August 8, 2014 at 5:00 p.m., EST**

## RFP Timetable with Important Dates

Event	Date/Due Date
Release of RFP	<b>June 13, 2014</b>
<p><b>Request for Proposal <u>Mandatory</u> Workshops*</b></p> <p>In-Person Workshops</p> <ol style="list-style-type: none"> <li>1. Orlando, FL, June 2, 2014</li> <li>2. Fort Lauderdale, FL, June 3, 2014</li> <li>3. Tallahassee, FL, June 10, 2014</li> </ol> <p>Live Online Workshops**</p> <ol style="list-style-type: none"> <li>1. June 17, 2014</li> <li>2. June 19, 2014</li> </ol> <p>Please register in advance via <a href="http://www.fldoe.org/curriculum/21century/">www.fldoe.org/curriculum/21century/</a>. Details on locations and links to workshops can also be found on this web page.</p> <p>*Proof of attendance will be provided by email and will be a required submission with your application.</p> <p>**The online workshop will be available as a recording until <b>July 25, 2014</b>, for those unable to attend one of the Live Online Workshop dates listed above.</p>	<p><b>All workshops will be from 9:00 a.m. – 1:00 p.m.</b></p>
Last day to submit written questions/inquiries on the Florida Department of Education's 21 <sup>st</sup> CCLC web page at <a href="http://21stcclc.flchild.com">http://21stcclc.flchild.com</a> .	<b>July 11, 2014</b>
A final response to all written questions will be posted on the Florida Department of Education's 21 <sup>st</sup> Century Community Learning Centers web page at <a href="http://21stcclc.flchild.com">http://21stcclc.flchild.com</a> .	<b>July 16, 2014</b>
<b>Notice of Intent to Apply Deadline</b>	<b>July 18, 2014 by 5:00 p.m., EST</b>
<b>Online Application Submission Deadline</b>	<b>August 8, 2014 by 5:00 p.m., EST</b>
<b>Signed Copy of <u>completed</u> paper application and Required Supporting Documents to FDOE</b>	<b>August 8, 2014 by 5:00 p.m., EST</b>
<b>Project Effective Date</b>	<b>September 1, 2014 – August 30, 2015</b>

All dates set forth above are subject to change by the Florida Department of Education with notice provided.

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## SECTION 1: OVERVIEW

### 1.1. Bureau/Office

Bureau of Family and Community Outreach

### 1.2. Program Name

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

### 1.3. Specific Funding Authority(ies)

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

### 1.4. Funding Purpose/Priorities

The purpose of the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program is to provide federal funds to establish or expand community learning centers that operate during out-of-school hours with three specific purposes:

1) Provide opportunities for academic enrichment to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading, mathematics, and science.

2) 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) Offer families of students served by 21<sup>st</sup> CCLC programs opportunities related to literacy and educational development.

### 1.5. Target Population

**Students:** The 21<sup>st</sup> CCLC program targets students from Voluntary Prekindergarten (VPK) to twelfth grade. Applicants must propose to target **only** those students attending schools eligible for Title I School-Wide Program (SWP) services and/or attending schools with at least 40% low-income families (as demonstrated by free and reduced-price lunch status). If free and reduced-price lunch data on the target school is unavailable (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 status, the applicant may use one of the following three alternative measures to satisfy the Title I SWP eligibility requirement. Documentation and justification **must** be included in narrative form in the online application:

- a. Document that at least 40% of the students qualify to receive free and reduced-price lunch through the United States Department of Agriculture's (USDA) National School Lunch Program.
- b. Document that a **weighted** average of low-income student enrollment from all feeder schools would equal the qualifications for the Title I School-Wide Program. The weight is based on the number of students coming to the targeted school **from** the feeder school—**not the number of students**

### **enrolled at the feeder school.**

For example, if School A sends 100 students (60% free/reduced lunch) and School B sends 200 students (30% free/reduced lunch), then School B would count twice as much—regardless of how many students attend the feeder schools in total. So, the weighted average is  $((100 \times 60\%) + (200 \times 30\%) / 300 = (.33 \times 60\%) + (.66 \times 30\%) = 40\%$  weighted average).

- c. Using the most recent data from the U.S. Census Bureau, document 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. 73, No. 15, Jan. 23, 2008, p. 3,971; <http://aspe.hhs.gov/POVERTY/figures-fed-reg.shtml>).

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

Applicants should not propose to target student populations served by another 21<sup>st</sup> CCLC program at the same site for the 2014-15 program year. For example, if another program serves kindergarten – 5<sup>th</sup> grade students onsite at a specific school, the applicant may propose to serve 6<sup>th</sup> – 8<sup>th</sup> grade students onsite at the same school, but not the kindergarten – 5<sup>th</sup> grade students. However, kindergarten - 5<sup>th</sup> grade students from the same school could be served at a different off-campus site.

**Adults and Family Members:** Programs must offer services to support parent involvement, family literacy, and/or related educational development. The 21<sup>st</sup> CCLC program must only propose services to adult family members of actively participating 21<sup>st</sup> CCLC students. Services for adult family members cannot extend beyond the dates of the ongoing program for students.

## **1.6. Eligible Applicants**

Any public or private agency or organization is eligible to apply. Examples of eligible agencies and organizations include, but are not limited to, the following:

- School districts (**All public schools, including charter schools, must apply through the school district**)
  - 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>
- Private schools – Non-profit (must meet requirements of the **Target Population** section – See Section 1.5)
- Educational consortia
- Non-profit agencies
- City or county government agencies
- Faith-based organizations
- Institutions of higher education
- Consortium of two or more of such agencies, non-profit organizations, or LEA entities

**Note:** If the applicant is not an LEA (Community Faith-Based Organization), a letter signed by the school Superintendent must be submitted with this application and the

data gathering provision mentioned above must be included among the other commitments made by the LEA to the program. **The letter must be attached as an Appendix B to the grant application.**

#### 1.7. Due Dates

**This RFP will be completed through an online application system. The online application system will generate all documents that will need to be printed and submitted via paper copy. The paper copy of the application with all required original signature pages MUST be received by 5:00 p.m. EST on Friday, August 8, 2014.**

Prior to submitting a full proposal for review, the applicant must complete the following:

1. Attend one of three (3) face-to-face or web-based 21<sup>st</sup> CCLC Funding Workshops provided by the Florida Department of Education (FDOE). Workshop information may be located at [www.fldoe.org/curriculum/21century](http://www.fldoe.org/curriculum/21century).
- AND**
2. Submit a Notice of Intent to Apply no later than **5:00 p.m. EST on Friday, July 18, 2014**. This can be found at <http://21stcclc.flchild.com>.

The submission of duplicate proposals that are identical, except for names and descriptions of the eligible site(s), **will not be accepted**. Proposals from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s). Each grant submission should be tailored to the needs of the students and the school district that will be served.

Facsimile submissions of the application and required documents are **not** acceptable. Applications submitted after the due date **will not be reviewed**. Applications submitted without the required forms and/or original signature **will not be reviewed**. Delivery tracking is highly recommended.

#### 1.8. Matching Requirement and Grant Awards

Matching funds **are not** required.

#### 1.9. Subsequent Award Years

In accordance with ESEA SEC. 4204 (g) DURATION OF AWARDS, grants under this part may be awarded for a period of not less than three (3) years and not more than five (5) years. Depending on the availability of funds, the Florida Department of Education will provide funding to eligible applicants for five (5) years.

Although grants are awarded for five (5) years, there is a gradual reduction in funding each year. There is an incremental 5% reduction in the amount of the award in years two (2) through five (5). The reduction of funds is devised to promote programs to acquire funds and other resources to ensure the program is sustainable by the end of the grant period. Applicants must maintain the same level of services by supplementing the grant funds with other resources. These may include federal, state and local resources, including in-kind contributions. For example, an original award of \$100,000 would be reduced to \$85,000 in the fourth year and \$80,000 in the fifth year. In no event will grant funds be reduced to a level of less than \$50,000 for each program year.

Grant Year	Example Amount	Timeframe
Year 1	\$100,000	September 1, 2014-August 31, 2015
Year 2	\$95,000	August 1, 2015-July 31, 2016
Year 3	\$90,000	August 1, 2016-July 31, 2017
Year 4	\$85,000	August 1, 2017-July 31, 2018
Year 5	\$80,000	August 1, 2018-July 31, 2019

Subsequent award years will be contingent upon the following: (1) availability of funding from the United States Department of Education (USED); (2) satisfactory performance by the subgrantee as evaluated by the FDOE and as indicated in the approved application; (3) submission of an annual re-application through the Request for Application (RFA) process and other required submissions such as Performance Information Collection System (PPICS) reporting, and required reporting and deliverables; (4) compliance with all grant requirements and conditions set forth within the most current RFA; and (5) Renewal of child care licensing/exemption from Department of Children and Families.

**1.10. Total Funding Amount/Approximate Number of Awards**

The total funding amount to be released for this funding opportunity is approximately \$26,000,000.00. The number of awards and the award amount will be based on the final U.S. Department of Education award notification and the number of quality proposals approved. It is estimated that the Florida Department of Education will award approximate 36 projects in this competition.

Applicants may apply for an annual minimum grant amount of \$62,500, up to an annual maximum grant amount of \$700,000 per proposal, per ESEA SEC. 4204(h) and in accordance to ESEA SEC. 4204(f) each proposal may support no more than four (4) centers. In addition, applicant may submit more than one (1) proposal; however, grant funding may not total more than \$1,400,000.00 across all proposals submitted.

**1.11. Budget/Program Performance Period**

September 1, 2014 – August 31, 2015

**Federal programs:** The project effective date will be the date listed under the Budget/Program Performance Period or the effective date of the Federal Award Notification, whichever is later.

**1.12. Carryover Requirements**

Florida Department of Education does not permit its grantees to carry over unobligated 21<sup>st</sup> CCLC funds.

**1.13. Assurances**

The Florida Department of Education has developed a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR 76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S.



Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).

- Applicable federal statutes.
- Applicable regulations of other federal agencies.
- State laws and regulations pertaining to the expenditure of state funds.

In order to receive funding, applicants must have the signed (by the agency head) certification page of the **General Terms, Assurances and Conditions for Participation in Federal and State Programs** on file with the FDOE Bureau of the Comptroller. The complete text can be found at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/), Section D.

This document will be included as part of the online application.

### **School Districts, State Colleges, Public Universities, and State Agencies**

School districts, state colleges, state universities and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president for other agencies.

### **Private Colleges, Community-Based Organizations and Other Agencies**

Community-based organizations, faith-based organizations, independent colleges and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature along with each application submitted to the Department. In addition, Private Colleges, Community-Based Organizations and Other Agencies must also submit the following:

- Signed General Assurances for Participation in State or Federal Programs
- The organization's 2014-15 operational budget
- A list of the current Board of Directors
- Agency's Chart of Account
- A copy of the most recent (2014) annual audit report prepared by an independent certified public accountant licensed in the state of Florida\*
- A copy of registration with the Florida Department of State, Division of Corporations: [www.sunbiz.org/index.html](http://www.sunbiz.org/index.html)
- DUNS Number Registration: <http://fedgov.dnb.com/webform>
- Verification of completed Substitute Form W-9 on the Florida Department of Financial Services' website: <https://flvendor.myfloridacfo.com>
- Signed DOE600 Form and required documents

All of this information will be included in the online application and must be included in Appendix C.

**\*AUDIT REQUIREMENT:** Applicants **must** attach the summary schedule of audit findings from a certified audit report conducted within the **last twelve months** to the application. Any applicant that is not required to receive an audit according to Office of Management and Budget (OMB) A-133 and section 215.97, F.S., **must provide** evidence of financial stability and capacity to provide proposed services.

#### 1.14. Facilities

In accordance with ESEA SEC. 4204(b)(2)(A)(i), applicants must implement the 21<sup>st</sup> CCLC program in a safe and easily accessible facility. 21<sup>st</sup> CCLC programs are not required to be located in a public school. However, if an alternative facility is proposed, it must be as available and accessible to participants 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 program must maintain equipment, security, resources and 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.

**Licenses:** In accordance with Florida Department of Children and Family Services Child Care Standards Rule 65C-22.008, Florida Administrative Code, applicants must assure that each of the proposed sites will meet Florida Department of Children and Families (DCF) Child Care License regulations. Applicants that are not operated within a school site **AND** not administered by the school district must be licensed or have received an official exemption letter from the Florida Department of Children and Families (DCF). Child Care License or a provisional Child Care License must be in place prior to applying for a 21<sup>st</sup> CCLC grant.

The complete language for the Florida Department of Children and Family Services Child Care Standards Rule 65C-22.008, Florida Administrative Code, can be found at [www.flrules.org/gateway/ruleno.asp?id=65C-22.008](http://www.flrules.org/gateway/ruleno.asp?id=65C-22.008).

More information regarding DCF Child Care licensing regulations and how to become licensed can be found at [www.dcf.state.fl.us/programs/childcare/licensing.shtml](http://www.dcf.state.fl.us/programs/childcare/licensing.shtml).

To obtain a license or exemption, applicants should contact their local licensing office. Contact details can be found at [www.myffamilies.com/service-programs/child-care/contacts](http://www.myffamilies.com/service-programs/child-care/contacts).

#### 1.15. General Education Provisions Act (GEPA)

Applicants must address how they will meet the requirements of the General Education Provisions Act by providing a concise statement with a description of the process which ensures equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. More information regarding GEPA can be found at [www.ed.gov/fund/grant/apply/appforms/gepa427.pdf](http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf). This statement will be included as a narrative in the online application and should then be signed by the agency head and submitted with the paper copy of the application

#### 1.16. Contact Persons

##### **Program Office Contact**

Lani Lingo  
21<sup>st</sup> CCLC State Director  
850-245-0852  
[Lani.Lingo@fldoe.org](mailto:Lani.Lingo@fldoe.org)

##### **Grants Management Contact**

Tiffany Herrin  
Office of Grants Management  
850-245-0716  
[Tiffany.Herrin@fldoe.org](mailto:Tiffany.Herrin@fldoe.org)

## SECTION 2: FISCAL REQUIREMENTS

### Overview

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 project out of compliance and may result in early termination and ineligibility for future funding.

Funded projects and any amendments are subject to the procedures outlined in the *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 [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

### 2.1. Project Award Notification (DOE 200)

The Project Award Notification will indicate:

- Project budget;
- Program periods (start and end dates);
- Timelines for:
  - Incurring expenditures and issuing purchase orders;
  - Federal and state reporting;
  - Liquidating all obligations at the end of a program (closeout); and
  - Submitting final disbursement reports to the FDOE.

Project recipients **do not** have the authority to report disbursements before or after these specified dates.

### 2.2 Project Disbursement Report (DOE 399)

All awarded 21<sup>st</sup> CCLC projects must submit a final DOE 399, Project Disbursement Report and the Projected Equipment Purchases Form to the Florida Department of Education, Bureau of the Comptroller, by October 20, 2015.

### 2.3. Program Income

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

According to the [Green Book](#), program income may be added to the project only when prior written approval is obtained from the Bureau Chief of Contracts, Grants and Procurement Services. Written requests for approval must be submitted to:

Florida Department of Education  
Bureau Chief, Contracts, Grants and Procurement Management Services  
325 West Gaines Street, Room 344  
Tallahassee, Florida 32399-0400

If you have questions regarding fiscal reporting of program income, contact the Florida Department of Education, Bureau of the Comptroller, at 850-245-9147.

#### **2.4. 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>.

#### **2.5. Funding Methods**

##### **Federal Cash Advance (Public Entities Only)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally-funded projects, requests for federal cash advance must be made through FDOE's Cash Advance and Reporting of Disbursements System (CARDS). If it is ever determined that disbursement will exceed the amount of cash on hand plus cash in transit, an online amendment can be made prior to the due date of the next Federal Cash Advance distribution through CARDS. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to: payroll records, contracts, invoices with check numbers verifying payment and/or bank statements. All or any of these items must be available upon request.

##### **Reimbursement with Performance**

Reimbursement with performance applies to community- and faith-based organizations and any other non-school 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.

#### **2.6. Required Deliverables**

All funded subgrantees, are required to upload all deliverables and evidence of activities as required by this RFP. A complete list of required project deliverables may be found at <http://21stcclc.flchild.com>.

##### **Minimum Direct Service Level Participation**

In addition to the required deliverables outlined in the RFP, subgrantees will be required to submit daily attendance data. At the end of each school year, the attendance data from summer (if applicable) and the school year will be analyzed and an overall

Average Daily Attendance (ADA) will be determined for the grant. Based on the calculated ADA, the grantee's budget for the following year will be proportionately reduced by the amount of the percentage deficiency from the composite budget to meet the financial consequences requirement.

## 2.7. Financial Consequences

In accordance with EDGAR 34 CFR 74.62 and 80.43—Enforcement, (a) Remedies for noncompliance, if a recipient materially fails to comply with the terms and conditions of an award, whether stated in a federal statute, regulation, assurance, application or notice of award, the awarding agency may, in addition to imposing any of the special conditions outlined in EDGAR CFR §74.14, take one or more of the following actions, as appropriate in the circumstances:

- Temporarily withhold cash payments pending correction of the deficiency by the recipient or more severe enforcement action by the Department.
- Disallow (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. Wholly or partly suspend or terminate the current award.
- Withhold further awards for the project or program.
- Take other remedies that may be legally available.

## 2.8. Allowable Expenses

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

## 2.9. Unallowable Expenses

Project funds may not be used to supplant existing programs and/or funding. In addition, examples of some unallowable expenditures are:

- **Personal digital assistants (PDAs):** Cell phones and smartphones cannot be purchased with project funds, including the costs to support such devices such as wireless services and data plans;
- **Preparation of the proposal:** Costs to develop, prepare and/or write the 21<sup>st</sup> CCLC proposal may not be charged to the grant directly or indirectly by either the agency or the contractor;
- **Pre-award costs:** Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant;
- **Entertainment, refreshments and snacks:** A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures. Game systems and game cartridges are unallowable;
- **Entertainment/Attractive items:** Items such as, but not limited to, game systems (Wii, Nintendo, PlayStation, etc.), iPads, iPods, Nooks, Kindles and game cartridges are unallowable;
- **Non-preapproved out-of-state or overnight field trips** (e.g. retreats, lock-ins, etc.);
- **Incentives** (e.g., plaques, trophies, stickers, t-shirts, give-a-ways, etc.)

- **Decorations, advertisement, promotional or marketing items** (e.g., flags, banners, etc.);
- **Purchase of facilities or vehicles** (e.g., buses, vans, cars);
- **Land acquisition;**
- **Furniture;**
- **Kitchen appliances** (e.g., refrigerators, microwaves, stoves, tabletop burners, etc.);
- **Tuition;**
- **Capital improvements and permanent renovations** (e.g., playgrounds, buildings, etc.);
- **Supplanting federal, state or local funds** (e.g., using grant dollars to fund summer school classes previously offered and paid for by the school district or other funds);
- **Direct charges for items/services already covered by indirect costs allocation;**
- **Dues to organizations, federations or societies for personal benefit; and**
- **Any 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/).

## 2.10. 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 subgrantee 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 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," subgrantee 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 subgrantee, to create a deliverable but which exists as a work independent of the deliverable, unless the pre-existing software or work was developed by subgrantee 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.

**2.11. Supplement Not Supplant**

21<sup>st</sup> CCLC subgrantees will use the funds to supplement, and not supplant, other federal, state and local public funds expended to provide programs and activities authorized under this part and other similar programs.

**2.12. Non-duplication of Effort**

Cooperation and communication between agencies is essential to ensure that all necessary services are provided and to prevent the duplication of services. It is the responsibility of the eligible agency to coordinate and ensure non-duplication with other federal and state programs.

**2.13. Records Retention**

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. Records requested by the Florida Department of Education or the Florida Division of Financial Services must be provided. Records should be maintained for five (5) years from the last day of the program or longer if there is an ongoing investigation or audit.

**2.14. Grants Fiscal Management Training Requirement**

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs) and other private not-for-profit organizations that are recipients or subrecipients of FDOE grants are required to annually participate in Grants Fiscal Management Training offered by the FDOE and the Florida Department of Financial Service (DFS). Recipients of project awards must complete the Grants Fiscal Management Training annually, 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 within 60 days of the date of execution (Block 13) on the Project Award Notification DOE 200. Training and assessment can be found at <https://app1.fldoe.org/grants/trainingMaterials/Default.aspx>. Recipients will be asked to type in their email address and follow the steps.

**2.15. Equipment**

**Federal Requirement**

The OMB Circular A-87(15)(b)(2), Equipment and other capital expenditures states: Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior approval of the awarding agency.

**Education Department General Administrative Regulation (EDGAR)**

The Education Department General Administrative Regulation requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds. The Projected Equipment Purchases Form references all of the required guidelines specified in EDGAR, section 80.32, Equipment. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

### **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 FDOE 101S Budget Narrative Form and on the Projected Equipment Purchases Form.

All additional equipment purchases with a unit cost of \$1,000 or more not listed on the original budget approved by the Florida Department of Education, require an amendment submission and approval by the Florida Department of Education prior to purchase by the agency awarded the funding.

### **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 projected 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.

## **2.16. Administrative and Indirect Cost**

Indirect cost is defined in OMB Circular A-87, the U.S. Department of Education's *Indirect Cost Determination Guidance for State and Local Government Agencies* and the Education Department General Administrative Regulations (EDGAR). These documents are available online through the following websites:

- OMB Circular A-87  
[http://www.whitehouse.gov/omb/circulars\\_a087\\_2004/](http://www.whitehouse.gov/omb/circulars_a087_2004/)
- U.S. Department of Education's "Cost Allocation Guide for State and Local Governments"  
<http://www2.ed.gov/about/offices/list/ocfo/fipao/bluebookgas.html>
- EDGAR  
<http://www2.ed.gov/policy/fund/reg/edgarReq/edgar.html>

### **School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program or project by the Florida Department of Education's Comptroller. Indirect costs shall only apply to federal projects. Additional information and forms are available at [www.fldoe.org/comptroller/](http://www.fldoe.org/comptroller/).

### **State Agencies, Public Universities and State Colleges**



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

### **Private Colleges, Community-Based Organizations and Other Agencies**

No more than 5% of each year's budget may be spent on activities related to the administration of the 21<sup>st</sup> CCLC grant (this amount may or may not include the project director's salary, depending on other related positions).

### **General and Administrative Costs**

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

- Administrative salaries and wages plus applicable fringe benefits, auditing, legal fees, office supplies, postage, communications, travel and miscellaneous items of costs;
- Maintenance and housekeeping salaries and wages plus fringe benefits; facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and insurance;
- Direct care supervision is considered a direct cost; and
- Administrative salaries and wages plus applicable fringe benefits may be grouped as G & A costs. The salary of an executive director or program director is an allowable personnel cost and may be grouped in the G & A administrative salaries and wages. The costs must be reasonable and must be allocated proportionally to all programs/services that the provider agency administers.

### **2.17. Program Evaluation Cost Cap**

No more than 5% of each year's budget may be spent on evaluation costs. Evaluation costs constitute costs associated with data analysis, report writing and any training associated with the results of the evaluation.

### **2.18. Procurement Services**

In accordance with Florida Statutes and federal regulations, applicants **must** comply with the procurement requirements of the state and their agency. Applicants must

ensure that the vendor (e.g., contractor, consultant) is 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 the following links:

*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/)

## **2.19. Project Performance Accountability and Reporting Requirements**

The Department's project managers will track each project'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.

A complete list of required project deliverables may be found at <http://21stcclc.flchild.com>.

For projects funded via Cash Advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis. For projects funded via reimbursement, the Department's project managers will verify that the project's expenditures are allowable and that performance objectives are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations.

## SECTION 3: 21<sup>ST</sup> CENTURY COMMUNITY LEARNING PROGRAM REQUIREMENTS

### 3.1. Advisory Board

To ensure broad-based community, school and student involvement and support, all 21<sup>st</sup> CCLC subgrantees are required to establish a local 21<sup>st</sup> CCLC Advisory Board comprised of **at least two (2) parents, two students (if middle and/or high school students are served)**, teachers and members of community agencies and the private sector. The optimal size is 10 to 15 members. Subgrantees are required to retain documentation of board meetings, such as minutes and attendance lists. A minimum of two (2) meetings per year **must** be held, with minutes taken and attendance recorded. The focus of the advisory board meetings should include, but is not limited to, current or future program needs and/or concerns, program operations and sustainability. Information and documentation of advisory board meetings will be submitted as part of the project deliverables. It is recommended that each program's 21<sup>st</sup> CCLC Advisory Board meet quarterly.

### 3.2. Charging Fees/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 to low-income students and families.

Programs that choose to propose fees must offer a sliding scale of fees, as well as scholarships for those who cannot afford to participate. Any income collected from fees must be used exclusively to fund 21<sup>st</sup> CCLC activities approved in the grant application.

Programs intending to charge fees must clearly indicate this in the grant application and must submit quarterly reports using the Program Income Form provided by the FDOE. If the applicant does not indicate that fees will be charged within the grant application, the program cannot charge fees for students for that program year. All activities related to the collection, reporting and expenditure of program fees are subject to audit and monitoring 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 pick-up fees. **The FDOE reserves the right to reduce requested funds based on the proposed fees.**

### 3.3. Community Awareness

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

### 3.4. Dissemination of Information

All 21<sup>st</sup> CCLC subgrantees are required to disseminate understandable and accessible information about the 21<sup>st</sup> CCLC program such as the location of services and proposed activities. The purpose of disseminating information must not be focused on recruiting students into the program, but rather to inform communities and stakeholders about the importance and potential of this federal afterschool program. When possible, this should include dissemination of promising practices and data-based success of the 21<sup>st</sup> CCLC program. (ESEA SEC. 4204(b)(2)(A)(iii))

Funded subgrantees must disseminate program information at least three (3) times in 2014-15: during fall, spring and summer programs. Subgrantees without summer programs will disseminate information about the end of the program year during the summer dissemination requirement.

### **3.5. 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, subgrantees 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. Subgrantees must ensure that services and benefits provided to private school students are secular, neutral and non-ideological. More information can be found at [www2.ed.gov/policy/elsec/leg/esea02/pg111.html](http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html).

Attach a completed copy of Assurance of Providing Equitable Services for Private School Students, Teachers and Other Educational Personnel Form in Appendix A. This form can be found at [www.fldoe.org/curriculum/21century/](http://www.fldoe.org/curriculum/21century/).

### **3.6. Professional Development**

Each program **must** have a professional development plan that is responsive to the needs of its staff. Programs should identify these plans in their application. Conferences and trainings **must** be linked to the 21<sup>st</sup> CCLC funding purpose as outlined in the application. Subgrantees **must** send at least three (3) active 21<sup>st</sup> CCLC staff members to Florida’s 21<sup>st</sup> CCLC State Conference (STUDENT SUCCESS SUMMIT: Florida Afterschool Conference and Educational Strategies and Student Engagement Institute) in Orlando, Florida, October 20-24, 2014. All 21<sup>st</sup> CCLC Project Directors **must** attend the state conference.

### **3.7. Students with Special Needs**

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

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

*Council for Exceptional Children:* [www.cec.sped.org](http://www.cec.sped.org)

*Bureau of Exceptional Education and Student Services:* [www.fldoe.org/ese](http://www.fldoe.org/ese)

*Title X, Part C: Homeless Education Program:* [www.fldoe.org/bsa/title1/titlex.asp](http://www.fldoe.org/bsa/title1/titlex.asp)

### **3.8. Supplemental Meals**

The program must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Depending on

when the 21<sup>st</sup> CCLC program operates, a supplemental snack or meal must be offered to each student, each day. Snacks/meals cannot be purchased with 21<sup>st</sup> CCLC funds and must come from other resources. Students shall not be charged for costs associated with supplemental snacks/meals. Proof that the agency will be providing supplemental snacks/meals must be submitted before centers can open to students.

The program must provide supplemental snacks/meals when the program is open as follows:

- Afterschool (daily nutritious snack; dinner must be served if a program runs past 6:00 p.m.)
- Before school (daily nutritious breakfast)
- Non-school days (daily nutritious breakfast, lunch, and/or snack, depending on hours of operation)

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

- *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:* [www.fns.usda.gov/sfsp/summer-food-service-program-sfsp](http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp)

### **3.9. Coordinating with Other Programs**

Other federal programs can complement local 21<sup>st</sup> CCLC programs. According to 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. 21<sup>st</sup> CCLC funds awarded to local subgrantees must be used only to **supplement** the level of federal, state, local and other non-federal funds, and not to replace funds that would have been available to conduct activities 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 are eligible to receive funds through 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 local programs.

### **3.10. Family Services**

21<sup>st</sup> CCLC programs must provide ongoing services to the families of children who are served in the program. For purposes of this program, the terms *family* and *parent* include caregivers, guardians or others, such as grandparents, who act in the stead of parents.

Services provided with 21<sup>st</sup> CCLC funds to adult family members must be meaningful and ongoing. Accordingly, services that are episodic or non-recurring, such as *Family Nights* and special events, do not fulfill the mission of the program and should not be proposed for funding. Examples of services that may be funded by 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,

citizenship preparation classes, social services and recreational and enrichment opportunities.

### 3.11. Times and Frequency of Service Provision

21<sup>st</sup> Century Community Learning Centers must offer services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends or during school breaks including fall, winter, spring and summer breaks. Applicants should design the operating schedules of their programs to meet the needs of participating students and their families. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

#### Elementary School

Each proposed learning center is **required** to operate a **minimum** of:

- **140 days** of student services\* per project year, including summer
- **Twelve (12) afterschool hours per week** for every student\*\*

#### Middle and High School

Each proposed learning center is **required** to operate a **minimum** of:

- **140 days** of student services\* per project year, including summer
- Nine (9) afterschool hours per week
- Minimum of three (3) days per week

\*Student services are programs where the vast majority of enrolled students are able to participate and can receive all activities and services identified in the approved proposal.

\*\***Each student** in the program **must be afforded 12 full hours of programming each week** (e.g., a program cannot serve boys on Monday and girls on Tuesday). In addition, if programs wish to serve students who participate in extra-curricular activities, programs must demonstrate how these students will receive the full breadth of activities in order to count the students as in attendance. Programs should serve the same students on a daily basis.

### 3.12. Reporting Outcomes

#### United States Department of Education Requirements

As part of the U.S. Department of Education's 21<sup>st</sup> CCLC Grant Program, Learning Point Associates® has the task of collecting program data about funded 21<sup>st</sup> CCLC programs via the 21<sup>st</sup> CCLC Profile and Performance Information Collection System (PPICS). Each agency must input information about approved and funded 21<sup>st</sup> CCLC grants. This includes basic information such as contact information, objectives, grant partners and other topics.

Each year, subgrantees are also required to submit an Annual Performance Report (APR) that describes project activities, accomplishments and outcomes. There are two types of data collected on the APR: descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the USED approximately two months before the anniversary date of the project, usually in April. The section of the APR containing achievement data will be submitted by all grantees on a due date to be set by the USED, usually in October. Learning Point Associates® will email each program a user ID and password. Subgrantee user modules are typically completed by 21<sup>st</sup> CCLC subgrantees. Data collected by PPICS includes the following:

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

For more information, access the public PPICS site at <http://ppics.learningpt.org/>.

### **Florida Department of Education Reporting Requirements**

The Florida Department of Education requires all subgrantees to submit online attendance reports and operational data. All 21<sup>st</sup> CCLC applicants will be expected to submit data and reports electronically, including:

#### **Monthly Attendance Reports and Deliverables (Due Monthly)**

Monthly Attendance Reports will identify the 21<sup>st</sup> CCLC component(s) being offered, the number of students in 21<sup>st</sup> CCLC attendance each day, and the number of 21<sup>st</sup> CCLC program hours for each day of the month. A monthly report must be submitted for each site and for each month. The report is due the 15th day of each month, covering the prior month of operation (e.g., August 2014 data is submitted by September 15, 2014). All data will be submitted electronically. Each subgrantee will be provided with a list of required deliverables to be submitted each month to document effort toward the scope of work. This list will be provided to subgrantees upon award. These items must be submitted electronically and in a timely and complete manner in order to receive payment.

#### **Baseline Data Collection Submission (Due Annually)**

Data will be collected for each participant during their first month 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 formative and summative evaluation reports. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the 21<sup>st</sup> CCLC Administrative Team.

#### **Mid-Year Data Collection Submission (Due Annually)**

Mid-year data collection will be used to demonstrate progress towards program objectives from summer 2014 through December 2014. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the 21<sup>st</sup> CCLC Administrative Team.

### **End-of-Year Data Collection Submission (Due Annually)**

End-of-Year data collection will be used to demonstrate achievement of objectives and enrollment and participation rates from summer 2014 through Academic Year 2015. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the 21<sup>st</sup> CCLC Administrative Team.

### **Formative Evaluation Summary (Due Annually)**

The Formative Evaluation Summary is a brief written summary of mid-year progress toward objectives and changes that will be made to programming, operations, or data collection based on findings from the formative evaluation. All reports will be submitted utilizing reporting formats provided by the 21<sup>st</sup> CCLC Administrative Team.

### **End-of-Year Report (Due in Years 1, 3, and 4)**

The End-of-Year Report is a brief written report summarizing annual evaluation findings pertaining to achievement of program objectives; teacher surveys on each student; student and parent satisfaction surveys; and 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 21<sup>st</sup> CCLC Administrative Team.

### **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, 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 21<sup>st</sup> CCLC Administrative Team.

The summative evaluation conducted during the final year should reflect the entire five (5) year project.

## **3.13. Program Emphases**

### **3.13.a. Personal Enrichment**

According to ESEA SEC. 4205 (A), approved personal enrichment activities advance student academic achievement, including the following categories:

- Mathematics and science educational activities;
- Remedial education activities and academic enrichment learning programs including providing additional assistance to students which allows them to improve their academic achievement;
- Physical education and recreation activities;
- Dropout prevention: [www.dropoutprevention.org/effstrat/default.htm](http://www.dropoutprevention.org/effstrat/default.htm);
- Character Education: [www.fldoe.org/bii/curriculum/social\\_studies/ce.asp](http://www.fldoe.org/bii/curriculum/social_studies/ce.asp);
- Florida Learn & Serve: [www.fsu.edu/~flserve/sl/sl.html](http://www.fsu.edu/~flserve/sl/sl.html);
- Learn & Serve America: [www.nationalservice.gov/](http://www.nationalservice.gov/);
- Tutoring (e.g., homework help) and mentoring services;
- Arts and music **educational** activities (**not arts and crafts**);



- Entrepreneurial educational programs;
- Language skills and academic achievement for limited-English proficient students;
- Telecommunications and technology educational programs;
- Expanded library service hours;
- Drug and violence prevention and/or counseling activities; and
- Truancy prevention programs that provide assistance to students who have been truant, suspended or expelled, and which allow the students to improve their academic achievement.

### **3.13.b. Literacy**

Literacy is a vital component of 21<sup>st</sup> CCLC programming. It is important that all students in Florida are reading proficiently by the end of grade three and are prepared to read to learn in subsequent grades. Older students must be proficient readers to be prepared to have successful college and career opportunities. 21<sup>st</sup> CCLC programming should offer academic enrichment and fiscal support to reach this imperative mission.

Quality applications serving elementary students must incorporate problem/project based learning strategies with the focus on intensive skill-building programs focused on literacy. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when developing the literacy-focused component of the application. The list is not exhaustive and applicants are encouraged to explore and incorporate other quality, scientifically-based resources.

- [www.fcrr.org](http://www.fcrr.org)
- [www.justreadflorida.com/educators.asp](http://www.justreadflorida.com/educators.asp)

### **3.13.c. STEM (Science, Technology, Engineering, and Mathematics)**

21<sup>st</sup> CCLC programs are valuable partners with schools for fostering interest, enthusiasm and opportunities for all children and youth to engage with STEM practices, concepts and applications.

Quality applications serving middle school students must incorporate problem/project based learning strategies with the main focus on STEM activities. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when developing the STEM-focused component of the application. The list is not exhaustive and applicants are encouraged to explore and incorporate other quality, scientifically-based resources.

- [www.y4y.ed.gov/teach/stem/](http://www.y4y.ed.gov/teach/stem/)
- [www.fldoe.org/bii/oms.asp](http://www.fldoe.org/bii/oms.asp)

### **3.13.d. College and Career Readiness**

Readiness for college and careers should not begin at the high school level; it should be the driver for grades kindergarten-12. Incorporating literacy components into the instruction in a meaningful and relevant manner across the content areas at all grade levels is essential.

Quality applications serving high school students must incorporate problem/project based learning strategies with the focus on college and career readiness and/or dropout prevention strategies. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when

developing the college and career readiness-focused component of the application. The list is not exhaustive and applicants are encouraged to explore and incorporate other quality, scientifically-based resources.

- College and Career Readiness: [www.fldoe.org/fcs/collegecareerreadiness.asp](http://www.fldoe.org/fcs/collegecareerreadiness.asp)
- Career Development: [www.fldoe.org/workforce/programs/cd\\_home.asp](http://www.fldoe.org/workforce/programs/cd_home.asp)

### **3.13.e. Dropout Prevention**

In Florida, graduation rates are rising. Florida's high school graduation rate increased by 1.1 percentage points over the last year and has increased significantly during the past ten years. The rate rose from 59.2 percent in 2003-04 to 75.6 percent in 2012-13. Out-of-school time programs can play a tremendous role in keeping students motivated, interested and in school. 21<sup>st</sup> CCLC programs can work with schools to build strategies toward reclaiming student attention and attendance.

Quality applications serving high school students must focus on college and career readiness and/or drop-out prevention strategies. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when developing the literacy-focused application. The list is not exhaustive and applicants are encouraged to explore and incorporate other high-quality, scientifically-based resources.

- 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: [www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf](http://www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf)
- Florida Department of Education, Bureau of Family and Community Outreach, Dropout Prevention: [www.fldoe.org/family/dropout/default.asp](http://www.fldoe.org/family/dropout/default.asp)

### **3.13.f. Project Based Learning**

Florida's 21<sup>st</sup> CCLC initiative endorses Project Based Learning (PBL) that combines these academic and personal enrichment components into relevant learning experiences for its students. In turn, these efforts aim to increase student achievement and train students to be college and career ready.

Research shows that students most readily engage with academic subjects—and remember what they learn for a longer period of time—when engaged in PBL. Project Based Learning motivates students to learn new content or skills because they find the topic, driving question, and tasks to be relevant and meaningful. A well-designed project provokes students to engage with central concepts and principles of a discipline.

Quality applications **must** incorporate project based learning strategies into their daily programming. It is up to the applicant to be creative in describing the proposed program. Listed below are links to resources an applicant may consider when developing the PBL-focused component of the application. The list is not exhaustive and applicants are encouraged to explore and incorporate other quality, scientifically-based resources.

- [www.y4y.ed.gov/teach/pbl/](http://www.y4y.ed.gov/teach/pbl/)
- [www.bie.org/](http://www.bie.org/)

### **3.13.g. Health and Nutrition**

Physical activity positively impacts physical, social, and emotional health and can reverse harmful trends in the health status of children and adolescents. Florida's 21<sup>st</sup> CCLC program is working with the Florida Department of Education, Office of Healthy Schools and Partnership for a Healthy Community initiative to provide youth development in afterschool. Youth development is the natural process through which youths seek ways to meet their basic physical, social, emotional, and educational needs and to build the knowledge, skills, and resiliency necessary to succeed as they grow and develop.

When providing youth development program, quality applications must incorporate the Healthy Eating and Physical Activity (HEPA) Standards. The standards are based in part on years of research supported by collaborations with the Harvard School of Public Health (HSPH), University of Massachusetts at Boston, the Healthy Out of School Time Coalition (HOST) and the National Institute for Out of School Time (NIOST). Listed below are links to resources of the standards. Standards are outlined at the following websites:

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

### **3.14. Afterschool Standards**

This tool was developed by the Florida Afterschool Network (FAN). The Florida Standards for Quality Afterschool Program Assessment, a research-based planning and self-assessment tool, will be used by each program site twice a year. The assessment process should include representatives of all stakeholders involved in the program. Although not an evaluation tool, the feedback from the Florida Standards for Quality Afterschool Program does contribute to the overall understanding of program outcomes. The tool and user's guide are available at [www.myfan.org/resources.php#quality](http://www.myfan.org/resources.php#quality).

## SECTION 4: NARRATIVE COMPONENTS

### Overview

This section covers the criteria an applicant must address when submitting an application. Information presented in this section will also be available on the online grant application website. Applicants should review the online system before beginning the application as more detailed information is included there on each section.

### Project Scope of Work (0 Points)

**Online Application Character Limit: 3,500**

A project's Scope of Work is typically written after the entire proposal is complete and should establish the blueprint for work to be accomplished. The section should provide details for implementing the project and give specific examples for how work is going to be accomplished.

### Instructions

Provide a Scope of Work including the goals of the proposal and the program design which includes, but is not limited to: the services that will be offered, the population that will be served, the number of students that will be served, the school(s) to be targeted, hours of operation each day (number and actual hours), days per week (number and actual days), the staffing plan and the duration of the activity (weeks, months).

**NOTE:** Be sure the information provided here is aligned with what is requested in your budget.

**Application Review: Scope of Work** of the application will be reviewed by three reviewers. Although the section is 0 points, applicant must provide a detailed Scope of Work that is clear and easy to understand, and outlines the characteristics of the application. This should include, but not limited to, the number of students, the type of activities that will be offered, and the number of days/weeks/months.

#### 4.1. Evidence of Experience (12 Points Total)

##### 4.1.a. Prior Experience (4 points)

**Online Application Character Limit: 3,500**

The applicant must describe the agency's prior experience or promise of success in providing educational and related activities that complement and enhance the academic performance, achievement and positive youth development of the targeted students per Public Law 107-110, ESEA SEC. 4204(b)(2)(J). If an applicant has no previous experience as outlined above, then the applicant must describe how the agency has a strong likelihood for successful implementation of the proposed program, including the capability to provide educational and related activities, and to assess program performance.

##### 4.1.b. Leadership Capacity (4 points)

**Online Application Character Limit: 3,500**

Describe the capacity of program leadership (e.g., program director, site coordinator(s), fiscal officers, and data analyst) to effectively implement the proposed 21<sup>st</sup> CCLC program, including oversight, "big picture" planning elements for curriculum and instructional approaches, professional development and ongoing monitoring of program effectiveness. Programs should also provide a description detailing the plan to develop

an Advisory Board including who will serve on the Board, how often the Board will meet, and the primary functions of the Board.

**NOTE:** Compensation to members of non-profit organization(s), trustees, directors, associates, officers or other immediate family members thereof is restricted by federal regulation. A determination must be made and documented that such compensation is reasonable for the actual 21<sup>st</sup> CCLC services rendered.

**4.1.c. Community Collaboration and Partnerships (4 points)**  
**Online Application Character Limit: 3,500**

The federal statute requires each applicant to give notice to the community of its intent to submit an application and to provide for public availability and review of the application and any waiver request after submission. Describe how parents, students and community partners were involved in developing the 21<sup>st</sup> CCLC plan as well as their ongoing collaborative roles in implementing the proposed project.

Identify current public/private partnerships that were or will be used in developing, implementing, evaluating and sustaining the 21<sup>st</sup> CCLC program to make the most effective use of public resources per ESEA SEC. 4204(b)(2)(C) and 4204(b)(2)(H). The summary must include: **(1)** a description of the services/contributions from these partners that will assist in meeting the program's needs and goals, **(2)** a plan for documenting the value of in-kind contributions of goods and services provided by these partners, and **(3)** a plan for maintaining these partnerships per ESEA SEC. 4204(b)(2)(K). This information will be submitted in a table format in the online application.

**NOTE:** A partner is any organization other than the grantee that will **actively contribute** to the 21<sup>st</sup> CCLC project and can include the local educational agency, universities, community-based and faith-based organizations, and other types of public/private entities. **Example:** Partnership for snacks/meals - When developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals or both will be acquired other than using 21<sup>st</sup> CCLC funds since food is not an allowable expense for the 21<sup>st</sup> CCLC program. This information should include how snacks, meals or both will be distributed to sites for provision to participating students on a daily basis when the program is in operation.

**Application Review:** Section 4.1.a.-c. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the agency's experience or assurance of success in the proposed program and demonstrates experience collaborating with other organizations.

**4.2. Needs Assessment (19 Points Total)**

A needs assessment will help to identify both the needs of the students and their families, as well as the gaps in available services. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, the specific purposes of the 21<sup>st</sup> CCLC program are to provide a wide range of academic and personal enrichment services to: (1) students who primarily attend schools eligible for school-wide programs under section 1114, or schools that serve a high percentage of students from low-income families, and (2) the families of these students. As per federal law, services must be based on specific student and community needs (e.g., income

levels, educational levels, teen pregnancy rates, juvenile detention rates) that impact the target population.

A thorough, complete and accurate needs assessment is one of the most critical components of the proposal as it specifies the educational needs upon which the program is founded and indicates how these needs were accurately identified. Relevant supporting data—such as standardized test scores, school data, and survey results—**must substantiate** the proposed educational needs of the targeted population, including students and their families. By citing factors that impact the educational outcomes of the identified students, a needs assessment provides a description of the community and school(s) to be served. This data should be available from the local school district, local schools and/or community-based organizations. The information will assist in determining the program's mission.

These factors may include, but are not limited to at least eight of the following which must be included and explained in the proposal:

- Poverty rates in the communities to be served;
- Percentage or growth of limited-English proficient students and adults;
- Percentage of Title I students, schools in Title I improvement;
- Reading and math score data and trends;
- Educational levels for the identified students and their families;
- School truancy rate;
- Juvenile crime rate;
- Violent and drug-related offenses;
- Short- and long-term suspension rates;
- Attendance data;
- School dropout rate;
- Survey results that support program needs;
- Interviews with stakeholders;
- Unemployment rate; and/or
- Other county, school, or local education agency data.

In sum, the needs assessment should identify why the proposed program is needed. The goals, objectives and services identified in the proposal should be closely tied to the documented needs.

**4.2.a. Assessment Plan (4 points)**

***Online Application Character Limit: 3,500***

Prepare a concise narrative that describes the process used by the stakeholders, including the private schools located within the proposed targeted schools' demographic area(s), to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. The process must include when the development began, who led and participated in the data/information collection effort, how the various data sources were gathered and analyzed by all of the stakeholders and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal.

**4.2.b. Specific Needs (10 Points)**

***Online Application Character Limit: 8,500***

Provide specific and concrete data citing the various achievement (reading, mathematics, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and define the agreed upon academic, social, emotional, cultural and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to use data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific needs.

All data referenced in this section must have full references in American Psychological Association (APA) format, indicating the **most current source**. (The list of references must be placed in Appendix A.)

*Information on formatting APA citations can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>.*

#### **4.2.c. Program Focus (5 Points)**

##### ***Online Application Character Limit: 4,500***

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

**Application Review:** Section 4.2.a.-c. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the narrative details and the process used by the stakeholders including private schools located within the proposed targeted schools' demographic area (s) to actively collaborate in identifying and developing the student and community needs assessment for the grant program. Narrative provides specific and concrete information citing the various achievements (Reading, Math, Science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the grant award.

#### **4.3. Collaboration with School and Operating Partnerships (5 Points)**

##### ***Online Application Character Limit: 4,500***

A 21<sup>st</sup> CCLC program can be a particularly important component in a school improvement plan as it offers out-of-school time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

Communication between the 21<sup>st</sup> CCLC program staff, the students' regular day teachers and school administrators, as well as family members, is critical to ensure student needs are addressed in the 21<sup>st</sup> CCLC program. If the applicant is a non-LEA organization, the organization is encouraged to seek support from the school principal to ensure agreement with the collaboration plan.

### **Instructions**

Describe the plan of communication between the 21<sup>st</sup> CCLC, the schools that students regularly attend, and/or the regular-day teachers/staff, specifically, indicate how the following will be addressed:

- Accessing necessary student academic records to monitor objectives and providing \*statewide evaluation data;
- Sharing information on student progress in the 21<sup>st</sup> CCLC program with both:
  - regular-day school staff
  - families of participating students;
- How federal, state, and local programs may be combined or coordinated with the proposed program for the most effective use of resources;
- How the funded agency will collaborate between an LEA or school(s) and a community based organization or another public or private organization; and
- How the applicant will use qualified senior citizens to serve as volunteers (optional). (ESEA SEC.4204 (b)(2)(L)).

**NOTE:** In order to ensure the confidentiality of student records, yet ensure that applicants other than the Local Education Agency (i.e., school district, charter school) have access to student achievement data, the funded agency is responsible for gathering the achievement data and securing parental permission.

\*The Statement of Assurance for Evaluation Data form can be found in the online application. This form must be signed and submitted in Appendix A.

**Application Review:** Section 4.3. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the collaboration of partnerships between the applicant and the stakeholders to best benefit the participating children and their families.

#### **4.4. Program Plan and Implementation (32 Points)**

Program planning and implementation is integral to a program's success. In order for a program to be successful, applicants should not only design a program idea or plan, but also clearly address how the program will be implemented. The plan should also provide a clear, concise description of the program activities that will be provided for students and their families. Elements of the plan should include measurable objectives, activities centered on Project Based Learning and enrichment, descriptions of contact time, recruitment and retention strategies, staffing and professional development, advisory boards and partnerships, dissemination plans, student safety and transportation plans, and a plan for sustaining the program at the end of the grant cycle.

##### **4.4.a. Measurable Objectives and Measurement Tools (6 points)**

***Online Application Character Limit: Limit only applies to description of objectives; each description has a 1,000 character limit***

21<sup>st</sup> CCLC program goals are overarching principles that guide decision making while their objectives are Specific, Measurable, Attainable, Realistic and Timely (SMART).

These strategies are used to achieve an indicated goal. SMART objectives must:

- be measureable (using specific measurement instruments);
- be performance-based;



- be able to assess change in performance over time or relative to an appropriate comparison group of students (formative assessment); and
- be challenging.

Applicants must provide examples illustrating how identified strategies align with the Florida Standards\* and are research-based and show evidence of effectiveness. The applicant must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable. For the 2014-15 application, each objective must include specifications for how the objective will be assessed using a series of drop down menus within the online application.

\*More information on the Florida Standards can be found at [www.fldoe.org/bii/curriculum/sss](http://www.fldoe.org/bii/curriculum/sss).

You must have a separate set of objectives for each grade level served as specified below:

Applicants serving **elementary school** students are required to have at least one (1) objective from **each** category below. These include:

1. Reading/Literacy;
2. Mathematics;
3. STEM;
4. Personal Enrichment – Healthy Eating and Physical Activity; and
5. Personal Enrichment – Behavior OR Personal Enrichment – Art and Culture.

Applicants serving **middle school** students are required to have at least one (1) objective from **each** category below. These include:

1. Reading/Literacy;
2. Mathematics;
3. STEM;
4. Personal Enrichment – Behavior; and
5. Personal Enrichment – Healthy Eating and Physical Activity OR Personal Enrichment – Art and Culture.

Applicant serving **high school** students are required to have at least one (1) objective from **each** category below. These include:

1. Reading/Literacy;
2. Mathematics;
3. STEM;
4. Dropout Prevention and College and Career Readiness; and
5. Personal Enrichment – Healthy Eating and Physical Activity OR Personal Enrichment – Art and Culture OR Personal Enrichment – Behavior.

All applicants must provide monthly **Adult Family Member** services and must include at least two (2) objectives from **each** category below. These include:

1. Participation; and
2. Performance.

### **Instructions**

Use the narrative text boxes to indicate objectives for your program. Be sure to include the appropriate number of objectives for the grade levels that the program is serving.

Each objective must minimally include a performance benchmark, target group, intended program impact, and content area (e.g., \_\_\_% of participating students will meet or exceed state and local standards in reading or \_\_\_% of parents of regularly participating students will participate in at least one family event offered by the program).

Objectives can be measured using multiple methods. A series of objective assessment drop-down boxes will accompany each objective in the online application. These drop-down boxes will be used to specify details for how each objective will be assessed (e.g., measurement tools; time or group comparison). Each objective must also be accompanied by a brief narrative description detailing why the assessment methods were chosen and how benchmarks were derived.

#### **4.4.b. Activities and Timeframe (14 points)**

##### **Online Application Character Limit: 8,500**

Research shows that students most readily engage with academic subjects and remember what they learn for a longer period of time when engaged in problem and/or project-based learning. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. Project Based Learning teaches students 21<sup>st</sup> century skills as well as content. These skills include communication and presentation, organization and time management, research and inquiry, self-assessment and reflection, and group participation and leadership.

Academic enrichment activities provided during the 21<sup>st</sup> CCLC program should not mirror the regular day's activities, but should creatively and engagingly reinforce topics taught during the regular school day. The activities must support the Language Arts and Mathematics Florida State Standards and the Just Read, Florida! initiative.

More information regarding the Florida State Standards can be found at [www.fldoe.org/bii/curriculum/sss](http://www.fldoe.org/bii/curriculum/sss).

More information regarding the Just Read, Florida! initiative can be found at [www.justreadflorida.com](http://www.justreadflorida.com).

21<sup>st</sup> CCLC programs must also provide monthly family involvement activities. The activities should be designed to increase the involvement of adult family members in their child's education and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning per ESEA SEC. 4205(a)(10).

Activities are even more specific than objectives. Activities demonstrate who is responsible for implementing the practices that will help the program meet its objectives, the timeframe in which the objectives will be met, the location where the objectives will be met and how long it will take the objectives to be met. Applicants must include specific activities that will clearly allow the program to progress towards the stated objective(s). An applicant shall design and implement its activities based on research or evaluation that provides evidence that the strategies are proven effective in improving student performance. Following each activity, the applicant must indicate the

timeframe that each activity will be occurring (e.g., daily throughout year, monthly throughout year, weekly during third nine-weeks, daily during summer session).

Applicants must also complete two (2) project based learning (PBL) plans which will be included as an electronic form, as part of this application. One of the plans should address academic enrichment and the other should address personal enrichment. Also explain what activities will be provided during the remaining hours of the program. Homework assistance, physical education and wellness activities are strongly recommended as determined by the needs of the targeted population.

**Instructions**

Part A: Use the online form to develop two proposed PBL activities, keeping in mind that some combination of PBL activities which emphasize core academic subjects such as reading, science, technology, engineering and mathematics (STEM) must be offered daily. One of the plans should address academic enrichment and the other should address personal enrichment. (These forms will not be included in the character count for this section.)

Part B: Write a narrative that describes the project based learning and explain what activities will be provided during the remaining hours of the program. Homework assistance, physical education and wellness activities are strongly recommended as determined by the needs of the targeted population.

Part C: Write a narrative that describes the organization’s Adult Family Member Services programming plan that will engage parents and families, and will result in regular attendance and participation of the parents and the family members of the students who will receive services from the program. The plan to promote parent and family involvement must be closely aligned to activities of the students participating in the program and the needs of the school and community as described in the Project Need section of the proposal. See 3.10. for information on Family Services.

Part D: Use the online form to create a table of activities that address the developed objectives. Include the activities associated with the objective and the timeframe for the activities. See the example table below. (This table will not be included in the character count for this section.)

**Measurable Objectives, Measurement Tools, Activities, and Timeframe Table:**

<b>Measurable Objectives</b>	<b>Measurement Tools</b>	<b>Activities</b>	<b>Timeframe</b>
<i><b>Examples:</b></i> 80% of regularly participating students (attending the program 30 days or more) will meet or exceed state and local standards in reading	<i><b>Examples:</b></i> Pre- and post-assessments and report card grades	<i><b>Examples:</b></i> a) Homework Assistance  b) Reading computer-based activities  c) Book Club  d) Individualized	<i><b>Examples:</b></i> a) Daily throughout the school year  b) Weekly throughout the project year  c) Weekly throughout the project year  d) Bi-weekly throughout

		reading tutoring	the school year
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**4.4.c. Quality Contact Time (4 Points)**

**Online Application Character Limit: 3,500**

Research has shown that brief periods of contact time in before and after school programs are not beneficial to students. Each enrolled student must be given the opportunity to attend academic and enrichment activities for a minimum of 12 hours each week (preferably Monday-Friday) (at least 9 for middle and high school) to provide a quality program in order to foster maximum positive impact on students' development and learning. Travel time does not count toward the 12 (or 9) hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

**Instructions**

Provide a narrative that describes the before school and after school, summer, or other non-school time activities listed in the table referenced above, outlining the hours and days of service for students and families. Clearly state the total number of hours per week each site will operate. Attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer) at each site. The sample weekly schedule should be included in Appendix B. In addition to the sample weekly schedules, each applicant must complete and submit a Site Profile Worksheet(s) for each proposed site. Applicants should also include these in Appendix B of their application.

**4.4.d. Recruitment and Retention (4 points)**

**Online Application Character Limit: 3,500**

Identification and selection of students is integral to the success of any program. Programs should specifically plan how to recruit populations in need of services to attend their programs. Programs should have either explicit experience in recruiting families for services or an explicit plan on how to recruit those students and their families. Furthermore, once the families and students begin to attend the program, there should be a purposeful effort made to retain the students and their families in the program.

**Instructions**

Describe in detail the criteria for selecting 21<sup>st</sup> CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment and retain them to achieve long term participation. Strategies utilized for recruitment and retention should be specific to the targeted population as described in the Project Need section of the proposal.

**4.4.e. Staffing and Professional Development (4 points)**

**Online Application Character Limit: 3,500**

The minimum staffing requirements and the duties and responsibilities of each are listed below. Organizations must make sure that all 21<sup>st</sup> CCLC program staff have adequate time to execute these duties. The applicant shall identify one program director to administer the program(s). All 21<sup>st</sup> CCLC staff will meet the requirements set forth by the licensure agency. 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 FDOE under the grant agreement in a timely manner.

Each site should have a site coordinator. (Program directors may fulfill the role as site coordinator for only one (1) site; if the number of students participating at this site is considered small, the lead teacher may fulfill the role as site coordinator). This person will be responsible for the daily operation, coordination and delivery of services at their respective program sites. If an agency has only one site, the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program.

Academic activities must be supervised or provided by a certified teacher, defined as a teacher with a Professional Educator's certificate or a temporary certificate (see SBE Rule 6A-4.001). A minimum of one teacher per site is required every day during the time students are provided with academic enrichment activities, and may also be employed for some time outside of these hours in order to create and refine curriculum and academic plans. It is recommended that sites have ratios that are no more than 10 students to one instructional staff person (10:1). Personal enrichment ratios should be no more than 20:1.

### **Instructions**

Provide a brief narrative of the program's organizational, managerial and staffing structure. Applicant must also provide an overview of how hiring and staff professional development opportunities will be developed and implemented during the course of the grant award period. Included in the hiring process description should be a clear set of procedures related to how program management will conduct national criminal background checks on staff and how they will use the results to determine if they are fit to work with children and families. This includes the employment of all grant-funded workers, including contractors, subcontractors and regular volunteers (adults who have contact with students more than one time).

This narrative should also include descriptions of key personnel and their required qualifications (e.g., program director, site coordinator(s), data entry clerk, etc.), how these key positions relate to the proposed activities, and how the management structure will ensure the program is implemented appropriately. The narrative must also describe the expected certifications/qualifications of the instructional staff and include student-to-staff ratios for academic and personal enrichment activities, applicant's plan for recruiting and utilizing volunteers, including, but not limited to senior citizens, and other individuals who would be interested in volunteering in this setting. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council

**Application Review:** Section 4.4.a.-e. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the details described in the complete program plan, while utilizing the SMART Objectives, Measurement Tools, Activities, and Timeframe Table, that allows reviewers to understand how the program will operate and how it is designed to address the needs identified in the needs assessment process. Reviewers will evaluate that the applicants have a minimum of five (5) objectives per grade level served and a minimum of two (2) objectives for adult family member participants. Reviewers will evaluate how the applicant identifies researched-based activities that align with the

Florida Standards and how the agency will recruit and retain the students and their families.

#### 4.5. Evaluation (10 Points)

##### **Online Application Character Limit: 8,500**

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 program objectives, carefully selected performance indicators and outcome measures, and a focus on maximizing impact on student academic progress and personal development.

For the purpose of this application, the 21<sup>st</sup> CCLC evaluator is an individual, agency or organization, with **no** vested interest in the 21<sup>st</sup> CCLC program. Such individuals as grant writer(s); the applicant's partners; family members of the applicants, participants, and partners; and employees of the applicant should not be the program evaluators.

Successful applicants are required to implement evaluation plans and overall programs that meet the federal 21<sup>st</sup> CCLC Principles of Effectiveness per ESEA SEC. 4205(2). The following are necessary in order to meet these principles:

- Objective 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;
- Scientifically-based research that provides evidence of the effectiveness of any program activity implemented;
- Periodic evaluation (including baseline, mid-year and end-of-year assessments) to examine the 21<sup>st</sup> CCLC grantee's progress toward achieving its objectives; and
- Use of evaluation findings to make program improvements and adjustments to measurable objectives in subsequent years ensuring continual implementation of a high-quality afterschool program. The results of the evaluation must be used to refine, improve and strengthen the program.

**The amount to be spent on evaluation costs from grant funds cannot exceed 5% of the annual grant award amount.**

#### **Instructions**

**A.** The applicant must provide a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives that also meets FDOE's evaluation expectations. The evaluation plan described in this narrative must be based on established performance measures previously identified in the *Objectives, Activities, and Timeframe* table from section 4.4.b. In addition, the evaluation plan should address the following general elements:

- Assessment of progress towards each objective identified in the grant narrative;
- Detailed methods anticipated for data collection (e.g., who will collect data and the collection method);

- Identification of specific measures and data sources that will be used to measure progress towards each objective;
- Proposed timeline for collecting data to establish continuous and overall assessment of objective progress;
- Identification of benchmarks that will be used to monitor progress towards objectives;
- Anticipated methods for both continuous and overall data analysis; and
- Indication of how information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).

It is essential that applicants adequately address their capacity to access and collect appropriate evaluation data in this section. Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to the FDOE and the U.S. Department of Education.

- B.** The applicant must provide a description explaining how the results of the evaluation will be (1) used to refine, improve, and strengthen the program and/or to refine the performance measures; and (2) made available to stakeholders periodically and the public upon request.

**Application Review:** Section 4.5 of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the detail description of how the evaluation plan is based on the established performance measures identified in the Measurable Objectives, Measurement Tools, Activities and Timeframe Table.

#### **4.6. Dissemination Plan (4 Points)**

***Online Application Character Limit: 3,500***

Because 21<sup>st</sup> CCLC programs are federally funded, they have a duty to disseminate information about their program activities to the public. Also, in order to serve the community, programs should ensure that the community is informed of their activities. All subgrantees and their parent agencies are required to disseminate understandable and accessible information about 21<sup>st</sup> CCLC to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this federal afterschool program (ESEA SEC. 4204(b)(2)(a)(iii)). When possible, this should include dissemination of promising practices and data-based success of the program.

The program must also maintain a program website. A copy of the approved grant narrative must be included on the website. A section of the website must be devoted to reporting ongoing progress in meeting the proposed goals and objectives. It must include all scheduled services and provide links to products created by students through the project(s). The website shall be updated at least once a month during the project period and the date of the latest update will be displayed on the page. The website must be posted within one month of notification of the award.

### **Instructions**

- A. Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations in a timely manner.
- B. Describe the plan to create and maintain a website for the 21<sup>st</sup> CCLC program.

**Application Review:** Section 4.6. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the detailed description of how the applicant will disseminate the required information to the stakeholders.

#### **4.7. Student Safety and Transportation (4 Points)**

##### ***Online Application Character Limit: 3,500***

The safety of students and their families participating in the 21<sup>st</sup> CCLC program is of the highest priority. In accordance with ESEA SEC. 4204(b)(2)(A)(i), applicants must implement the 21<sup>st</sup> CCLC program in a safe and easily accessible facility. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff both on-site and off-site. 21<sup>st</sup> CCLC facilities must comply with federal, state, and local health and safety standards. 21<sup>st</sup> CCLC staff and contractual personnel must meet level two criminal background screening as described in Section 1012.32, Florida Statutes, and have all required and current licenses and certifications set forth by the district or agency.

Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage, driver qualifications, driver training and semi-annual motor vehicle driving record checks.

### **Instructions**

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

- How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, presence of a school resource officer);
- How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
- The maximum length of travel time students will travel either to or from the site(s);
- How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- How the facility will safely accommodate the proposed number of students.

**NOTE:** Purchasing of vehicles of any kind using this funding is prohibited. (See 2.9. Unallowable Expenses, for more information.)

**Application Review:** Section 4.7. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the detailed description of how the applicant will ensure the safety of the participants.



#### 4.8. Sustainability Plan (4 Points)

##### **Online Application Character Limit: 3,500**

A truly sustainable afterschool program has an array of community supporters and partners who are critical to assessing kids' needs and discovering community resources. Based on SEC. 4204(b)(2)(C) and SEC. 4204(b)(2)(K), indicated that the applicant must provide a sustainability plan, within the plan, applicant must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends.

Visit [www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf](http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf) for more information on sustainability.

##### **Instructions**

Provide a narrative of the sustainability plan for your program. Identify the partnerships that will assist in sustainability and each investment what each partner will offer the program. Please include a timeframe of the contribution and how the contribution will lead to sustaining the program.

**NOTE:** Subgrantees are *not* allowed to reduce services in subsequent years to accommodate the reduction in funding.

**Application Review:** Section 4.8. of the application will be reviewed by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on the detailed description and explanation of the strategies that will be implemented within their sustainability plan that will yield a very high probability of sustaining itself once funding is reduced and ultimately ends.

#### 4.9. Budget (10 Points)

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, projects, 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.

Sections 8 and 25 of Chapter 2010-151, Laws of Florida (LOF) creating section 215.971, F.S., *Agreements funded with federal and state assistance*, and amending section 287.058, F.S., *Contract document*, respectively, requires that such agreements 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 Florida Department of Education'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 for:

- Allowability
- Allocable
- Reasonableness
- Necessity

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. Applicants may apply for an annual minimum grant amount of \$62,500 up to an annual maximum grant amount of \$700,000 per proposal, per ESEA SEC. 4204 (h). To determine the amount needed to fund the agency's proposed program, applicant will need to complete the Funding Request Formula Guide by logging into to the Florida's 21<sup>st</sup> CCLC online application system at <http://21stcclc.flchild.com>.

Salaries for the program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21<sup>st</sup> CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, chief executive officer (CEO), chief financial officer (CFO), or staff in similar positions, whose salary will be reclassified to conduct 21<sup>st</sup> CCLC program activities.

All salaries and wages must be consistent with the policies and procedures of the applicant agency. Evidence must be submitted that all salaries and hourly wages listed on the Cost and Price Analysis Worksheet are consistent with the demographic area and/or adhere to the applicant agency's policies and procedures on salary determination of the proposed project and submitted in Appendix A.

Applicants must provide a rationale and 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 worksheet can be found on the online application system at <http://21stcclc.flchild.com>. 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).

**NOTE:** Funds received under this program must be used to provide student and family member services and cannot be applied retroactively to pay for pre-award planning activities related to the grant application.

### **Instructions**

Applicants must be able to demonstrate the extent to which the costs are reasonable and necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application. **No item should be identified in a budget that has not been explained in the program narrative.** The budget narrative must detail the proposed use of funds in relation to the objectives, design and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.

#### **4.9.a. Budget Narrative Description (4 Points)**

##### ***Online Application Character Limit: 3,500***

- Describe other funding source(s) that will be used to combine or coordinate other funding with the proposed program to make the most effective use of public resources;
- Describe how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local or non-federal funds; and
- Describe how the subgrantee will recruit high quality staff, including but not limited to professional training and experience in providing educational and related activities that will enhance the academic performance, achievement and positive youth development of students.

#### **4.9.b. Budget Narrative Form (DOE 101S) (6 Points)**

##### ***No Character Limit***

The subgrantee must submit the **Budget Narrative Form (DOE101S)** reflecting objectives and costs of the proposed project. Ensure that the budget includes a detailed line item description for every allowable cost necessary to carry out the goals and objectives of the proposed project.

The Budget Narrative Form (DOE101S) must **itemize** and **detail** how all grant funds will be used, as well as how funds from other sources will be used. The Budget Narrative Form (DOE101S) can be found at [www.fldoe.org/curriculum/21century](http://www.fldoe.org/curriculum/21century).

**Application Review:** Section 4.9. a.-b. of the application will be review by three reviewers. At the minimum, the reviewers will evaluate this section and score the proposal based on how the items within the budget support the goals of the project and how the total costs indicated on the Budget Summary and Detail forms are allocable, allowable, reasonable and necessary in relation to the number of persons to be served, to the scope of the project, and its anticipated benefits.

#### 4.10. PRIORITY POINTS

If earned, priority points can only be awarded after the 70 point score is achieved. In addition, applications must include a completed Priority Preference Worksheet. Priority points are earned if the applicant meets one or more of the following criteria:

##### **Priority 1: Evidence of Qualified Applicant Operating in a Rural County (1 point)**

Preference for funding will be given to qualified applicants offering services predominantly to students located in counties identified by the Florida Department of Health as **rural counties**. The program site must be located in the rural county to receive priority points. Information and a listing of rural counties may be viewed online at [www.floridajobs.org/business-growth-and-partnerships/rural-and-economic-development-initiative/rural-definition](http://www.floridajobs.org/business-growth-and-partnerships/rural-and-economic-development-initiative/rural-definition).

##### **Criteria (Priority 1):**

*Applicant submitted evidence that the proposed site(s) is/are located in a rural county as identified by Rural Economic Development Initiative of the Florida Department of Health. (The entire application proposes services in a rural county(ies)).*

##### **Priority 2: County(ies) currently without or will be without 21<sup>st</sup> CCLC services (2 points)**

Preference for funding will be given to qualified applicants serving counties that meet one of the following criteria: (1) are not currently funded by Florida 21<sup>st</sup> CCLC funds, or (2) will not be funded by Florida 21<sup>st</sup> CCLC funds as of the first day of the 2014-15 academic school year. [Title IV, Part B, Section 4204(f)]. A complete list of currently funded 21<sup>st</sup> CCLC in Florida can be found at <http://21stcclc.flchild.com>.

##### **Criteria (Priority 2):**

*Applicant submitted evidence of the absence of currently-funded or ending (won't be funded for 2014-15) 21<sup>st</sup> CCLC programs using the list of current 21<sup>st</sup> CCLC programs found on the online application system.*

##### **Priority 3: Agreement for Collaboration (3 points)**

Preference for funding will be given to proposals submitted jointly—with at least one LEA receiving funds under Title I Part A and at least one public or private community organization, with the LEA as fiscal agent—serving students who attend schools meeting Differentiated Accountability (DA) 2013-14 Classification only. The listing of 2013-14 DA schools can be found at on the Florida Department of Education's Bureau of School Improvement website at [www.flsiponline.com/downloads?category=da-lists](http://www.flsiponline.com/downloads?category=da-lists). More information on DA can be found at [www.flsiponline.com/](http://www.flsiponline.com/).

##### **Criteria (Priority 3):**

*Proposal is jointly submitted with at least one LEA (receiving funds under Title I Part A), and at least one public or private community organization, with the LEA as fiscal agent per the applicant's DOE100A, and a statement detailing how the two (or more) agencies will work together.*

*Applicant submitted evidence that all 21<sup>st</sup> CCLC services will be provided exclusively to school(s) identified for DA.*

**To qualify for priority points, applicants must receive a final score of 70 or more and include the Priority Preference Worksheet in the proposal.**

## **SECTION 5: TECHNICAL, FORMATTING AND SUBMISSION REQUIREMENTS**

### **5.1. Fidelity to the Application**

Subgrantees will have very limited ability to change the program operating plan and scope of services that is originally outlined in the application, scored by reviewers during the application review process, and approved by the FDOE. This policy is designed to provide basic fairness to applicants for discretionary subgrants.

### **5.2. Submission of Duplicate Proposals**

The submission of duplicate proposals that are identical, except for names and descriptions of the eligible site, will not be accepted. Proposals from applicants in the same district/agency or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s). Each proposal submission should be tailored to the needs of the students and the school district that will be served.

### **5.3. Supplemental Material**

Newspaper clippings, and/or agency manuals, website links and/or pictures in the narratives will not be reviewed or scored.

### **5.4. Electronic Submission**

This application will be submitted through an online application system which can be found at <http://21stcclc.flchild.com>. Forms that require original signature must be sent in as hard copies to the FDOE with the application. It is highly recommended that applicants log onto the application website **BEFORE** beginning the application process as all of the narrative sections and forms will be completed online (rather than uploaded as they were in the past). It is important that applicants become familiar with this format before applying so that your responses are in the correct format to avoid duplication of efforts.

### **5.5. Notice of Intent to Apply**

In order to submit a full application for review, the applicant must complete a Notice of Intent to Apply. The applicant must submit the Notice of Intent to Apply through the online application system by **July 18, 2014** at <http://21stcclc.flchild.com>.

### **5.6. Signature**

Applications signed by officials other than the appropriate 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. Attach the letter or documentation to the Project Application (DOE100A) when the application is submitted.

### **5.7. Method of Answering Frequently Asked Questions**

Questions concerning the RFP process or the 21<sup>st</sup> CCLC program must be submitted on the FDOE's 21<sup>st</sup> CCLC website at <http://21stcclc.flchild.com>. The deadline for questions is **July 11, 2014**.

Only the written answers provided by the Florida Department of Education to RFP questions are binding. A final response to all written questions will be posted no later than 5:00 p.m., EST, on **July 16, 2014**.

## 5.8. Application Review Process

Pursuant to (ESEA SEC. 4204(e)), a competitive peer review process will be used to evaluate 21<sup>st</sup> CCLC competitive proposals. The highest ranking numerical score does not assure a funding recommendation. Other factors may be considered such as: past performance of the agency including expertise and success of collaborative partnerships; demonstrated achievement of results, performance measures and participant outcomes; duplication of efforts; location of services in underserved geographic areas and/or to underserved populations; relevant experience and qualifications of the applicant and whether the proposed costs of the program are deemed appropriate and reasonable. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations. Peer reviewers will receive appropriate training on the program's purpose, the selection criteria and the scoring rubric. Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Through the web-based scoring system, each proposal meeting the conditions for acceptance is reviewed and scored by three (3) qualified reviewers representing experienced afterschool personnel, educational professionals and stakeholders from Florida and around the country.
- Upon completion of the reviews, the reviewers will meet for scoring consensus.
- The Florida Department of Education's 21<sup>st</sup> CCLC Program Office ranks the proposals in order from highest to lowest score.
- 21<sup>st</sup> CCLC staff review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- Proposals with a final score of less than 70 are not eligible for priority preference points.
- The 21<sup>st</sup> CCLC Program Office will prepare a final award slate that will be submitted to the Commissioner of Education for approval.
- The agency will be notified of approval by the FDOE upon confirmation of Federal Award Notification from the USED.

**Note:** 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.

## 5.9. Submission Requirements

The proposal must be submitted via the online application system (see subsection 5.4) and the signed original proposal must be mailed for review. Emailed or faxed proposal(s) will not be reviewed. The applicant will submit the electronic copy using the online application system located at <http://21stcclc.flchild.com>. The following original signed documents must be submitted via U.S. mail or applicants may use a commercial carrier (Fed Ex, UPS, etc.), use a courier service or hand-deliver their paper application.

**Because all forms will be submitted online, the system will generate this printed package for you once all sections are complete. Forms MUST be submitted with original signatures, preferably in blue ink.**

- Project Application Form (DOE100A)
- General Terms, Assurances and Conditions for Participation in Federal and State Programs – **signature page only**
- Grant Narrative – **printed from the online application system**
- Budget Narrative Form (DOE 101S)
- Project Plans (2)
- Letters of Support/Superintendent (from every partner mentioned in 4.1.c. Community Collaboration and Partnerships)
- Priority Preference Worksheet – *submit worksheet even if not claiming priority points*
- Confirmation of Funding Workshop attendance or webinar completion

**Appendix A: Assurances and References**

- Program Assurances
- Private School Participation (Assurance of Providing Equitable Services for Private Schools)
- References for Data-based Needs Assessment
- Statement of Assurance for Evaluation Data
- General Education Provisions Act (GEPA) statement
- Project Deliverable Assurances

**Appendix B: Project Funding and Operation**

- Title I Schools Table
- Funding Request Guide
- Cost analysis documentation
- Site profile worksheets (one for each proposed site)
- Current Florida Child Care License (per site) **OR**
- Current letter of Child Care License Exemption from Florida DCF (per site).

**Appendix C: Private Colleges, Community-Based Organizations, and Other Agencies**

- The organization's 2014-15 operational budget (not the DOE 101S)
- A list of the current Board of Directors
- Agency's Chart of Account
- A copy of the most recent (2013) annual audit report prepared by an independent certified public accountant licensed in the state of Florida\*
- A copy of registration with the Florida Department of State, Division of Corporations: [www.sunbiz.org/index.html](http://www.sunbiz.org/index.html)
- DUNS Number Registration: <http://fedgov.dnb.com/webform>
- Verification of completed Substitute Form W-9 on the Florida Department of Financial Services' website: <https://flvendor.myfloridacfo.com>
- Signed DOE600 Form and ALL required source documents\*\*

**\*AUDIT REQUIREMENT:** *Applicants must attach the summary* schedule of audit findings from a certified audit report conducted within the **last twelve months** to the application. Any applicant that is not required to receive an audit according to Office of Management and Budget (OMB) A-133 and Chapter 215.97, Florida Statutes, **must provide** evidence of financial stability and capacity to provide proposed services.

\*\* The DOE 600 form is an Excel document titled Eligibility Grant Funding Requirements for Non-Governmental Entities. The form and instructions for completing the form can be found at [www.fldoe.org/comptroller/xls/EligibilityGrantFunding.xls](http://www.fldoe.org/comptroller/xls/EligibilityGrantFunding.xls).

**Original completed applications must be submitted to:**

**Office of Grants Management  
Florida Department of Education  
325 W. Gaines Street, Room 332  
Tallahassee, Florida 32399-0400**