



Florida Department of Education

**Request for Application (RFA)
for Discretionary, Continuation Projects
2014-15**

Bureau/Office

Bureau of Family and Community Outreach

Program Name

21st Century Community Learning Centers
(21st CCLC)

TAPS Number

15B031

Release Date: June 23, 2014

Final Application Deadline: July 16, 2014 at 5:00 p.m., EST

RFA Timetable with Important Dates

Event	Date/Due Date
Release of RFA	June 23 , 2014
RFA Overview Workshop Online RFA Workshops*: 1. June 6, 2014 2. June 9, 2014 *The online workshop will be available as a recording for those unable to attend one of the Online RFA Workshops dates listed above.	June 6, 2014 June 9, 2014
Signed Copy of Paper Application and Required Supporting Documents Deadline	July 16, 2014 by 5:00 p.m., EST
Online Application Submission Deadline	July 11, 2014 by 5:00 p.m., EST
Project Effective Date	August 1, 2014 – July 31, 2015

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

21st Century Community Learning Centers Program (21st 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, 21st Century Community Learning Centers (21st 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 21st CCLC programs opportunities related to literacy and educational development.

1.5. Target Population

Students: The 21st 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 21st CCLC program at the same site for the 2014-15 program year. For example, if another program serves kindergarten – 5th grade students onsite at a specific school, the applicant may propose to serve 6th – 8th grade students onsite at the same school, but not the kindergarten – 5th grade students. However, kindergarten - 5th 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 21st CCLC program must only propose services to adult family members of actively participating 21st 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

1.7. Due Dates

This RFA 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 Wednesday, July 16, 2014.

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 may 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. 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; (4) Performance Information Collection System (PPICS) reporting and other required reporting and deliverables; (5) compliance with all grant requirements and conditions set forth within the most current RFA; and (6) Renewal of child care licensing or exemption from the Florida 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 \$30,168,988.00

1.11. Budget/Program Performance Period

August 1, 2014 – July 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 21st 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/, 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
- 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 21st CCLC program in a safe and easily accessible facility. 21st 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 21st 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 21st 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.

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.

To obtain a license or exemption, applicants should contact their local licensing office. Contact details can be found at www.myflfamilies.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. 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
21st CCLC State Director
850-245-0852
Lani.Lingo@fldoe.org

Grants Management Contact

Tiffany Herrin
Office of Grants Management
850-245-0716
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/.

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 21st 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 21st CCLC grants: (1) deducting program income from the total allowable costs to determine the net allowable costs, thus reducing the federal agency's or grantee's contributions; or (2) adding program income to the funds committed by the grant, thereby increasing the total amount committed to the grant program.

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 RFA. See attachment or a complete list of the required deliverables may be found by clicking on this web link: <http://21stcclc.flchild.com>

Minimum Direct Service Level Participation

In addition to the required deliverables outlined in the RFA, 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 21st 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 and the Reference Guide for State Expenditures, which may be found at 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

21st 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.

21st CCLC Program Requirement

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$1,000 or more on the 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/
- U.S. Department of Education's "Cost Allocation Guide for State and Local Governments"
<http://www2.ed.gov/about/offices/list/ocfo/fipao/bluebookqas.html>
- EDGAR
<http://www2.ed.gov/policy/fund/reg/edgarReg/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/.

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 21st 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., 21st CCLC) but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs (G & A) are essential and legitimate costs of provider agencies. 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

Reference Guide for State Expenditures: 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 the required deliverables may be found by clicking on this web link: <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: 21ST CENTURY COMMUNITY LEARNING PROGRAM REQUIREMENTS

3.1. Advisory Board

To ensure broad-based community, school and student involvement and support, all 21ST CCLC subgrantees are required to establish a local 21ST 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 21ST CCLC Advisory Board meet quarterly.

3.2. Charging Fees/Program Income

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

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/.

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 21st CCLC funding purpose as outlined in the application. Subgrantees **must** send at least three (3) active 21st CCLC staff members to Florida’s 21st CCLC State Conference (STUDENT SUCCESS SUMMIT: Florida Afterschool Conference and Educational Strategies and Student Engagement Institute) in Orlando, Florida, October 20-24, 2014. All 21st 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 21st 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

Bureau of Exceptional Education and Student Services: www.fldoe.org/ese

Title X, Part C: Homeless Education Program: 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 21st CCLC program operates, a supplemental snack or meal must be offered to each student, each day. Snacks/meals cannot be purchased with 21st 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
- *Florida Department of Health Safety and Sanitation Information:* www.myfloridaeh.com/community/food/index.html
- *USDA's Summer Food Service Program:* www.fns.usda.gov/sfsp/summer-food-service-program-sfsp

3.9. Coordinating with Other Programs

Other federal programs can complement local 21st 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. 21st 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 21st CCLC funds had not been available.

For example, **21st CCLC funds may not be used to purchase food.** However, many current 21st CCLC programs 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

21st 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 21st 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 21st CCLC include English as a Second Language (ESL) classes, literacy and numeracy classes, General Educational Development (GED[®]) test preparation classes, computer classes,

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

3.11. Times and Frequency of Service Provision

21st 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 21st CCLC Grant Program, Learning Point Associates® has the task of collecting program data about funded 21st CCLC programs via the 21st CCLC Profile and Performance Information Collection System (PPICS). Each agency must input information about approved and funded 21st 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 21st 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 21st 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 21st CCLC component(s) being offered, the number of students in 21st CCLC attendance each day, and the number of 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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;
- Character Education: www.fl DOE.org/bii/curriculum/social_studies/ce.asp;
- Florida Learn & Serve: www.fsu.edu/~flserve/sl/sl.html;
- Learn & Serve America: 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 21st 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. 21st CCLC programming should offer academic enrichment and fiscal support to reach this imperative mission.

Quality applications serving elementary students must incorporate **60 minutes of problem/project based with at least one (1) certified teacher present** 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
- www.justreadflorida.com/educators.asp

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

21st 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/
- 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
- Career Development: 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. 21st 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
- 15 Effective Strategies of the National Dropout Prevention Center/Network as a Model for Plan Development: A TECHNICAL ASSISTANCE DOCUMENT by Bill Johnson, M.Ed., Consultant, TAESE, Utah State University: www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf
- Florida Department of Education, Bureau of Family and Community Outreach, Dropout Prevention: www.fldoe.org/family/dropout/default.asp

3.13.f. Project Based Learning

Florida's 21st 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 **60 minutes of problem/project based with at least one (1) certified teacher present** 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/

- 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 21st 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
- www.afterschoolalliance.org/
- 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.

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.

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

4.1 Project Scope of Work

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).

4.2. Principles of Effectiveness

Based on ESEA SEC. 4205(b), a program or activity developed for 21st CCLC funding must meet the principles of effectiveness and shall:

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

Legislation requires that all 21st CCLC programs and activities undergo a periodic evaluation to assess overall progress toward achieving its goal of providing high quality opportunities for academic enrichment. The results of these evaluations must be used to refine, improve and strengthen the program or activities; used to refine the performance measures; and made available to the public upon request. As required in the 2013-2014 RFA/RFP, all 21st CCLC programs are required to complete continuous (formative) assessment of progress towards each stated objective.

Instructions:

Using the prior year's **Periodic (Formative) Evaluations**, describe how the program used formative assessment to refine, improve and strengthen the program and/or services. The program must also state how findings from formative assessments informed changes to the proposed 2014-2015 application.

4.3. Program Fees and Program Income

Applicants must clearly indicate in this section whether fees will be charged to 21st CCLC students/families. The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, the FDOE strongly discourages charging fees to these low-income students and families. Any income collected from fees must be used exclusively to fund 21st CCLC activities approved in the grant application. 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 21st CCLC program, including, but not limited to: registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees. Only if fees will be charged to 21st CCLC students/families, the applicant must describe:

- The purpose for charging fees to these low-income students/families
- The agency fee structure, including a sliding scale, and how it was established
- Scholarships that will be provided and how eligibility will be determined.
- The income collected and how it will be used exclusively for the 21st CCLC project
- The agency's plans for submitting quarterly reports using the **Program Income Form**

The FDOE reserves the right to reduce funds based on the proposed fees.

4.4. Program Plan and Implementation

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

21st 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 measurable (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.

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

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 21st 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 21st 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.

More information regarding the Just Read, Florida! initiative can be found at www.justreadflorida.com.

21st 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.

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.

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

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

4.4.c. Quality Contact Time

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.

4.5. Evaluation

A strong evaluation plan helps ensure 21st CCLC programs make continuous progress towards achieving proposed goals and objectives for participating students and parents. Evaluation plans build off well-developed 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 21st CCLC evaluator is an individual, agency or organization, with **no** vested interest in the 21st 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 21st 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 21st 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.

4.6. Dissemination Plan

Because 21st 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 21st 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

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

4.7. Student Safety and Transportation

The safety of students and their families participating in the 21st CCLC program is of the highest priority. In accordance with ESEA SEC. 4204(b)(2)(A)(i), applicants must implement the 21st 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. 21st CCLC facilities must comply with federal, state, and local health and safety standards. 21st 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.)

4.8. Sustainability Plan

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 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.

4.9. Budget

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 21st 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 21st CCLC online application system at www.fldoe.org/curriculum/21century.

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 21st 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 21st 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://www.fldoe.org/curriculum/21century/>. Wage estimates can be found on the U.S. Bureau of Labor Statistics' website at 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

- 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)

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.

SECTION 5: TECHNICAL, FORMATTING AND SUBMISSION REQUIREMENTS

5.1. Fidelity to the Application

Subgrantees have very limited ability to change the program operating plan and scope of services that was originally outlined in the initial application, and which was 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. If program changes are proposed, they must be supported by sufficient documentation of proof of their need. The DOE reserves the right to deny any changes that would substantially change the initially approved scope of work.

5.2. Supplemental Material

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

5.3. Electronic Submission

This application will be submitted through an online application system which can be found at www.fldoe.org/curriculum/21century/. 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.

5.4. 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.

5.5. Submission Requirements

The proposal must be submitted via the online application system (see subsection 5.3) and the signed original proposal must be mailed for review. Emailed or faxed application(s) will not be reviewed. The applicant will submit the electronic copy using the online application system located at www.fldoe.org/curriculum/21century/. 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 (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)

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
- 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**

***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.

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**