



**21<sup>st</sup> Century Community Learning Centers  
2019 20 Request for Proposals Statewide**

Bureau of Family and Community Outreach  
June 2019



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**Agenda**

- General Information
- Fiscal and Administrative Requirements
- Proposal Development
- Budget Development
- Proposal Submission
- Questions

*Today we will cover many RFP items and provide technical assistance on how to respond to the RFP. Applicants are responsible for reading and complying with all the RFP requirements.*

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### 21<sup>st</sup> CCLC Overview

- Funded through the US Department of Education (USED)
  - Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (Title IV, Part B)
  - Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
- Managed by the Florida Department of Education (FDOE)
  - Bureau of Family and Community Outreach (BFCO)

Awarding Agency: USED  
↓  
Recipient: FDOE  
↓  
Subrecipient: 21<sup>st</sup> CCLC Programs

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### 21<sup>st</sup> CCLC Purpose

- To provide communities opportunities for communities to establish or expand community learning centers that:
  - provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low performing schools, meet challenging State academic standards
  - offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students; and
  - offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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### 21<sup>st</sup> CCLC Target Population

- Students attending pre-kindergarten through grade 12 in Florida schools that
  - [Are identified as in need of Targeted Support and Improvement \(TS&I\)](#)
  - [Are identified as in need of Comprehensive Support and Improvement \(CS&I\)](#)
  - [Have been identified by an LEA \(school district\) as in need of support](#)
- The adult family members of the students mentioned above

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### Eligible Applicants

- Local educational agencies (LEAs)
  - All public schools, including charter schools, must apply through the school district.
- Community-based organizations
- Other public or private entities
- An educational consortium of two or more such agencies

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### 21<sup>st</sup> CCLC Statewide Services

- Student Services
  - Before School Programs
  - After School Programs
  - School Break Programs
  - Summer Programs

*Limited to out-of-school time; FDOE does not fund summer-only programs*
- Adult Family Members Services
  - Parental Involvement
  - Family Literacy

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### 21<sup>st</sup> CCLC Funding

- The **maximum** single award is \$700,000.
- The **minimum** single award is \$50,000.
- Program period is October 1, 2019 – August 31, 2020.
  - The program effective date will be the budget period specified in the Federal Award Notification.
- Subgrants will be awarded for five (5) years contingent on the availability of funds and program performance.
- The FDOE uses a non-competitive Request for Applications (RFA) for years two (2) through five (5).
- Funding is contingent upon:
  - Program performance
  - FDOE receiving funds from the USED

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### 21<sup>st</sup> CCLC Funding-Statewide

- Calculations are based on a cost per hour per student:

Component	Funding Amount Per Hour Per Student
Before School	\$2.00
Afterschool, Early Release and/or Weekend days	\$4.00
Afterschool and/or Weekend days with Transportation	\$5.00
Holidays and School Breaks (Fall, Winter, Spring and Summer)	\$6.00
Holidays and School Breaks (Fall, Winter, Spring and Summer) with Transportation	\$7.00

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### 21<sup>st</sup> CCLC Funding

These rates consider all other required services and activities, for example:

- Adult family member services
- Student transportation
- Program website
- Professional development
- Evaluation activities
- Attendance at program
- Advisory Board meetings and trainings  
... and others as described in the RFP.

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### Assurances

Applicants must complete, sign and submit these assurances with their application as indicated in Sections 1.12 and 6 of the RFP:

- **General Terms, Assurances and Conditions for Participation in Federal and State Programs**
  - 2 C.F.R. 200, Uniform Grant Guidance
  - Other applicable federal requirements
  - State regulations and laws pertaining to expenditure of funds
- **21<sup>st</sup> CCLC Subrecipient Assurances**
  - Requirements governing the operation of a 21<sup>st</sup> CCLC program in Florida
- **Assurance for Equitable Services for Private Schools**
  - Description of consultation with and provisions of equitable services to private school students and teachers

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**Risk Analysis**

All agencies will be required to complete the Risk Analysis and gain approval from the FDOE before a project award is issued.

- **Form DOE 610 is used for school districts, state colleges, state universities, and state agencies**
- **Form DOE 620 is used for other governmental and non-governmental entities, as appropriate**

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**Important Dates**

**Notice of Intent due:**  
[21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org)  
**June 21, 2019**

**Last day to submit questions:**  
[21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org)  
**June 21, 2019**

**Proposals due:**  
**5:00 p.m. EDT, July 19, 2019**

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**Questions and Answers**

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**Fiscal Requirements**

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**Governing Regulations**

The fiscal and administrative management requirements for 21<sup>st</sup> CCLC programs are defined by:

- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [FDOE Green Book](#)
- Other applicable federal, state and local regulations

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**Program Income**

- All fees collected from the establishment of a 21<sup>st</sup> CCLC program is deemed program income.
- FDOE *does not allow* the charging fees for 21<sup>st</sup> CCLC programs.

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### Funding Methods

- Federal Cash Advance
  - Public Entities, only as authorized by the FDOE
- Reimbursement with Performance
  - Community- and faith-based organizations and any other non-public school district entity

Independent of the funding methods, all funded agencies must maintain evidence of expenditures and evidence of performance.

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### 21<sup>st</sup> CCLC Program Expenditures

- Program expenditures are reported to the FDOE using form DOE 399.
- Supporting documentation for expenditures is required for all funding methods. (e.g., payroll records, contracts, invoices, cancelled checks, bank statements)
  - Expenditures that are not documented are deemed unallowable.
- Agencies funded with Reimbursement with Performance must submit requests for reimbursement at least **once a month** for the preceding month's expenditures.

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### Required Deliverables

- All funded subrecipients will be required to submit evidence of deliverables and activities on the 15<sup>th</sup> of each month. For example:
  - An array of reports documenting evidence of programming
  - Evaluation and fiscal reports
  - Other reports based on subrecipient risk and performance
- Refer to Section 7 of the RFP for documentation that will be required each month as evidence that the program is conducting the program with fidelity.

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### Financial Consequences

- In accordance with Section 215.971(c), F.S., financial consequences will apply if the subrecipient does not achieve the minimum performance standards as described in this RFP.
  - Decrease future funding for not meeting attendance targets, not conducting family member activities or submitting evaluation data
- 2 C.F.R. Part 200.338, states in part, “[...] If the Federal awarding agency or pass-through entity determines that if noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:
  - a) Temporarily withhold cash payments [...].
  - b) Disallow [...] all or part of the cost of the activity or action not in compliance.
  - c) Wholly or partly suspend or terminate the Federal award”

**Refer to Section 7 of the RFP for specific financial consequences.**

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### Allowable Expenditures

- In general, we cannot readily respond to questions regarding whether a cost is allowable since there are many factors.
  - Reasonable + Necessary + Allocable = Allowable
- Refer to Section 2.6 of the RFP and the Uniform Grant Guidance, §200.403, Factors affecting allowability of costs

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### Unallowable Expenditures

- Refer to Section 2.7 of the RFP.
- Unallowable expenditures are any expenditure that does not meet the “Factors affecting allowability of costs.” (2 CFR 200)
- Some common examples of unallowable expenditures for 21<sup>st</sup> CCLC programs in Florida are:
  - Pre-award & proposal preparation • Meals/snacks
  - Decorations • Advertisement • Gaming consoles
  - Incentives • Furniture • Tuition • Capital improvements
  - Clothing/uniforms • Entertainment\*

*\*The list is not all inclusive.*

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### Contractors

- 21<sup>st</sup> CCLC subrecipients cannot further subgrant the 21<sup>st</sup> CCLC program to another agency.
- 21<sup>st</sup> CCLC programs may use contracts to fulfill some of the needs of the program, but contractors cannot be responsible for the program.
- Contracts are allowable but cannot exceed 25% of the total budget amount.
- Individual teacher contracts and transportation costs are exempt from the 25% contracted services cap.

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### Contractors

- All agencies should complete a subrecipient vs. contractor determination and maintain documentation to support that the determination was made prior to the written agreement.
- Written agreements with all contractors must identify:
  - The scope of work to be completed by the contractor
  - Clear, quantifiable, specific deliverables
  - The assigned payment for each deliverable
  - Financial consequences for non-performance

**All contracts that exceed \$5,000 must have a cost analysis included in the application.**

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### Supplement, Not Supplant

The 21<sup>st</sup> CCLC federal award includes the “supplement, not supplant” provision.

21<sup>st</sup> CCLC funds cannot be used to:

- Replace funding for a program that already exists or
- Satisfy state or local mandates or requirements.

Applicants seeking to supplement an existing non-21<sup>st</sup> CCLC program must clearly and thoroughly describe it on their application.

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### Non-duplication of Effort

Applicants must ensure that 21<sup>st</sup> CCLC resources do not duplicate other federal, state or local programs or resources.

### Records Retention

All records must be maintained for **five (5) years** from the end of all program activities, or longer if there is an investigation or audit.

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### Administrative Costs

- See Section 2.15 of the RFP.
- Administrative costs are capped at ten percent (10%) of the total award amount (proposed amount for RFP).
- Administrative costs includes both indirect costs and general and administrative costs.

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### Evaluation Costs Cap

- See Section 2.16 of the RFP.
- Evaluation costs are **capped** at three percent (3%) of the total award amount (proposed amount for RFP).
- Evaluation contracts are included in the contracted services cap and the cost analysis requirements.
- Evaluation costs includes:
  - Assessment tools
  - Evaluation and assessment trainings
  - Data collection activities
  - Recording and maintenance of data
  - Purchase of data collection and evaluation systems
  - Data analysis
  - Report writing
  - Other evaluation-related activities

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**Procurement**

- See Section 2.17 of the RFP.
- Applicants must follow procurement rules and regulations of the State of Florida and the policies of their agency.
- Applicants must include a cost analysis for all expenditures in the application that meet the following criteria:
  - Salaries of agency leadership in the budget
  - Equipment with a unit cost of \$1,000 or more
  - Contractors with an agreement totaling \$5,000 or more on an annual basis.

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**Questions and Answers**

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**Scope of Work/Narrative Components and Scoring Criteria**

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Proposal Section	Maximum Score
Project Abstract/Summary	Fixed (0 points)
Community Notice and Needs Assessment	7 points
Dissemination of Information	5 points
Target Population, Recruitment and Retention	10 points
Times and Frequency of Service Provision	5 points
Program Evaluation	10 points
Approved Program Activities	20 points
Applicant's Experience and Capacity	5 points
Staffing and Professional Development	5 points
Facilities	5 points
Safety and Student Transportation	5 points
Partnerships, Collaboration and Sustainability	8 points
Program Budget	15 points
<b>Subtotal</b>	<b>100 points</b>
Priority Points	Up to 23 points
<b>Maximum Application Score</b>	<b>Up to 123 points</b>

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### Scope of Work/Narrative Instructions in the RFP

- **Description**
  - Rules and requirements associated with each section
  - Rationale behind the section
- **Instructions**
  - Explains the information should be included in the section
  - Gives directions to the applicant on how to structure and answer each question
- **Review Questions**
  - Review parameters
  - Used by the reviewers to score the proposal

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### Project Abstract or Summary (0 points)

- The FDOE will use this Scope of Work (SOW) to describe the project to the Department of Financial Services and other entities.
- Develop a short statement that describes the project
  - Names and locations of the schools targeted
  - Grades of students served
  - Days and hours of program services
  - Description of goals, objectives and activities
  - Overview of services to be offered to adult family members

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**Community Notice and Needs Assessment (7 points)**

- **Community Notice**
  - Applicants must provide notice to the community of the intent to submit a proposal.
    - This includes the target school,
    - local eligible private schools, and
    - the local community at large.

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**Instructions**

**Community Notice and Needs Assessment (7 points)**

- **Community Notice**
  - Describe how the applicant informed the schools and community of the intent to submit the proposal.
    - What methods were used?
    - How will the proposal be made available after submission?

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**Community Notice and Needs Assessment (7 points)**

- **Needs Assessment**
  - Each program must conduct a needs assessment to inform the development of the program.
    - Applicants must base the 21<sup>st</sup> CCLC program upon an assessment of objective data regarding the need of before and afterschool programs in the community.
    - Applicants must design the program in collaboration with the schools attended by the students served.
    - The application must be developed in meaningful consultation with local private schools.

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**Instructions**

### Community Notice and Needs Assessment (7 points)

- Needs Assessment
  - Summarize the results of the needs assessment.
    - Demographics?
    - Risk factors?
    - Activities used to identify the need?
    - Description of how schools and community were involved?
    - Availability of OST programs?
    - Sources?
  - Include a copy of the needs assessment in the attachments.

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### Dissemination of Information (5 points)

- 21<sup>st</sup> CCLC programs must disseminate understandable and accessible information about the program that describes
  - the program and
  - informs the community of the program's promising practices and success.
- All programs must maintain a program website.

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**Instructions**

### Dissemination of Information (5 points)

- Describe the dissemination plan for the 21<sup>st</sup> CCLC program.
  - How will information be disseminated?
  - How is the dissemination plan appropriate for the community served?
  - How will the program website be designed, launched and maintained?
  - Who will maintain the site? What information will be included?

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**Target Population, Recruitment and Retention (10 points)**

- Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement in the program.
- Attendance must be recorded and reported for each student served.
- Each site must keep daily student attendance logs/records for all days of 21<sup>st</sup> CCLC operation, which must be made available to the Florida Department of Education upon request.

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Instructions

**Target Population, Recruitment and Retention (10 points)**

- Describe the target students.
  - What schools do they attend and what grade levels will be served?
  - Are there any enrollment priorities?
  - How will eligible students be identified?
  - How will the program encourage sustained participation?
    - Ensure that students come regularly to the program?
    - Ensure that students attend the program from beginning to end?
- Describe the efforts to engage adult family members.
  - What strategies will be implemented to ensure adult family members participate in the activities?

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

- 21<sup>st</sup> CCLC programs may offer services before school, after school, weekends and school breaks including fall, winter, spring and summer breaks.
  - Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members.
  - To best serve the children of working families, centers should establish consistent and dependable hours of operation.

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

- Programs serving Pre-K and elementary students must operate for a minimum of
  - Ten (10) hours per week (Monday through Friday)
  - Four (4) days per week (Monday through Friday)
- Programs serving middle and high school students must operate for a minimum of
  - Eight (8) hours per week (Monday through Friday)
  - Four (4) days per week (Monday through Friday)
- All programs are recommended to end by 6:00 p.m.

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

- It is recommended that all Pre-K and elementary school programs operate a minimum of two and half (2.5) hours per day
  - At least 30 minutes for homework
  - One hour of academic enrichment
  - One hour of personal enrichment
- It is recommended that all middle and high school programs operate a minimum of two (2) hours per day
  - One hour for homework, tutoring or academic enrichment
  - One hour for personal enrichment

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

- Summer programs must operate for a minimum of:
  - four (4) hours per day (Monday through Friday)
  - four (4) days per week (Monday through Friday)

*Applicants cannot propose a program that operates solely during the summer.*
- Non-school day programs such as teacher planning days, school breaks, weekends and holidays, must provide a minimum of:
  - four (4) hours per day
- Before school programs must operate a minimum of one (1) hour *in addition* to serving breakfast.
- Each student in the program must be afforded the full breadth of programming each week listed above. Programs must serve the same students on a daily basis.

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

- 21<sup>st</sup> CCLC programs must offer families of students served opportunities for active and meaningful engagement in their children’s education.
  - Adult family member programming must be designed to provide adult family members with the tools necessary to support their student’s academic goals.
  - A minimum of five meaningful activities must occur throughout the year.
    - Parent information session
    - Socioemotional learning/mental health supports
    - At least three others

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**Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

**Instructions**

Complete a:

- Sample schedule for each component proposed (e.g., afterschool, summer, etc.)
- A Site Profile Worksheet for each proposed site. *(Each application can include up to four (4) centers.)*
- A schedule of Adult Family Member activities.
- The “Adult Family Member Services” section of the Site Profile Worksheet.

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**Program Evaluation (10 points)**

- Evaluation plans must meet Measures of Effectiveness described in ESEA Sec. 4205(b).
  - Provides objective data regarding the need for out-of-school time programs
  - Uses established set of performance measures
  - Backed by evidence-based research that the program will help students meet challenging academic standards
  - Collects data and measures students success in alignment with the regular school-day program

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### Program Evaluation (10 points)

- Identify an independent program evaluator.
- Evaluator can be an individual, agency, or organization with **no vested interest in the operations** of the 21<sup>st</sup> CCLC program.
- These individuals connected with the applicant cannot be program evaluators:
  - Grant writer(s)
  - Partners
  - Family members
  - Participants
  - Entities/individuals that provide trainings to 21<sup>st</sup> CCLC staff
  - Employees whose performance or wages are dependent on the program

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### Minimum Objectives Required by Age Groups Served

	Objective Domain	Elementary Only	Middle Only	High Only	Elementary and Middle	Middle and High	All Grades (K-12 <sup>th</sup> )
<b>Statewide Standard Objectives</b>	1. English/Language Arts	1	1	1	1	1	1
	2. Mathematics	1	1	1	1	1	1
	3. Science	1	1	1	1	1	1
	4. Academic Benchmarks	1	1	2	2	2	3
	5. Socioemotional Learning	1	1	1	1	1	1
<b>Applicant-Specified Objectives</b>	6. Personal Enrichment	1	–	–	1	–	1
	7. Dropout Prevention or College and Career Readiness	–	1	1	1	1	1
	8. Adult Family Member Performance	1	1	1	1	1	1
	<b>Total Number of Objectives</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>

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### Program Evaluation (10 points) Instructions

- Describe the evaluation plan for the proposed program.
  - How will the independent evaluator be identified?
  - What are the required qualifications for the evaluator?
  - What activities will be included in the evaluation plan?
  - What is the timeline for evaluation activities?
  - How the results will be used to improve program quality?
  - How the results will be shared with the community?
- Complete the fillable PDF form “Measureable Objectives and Assessment” for the required number of objectives based on your target population.

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**Approved Program Activities (20 points)**

ESEA Sec. 4205(a) identifies the approved activities for a 21<sup>st</sup> CCLC program.

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
  - the challenging State academic standards and any local academic standards; and
  - local curricula that are designed to improve student academic achievement;
- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- literacy education programs, including financial literacy programs and environmental literacy programs;

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**Approved Program Activities (20 points)**

- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy;

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**Approved Program Activities (20 points)**

- programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- drug and violence prevention programs and counseling programs;
- programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce."

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### Approved Program Activities

- Tutoring
- Mentoring
- Credit recovery
- Financial literacy
- Environmental literacy
- Nutrition education
- Physical activity
- Disability services
- Language and academics for ELLs
- Cultural programs
- Technology and communications
- Expanded library service hours
- Parenting skills that promote parental involvement
- Family literacy
- Truant, suspended and expelled students
- Drug and violence prevention
- Counseling programs
- STEM through nontraditional teaching methods
- Partnering with workforce
- Career readiness
- Coordination with Perkins Act

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### Tutoring

- Skill-focused to remediate core skills
- Individual, group and/or peer
- Tiered intervention
- Integrated with academic needs based on school performance
  - Collaborate with school day teachers
  - Review student grades
  - Review homework

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### Mentoring

- Matching mentors & mentees
- Targeted recruitment
- Group mentoring
- Peer mentoring
- One-on-one mentoring

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### Credit Recovery

- Format
  - Teacher-led
  - Computer-based software
- Timing
  - Before school
  - After school
  - Summer
  - Saturdays
- Supplemental to any existing credit recovery program

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### Financial Literacy

- Concepts to cover
  - Big ideas and approaches
  - Basic knowledge and skills
  - Behaviors
- All age groups
  - Elementary
  - Middle
  - High
  - Adult Family Members



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### Environmental Literacy

- Landscape of the local community
- Local, state and national parks
- Exposure to real-world scenarios
- Problem solving to determine solutions to local and state environmental dilemmas

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### Nutrition Education

- Culinary programs
- Community gardening
- Healthy and balanced eating



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### Physical Education

- Building life skills around physical activity
- Structured curriculum
- Structure and choice
  - Free play vs structured activities
- Encourage full participation



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### Disability Services

- Additional support services
  - Speech and language
  - Occupational
  - Physical
- Small group instruction
  - Tiered support
- Curriculum
  - Intensive intervention

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### Language and Academics for English Language Learners

- Primary language instruction and support
- Second language instruction and support
- Orientation programs
- Vary learning approaches
- Connection to home and family

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### Cultural Programs

- Expand the concept of cultural programs
- Explore the culture of the local community and families
- Expand to state culture, regional culture, national and international culture

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### Technology and Communications

- Digital literacy
- Technology for production instead of consumption
- Coding
- New media



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**Expanded Library Service Hours**

- Late Night Library
- Opening libraries after hours to meet academic goals
  - AR Nights
  - Family education activities
- Open computer time
- Modeling family literacy skills

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**Parenting Skills that Promote Parental Involvement**

- Parenting classes
- Family advocacy skills
- Parent-teacher communication
- Building connections between families and schools

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**Family Literacy**

- Focus on a quality over quantity
- Events led by:
  - Afterschool staff
  - Local experts
  - School day staff
  - Community organizations
- Opportunity to support family learning

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**Truant, Suspended and Expelled Students**

- Additional support for students who are out of school for a variety of reasons
- Hybrid grade recovery model
- Restorative justice practices
- Reduce recidivism

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**Drug and Violence Prevention**

- Identify promising and effective curricula
- Provide ongoing preventive and support services
- Counseling support
- Mental health support

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**Counseling Programs**

- Guidance counseling
- Counseling and therapy
- Counseling for all
  - Individual
  - Group
  - Family

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### STEM through nontraditional teaching methods

- Kinds of Making
  - Assembly style
  - Creative construction
  - Open-ended inquiry (tinkering)
- Makerspace



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### Partnering with Workforce

- Workforce readiness skills
- Apprenticeships
- Internships
- Postsecondary opportunities

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### Coordination with Perkins Act

- Employability skills
  - Collaboration, communication and problem solving
- Middle school career exposure
  - Exploration and preparation beginning in 5<sup>th</sup> grade
- Working with community partners
  - Intermediaries
  - Non-profits
  - Youth-serving organizations

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### Minimum Activity Plans Required by Age Groups Served

	Objective Domain	Elementary Only	Middle Only	High Only	Elementary and Middle	Middle and High	All Grades (K-12 <sup>th</sup> )
<b>Statewide Standard Objectives</b>	1. English/Language Arts	1	1	1	1	1	1
	2. Mathematics	1	1	1	1	1	1
	3. Science	1	1	1	1	1	1
	4. Academic Benchmarks	1	1	2	2	2	3
<b>Applicant-Specified Objectives</b>	5. Socioemotional Learning	1	1	1	1	1	1
	6. Personal Enrichment	1	–	–	1	–	1
	7. Dropout Prevention or College and Career Readiness	–	1	1	1	1	1
	8. Adult Family Member Performance	1	1	1	1	1	1
<b>Total Number of Objectives</b>		<b>7</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>

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Instructions

### Approved Program Activities (20 points)

- Use the sample activity plans to describe the proposed activities to be offered to students
  - Gaps identified in needs assessment
  - Objective related to the activity
  - Sample activity
  - Frequency and duration of the activity.
- Provide description in the narrative that describe the activity plans, how they align with the needs assessments, objectives and time and frequency of proposed activities.

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### Applicant's Experience and Capacity (5 points)

- Applicants should have experience in
  - Conducting out of school time programming
  - Administering public funds
  - Providing services to students using goals and objectives to improve program quality
- Applicants should also have the leadership and organizational structure to carry out programmatic and fiscal activities.
- The Uniform Guidance requires that programs receiving federal funds develop policies and procedures in the following areas.
  - Cash management • Allowability • Time and effort • Procurement
    - Travel • Property management • Records retention
    - Conflict of interest

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**Instructions**

**Applicant's Experience and Capacity (5 points)**

- Describe the applicant's
  - Experience in managing public funds
  - Administrative capabilities
  - Outcome of monitoring and audits in the last two years
  - Qualifications of leadership
  - Experience in providing services in line with 21<sup>st</sup> CCLC goals and objectives
  - Experience in collecting, maintaining, analyzing and reporting program evaluation data
- Attach an agency organizational chart.

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**Staffing and Professional Development (5 points)**

- It is recommended that centers have student to adult ratios that are no more than 10 students to one instructional staff person (10:1) for all academic activities.
- Personal enrichment ratios should be no more than 20:1.
- Proposed ratios should be appropriate for the target student population.

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**Staffing and Professional Development (5 points)**

- All 21<sup>st</sup> CCLC staff and contractors must be cleared through a Level II background screening per Florida Statute.
- 21<sup>st</sup> CCLC sites must maintain at least one staff member at the center at all times with CPR and First Aid certification.
- Programs must identify one program director to administer the program. This individual will serve as the primary contact for FDOE in all matters related to the 21<sup>st</sup> CCLC program.

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### Staffing and Professional Development (5 points)

- Each site must identify a site coordinator for each proposed site.
  - For one-center programs, the program director and the site coordinator are typically the same individual.
- Programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data.
- All 21<sup>st</sup> CCLC programs must identify one staff person for each target school to serve as the collaboration liaison with that school (including private schools).
- Academic enrichment components must be supervised and provided by a certified teacher with a valid Florida Professional Educator's certificate or a temporary certificate.

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**Instructions**

### Staffing and Professional Development (5 points)

- Staffing Plan
  - Describe how the program will be staffed to carry out programmatic and administrative duties.
  - Discuss staff qualifications and experience.
  - Identify duties that will be performed by employees versus contractors.
  - Disclose all familial relationships within proposed staff and contractors.
  - Describe the plan to recruit, hire and train any new staff needed for the program.
  - Attach an organizational chart for the proposed 21<sup>st</sup> CCLC program.

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### Staffing and Professional Development (5 points)

- Programs must have a professional development plan that is responsive to the needs of its staff and appropriate to achieve the program objectives.
- The FDOE will provide a training for all new subrecipients in the Fall of 2019. All awarded subrecipients should attend.

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Instructions

### Staffing and Professional Development (5 points)

- **Professional Development**
  - Describe the professional development plan for the 21<sup>st</sup> CCLC staff.
    - How will the training needs be identified?
    - How will the training needs be met throughout the program years?
  - Identify the types of training proposed for the staff, the qualifications of the trainers and the process to transfer knowledge into practice during program activities.

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### Facilities (5 points)

- All 21<sup>st</sup> CCLC programs must take place in a safe and easily accessible facility comparable to the students' local school.
- Facility must have sufficient resources needed to provide the proposed and required activities.  
*(computer lab, library, eating area, recreational area including outdoor space, and study area)*
- Facility must have sufficient space to secure and maintain equipment and resources.

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### Facilities (5 points)

**Childcare Licensing**

- The 21<sup>st</sup> CCLC program sites must comply with 402.26-319 F.S. This Florida Statute together with Rule 65C-22.008 of the Florida Administrative Code, define child care and set forth the requirements for licensing.
- ***Each applicant is required to document that each proposed center is in compliance with 402.26-319 F.S.***
- Contact the Florida Department of Children and Families with any questions concerning licensing.
- The FDOE cannot fund programs operating out of the bounds of state licensure laws.

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**Instructions**

**Facilities (5 points)**

- Describe both the indoor and outdoor areas including size and amenities and how the different areas would be used for the proposed program activities.
- Describe how the facility provides an appropriate and safe environment.
- Describe where the facility is located in relation to the students' schools and their homes.
- Indicate how students and their adult family members can access the facility(ies).
- Include the child care license or exemption letter, if applicable.

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**Safety and Student Transportation (5 points)**

- Students must be able to safely travel to the center and back home.
- Programs must be able to safeguard students.
- Programs must have a clear strategy for student safety and transportation.

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**Instructions**

**Safety and Student Transportation (5 points)**

- Describe how the appropriate supervision will be provided.
- Describe how staff and volunteers be screened.
- Describe how the students will transition from one activity to the next.
- Describe the processes that are in place for emergencies, fieldtrips and other special situations.

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Instructions

**Safety and Student Transportation (5 points)**

- Describe how the students will travel from the school to the 21<sup>st</sup> CCLC and from the 21<sup>st</sup> CCLC to their homes.
- If transportation is provided by the program:
  - What are the processes to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, trained and screened?
- If transportation is not provided:
  - How will the students access the program and go home in a safe and appropriate manner each day?

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**Partnerships, Collaboration & Sustainability (8 points)**

Partnerships

- Applicants may use partners to help coordinate resources not paid for with 21<sup>st</sup> CCLC funds

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

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

*Snacks/meals cannot be purchased with 21<sup>st</sup> CCLC funds.*

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Instructions

**Partnerships, Collaboration & Sustainability (8 points)**

Partnerships

- Identify any partners of the 21<sup>st</sup> CCLC program.
- List their tangible contributions.
- Complete the Partners Table.
- *Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions.*

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**Partnerships, Collaboration & Sustainability (8 points)**

Collaboration

- Program **must be designed and carried out in collaboration with the regular school day** attended by the students participating in the 21<sup>st</sup> CCLC activities.
- Collaboration means that both the applicant and the target school will work together to reach the program goals and objectives.
- To support appropriate coordination with the regular school day, proposals can only target a **maximum of four schools per program** AND the proposal must target a **minimum of 10 students per school**.

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**Instructions**

**Partnerships, Collaboration & Sustainability (8 points)**

Collaboration with the Regular School Day

- Describe how the 21<sup>st</sup> CCLC program must be designed and carried out in collaboration with the schools attended by the students served.
- Attach letters from each of the schools attended by the targeted students. Letters must clearly identify the school's role and collaboration commitment (e.g., data sharing agreement, point of contact).

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**Partnerships, Collaboration & Sustainability (8 points)**

Sustainability

- Programs are required to establish a local 21<sup>st</sup> CCLC Advisory Board comprised of at least:
  - two (2) parents,
  - two (2) students (if middle and/or high school students are served),
  - one (1) regular school day teacher from each target school, and
  - a diverse group of members of community agencies and the private sector.
- The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded.

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 **INSTRUCTIONS**

**Partnerships, Collaboration & Sustainability (8 points)**

Sustainability

The requirement is, "...the applicant must have at least a preliminary plan for how the 21<sup>st</sup> CCLC program will continue after funding ends."

- Identify strategies for sustainability within the narrative.
- Include the plan for the advisory board and how the board will be used to encourage sustainability.

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 **QUESTIONS AND ANSWERS**

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 **BUDGET NARRATIVE DEVELOPMENT**

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### Budget Narrative

- Must use the department's form DOE 101S
- Worth 15 points of the possible 100 points
- No page limits

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### Budget Narrative Form (DOE 101S)

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BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED TO THIS PROJECT	ALLOWABLE USE USE ONLY	REASONABLE USE USE ONLY	NECESSARY USE USE ONLY

Today, we are going to cover these columns

Percent of Column 6 allocated to project (100%)

For FDOE Use Leave Blank

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Enter Agency Name, for example:  
Sunshine Learning, Inc.  
School Board of Sunshine County

**Accuracy is very important!**  
Enter TAPS number as identified on RFP Cover:  
20B030 – Statewide

Leave Blank

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BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED TO THIS PROJECT	ALLOWABLE USE USE ONLY	REASONABLE USE USE ONLY	NECESSARY USE USE ONLY

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**Function and Object Columns**

- Requires account information for each proposed cost based on the agency's general ledger
  - School Districts use the FDOE Red Book

*Recommendation: Work with your comptroller/accounting staff*

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	PERCENTAGE	ALLOWABLE	REASONABLE	NECESSARY
						USE USE ONLY	USE USE ONLY	USE USE ONLY

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**Account Title and Narrative Column**

- Three key parts must be included:
  - Account title (name) from the agency's general ledger
  - Narrative description of the proposed costs
  - Funding formula identifying how cost was calculated

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BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	PERCENTAGE	ALLOWABLE	REASONABLE	NECESSARY
						USE USE ONLY	USE USE ONLY	USE USE ONLY

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**Account Title and Narrative (continued)**

The questions to be answered here are:

**What is being purchased?**  
*Services, materials, equipment, etc.*

**What is the purpose of the expenditure?**  
*Description of how the expenditure supports the program's objectives*

**How much is being purchased?**  
*Number of staff positions, number of hours, number of widgets, etc.*

**How was the total cost derived?**  
*Funding formula that describes the rationale used to calculate the total for the line item*

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### Account Title and Narrative (continued)

When developing the budget and completing this part, applicants should consider the following:

**Are the costs reasonable?**  
*Defined as "what a prudent person would do"*

**Are the costs necessary?**  
*Items without which the 21<sup>st</sup> CCLC program objectives cannot be achieved*

**Are the costs allocable to the program?**  
*The costs directly benefit the 21<sup>st</sup> CCLC program*

*The information included in this section should support a "yes" response to the questions.*

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### Costs by Type

**Administrative**  
 Refer to Section 2.15 of the RFP.

- Capped at 10% of the award
- Generally management activities not related to the direct service of students (personnel management, fiscal activities, monitoring compliance, etc.)
- *Identify in bold italics both the amount and percentage, as appropriate*

**Evaluation**

- Capped at 3% of the award
- Activities related to the evaluation of the project (developing evaluation plan, data collection, etc.)
- *Identify in bold italics both the amount and percentage, as appropriate*

**Direct**

- All activities related to the direct service of students and their adult family members

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### Salaries

- **Indicate the position title clearly and in bold format.**
- Indicate staff credentials if required for the position. (e.g., certified teachers).
- Clearly describe the major tasks to be performed by the position.
- Include a funding formula.

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### Salaries: Funding Formula

**Salaried Employees**  
*Annual salary x percentage allocated to the program*  
 The allocation must be reasonable for the activities performed.

**Hourly Employees**  
*Hourly wage x hours per day x number of days*  
 The number of hours and days must be similar to those of the program service hours and days.

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### Salaries Sample

*How about administration and evaluation duties?*

The employee in our example spends 20 hours per week on 21<sup>st</sup> CCLC. Let's suppose he or she spends 5 hours working on payroll (administrative), 5 hours working on data collection (evaluation) and 10 hours in the classroom working with the students. Then the funding formula would be:

Annual Salary: \$24,000, 12-month employee  
 \$923.08/bi-weekly x 26 pay periods x 50% = \$12,000  
**25% Administration = \$3,000**  
**25% Evaluation = \$3,000**

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### Salaries Sample for Hourly Employees

**PT Wages. Certified Teachers.** Specific description of the 21<sup>st</sup> CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of rationale used to calculate hours.

Number of positions x hourly wage x numbers of hours/day x number of days = \$ amount charged to 21<sup>st</sup> CCLC

2 certified teachers x \$25/hr. x 3 hrs./day x 180 days = \$27,000  
 1 certified teacher x \$25/hr. x 2 hrs./day x 10 days = \$500  
 2 certified teachers x \$25/hr. x 5 hrs./day x 20 days = \$2,500

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**FTE Position**  
Information in this column is only needed for salary and wages line items.

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A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	ALLOCATED TO THIS PROJECT	ALLOWABLE USE USE ONLY	REASONABLE USE USE ONLY	NECESSARY USE USE ONLY

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**Amount**  
This should reflect the total of all costs included in the "Account Title and Narrative" column.  
Use only whole numbers.  
\$500.00, not \$499.57

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BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: \_\_\_\_\_  
 B) DOE Assigned Project Number: \_\_\_\_\_  
 C) TAPS Number: \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	ALLOCATED TO THIS PROJECT	ALLOWABLE USE USE ONLY	REASONABLE USE USE ONLY	NECESSARY USE USE ONLY

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**Amount**

**Salaries Sample**

**FT Salaries, Program Director.** Specific description of the 21<sup>st</sup> CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)  
 Amount/pay period x Number of pay periods x % allocation = \$ Amount charged to 21<sup>st</sup> CCLC.

Annual Salary: \$24,000, 12-month employee  
 \$923.08/2 weekly x 26 pay periods x 50% = \$12,000

From our salary example:

Since for salaried staff we will list only one staff type per line item, the "amount" is usually clearly identified in the funding formula.

**Amount = \$12,000**

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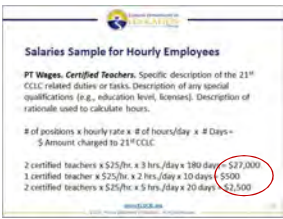
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**Amount**



From our hourly example:

The total amount will be the sum of all the individual calculations:

Amount = \$27,000 + \$500 + \$2,500  
**Amount = \$30,000**

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**Fringe Benefits**

- Indicate each benefit and how the cost was determined.
- **List the benefits immediately after each position or type of position.**
- A full description of the benefit is not necessary for customary costs (FICA; Workers' and Unemployment Compensation Insurance; Life Insurance; Short and Long Term Disability Insurance; Health, Dental, and Vision Insurance; Retirement) but all other benefits should be clearly described.
- Identify which position receives the benefit.

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**Fringe Benefits Funding Formula**

Rate-based benefits  
*Salary/wage x fringe rate/percentage x program allocation*

Periodic benefits  
*Periodic cost x number of periods x program allocation*

- The cost distribution for fringe benefits must be in accordance with the salary distribution.
- Fringes associated with positions that perform administrative or evaluation duties must be identified in ***italics and bold format.***

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**Fringe Benefits Sample**

**Fringe Benefits. Social Security.** Calculated at 7.65 % of salaries  
 $\$12,000 \times 7.65\% = \$918$   
**25% Administration = \$230**  
**25% Evaluation = \$230**

**Fringe Benefits. Retirement.** ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.  
 $\$12,000 \times 5\% = \$600$   
**25% Administration = \$150**  
**25% Evaluation = \$150**

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**Final notes of Salaries and Wages:**

The allocation to 21<sup>st</sup> CCLC must be reasonable:

- Hours per day must be similar to program hours.  
Some staff may have some time before and after the program hours for setup and take down of the program. The number of staff and the length of time that would be considered allocable depends on many factors. (e.g., size of the program, complexity of the program, type of site)
- Number of days must be similar to program days.  
Additional days may be added for other program activities such as planning, professional development, reporting, etc. These days should be clearly identified in the narrative.
- Allocation of FT staff should be appropriate for the program components.

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**Materials & Supplies**

- Indicate the type of materials to be purchased, how the materials will be used and by whom.
- Include the standard language as appropriate:  
*"... for the exclusive use of actively participating 21<sup>st</sup> CCLC students..."*  
*"...for the exclusive use of actively participating 21<sup>st</sup> CCLC students and their adult family members..."*
- Materials should align with the proposed activities.
- Remove open-ended language such as "etc." and "including, but not limited to."

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### Budget Example - Salaries

FLORIDA DEPARTMENT OF EDUCATION		BUDGET LINE ITEM		BUDGET LINE ITEM		BUDGET LINE ITEM		BUDGET LINE ITEM	
LINE ITEM	DESCRIPTION	AMOUNT	PERIOD	AMOUNT	PERIOD	AMOUNT	PERIOD	AMOUNT	PERIOD
1000	Salaries - Full Time	1,000,000	12	1,000,000	12	1,000,000	12	1,000,000	12
1001	Salaries - Part Time	500,000	12	500,000	12	500,000	12	500,000	12
1002	Salaries - Temporary	250,000	12	250,000	12	250,000	12	250,000	12
1003	Salaries - Contract	250,000	12	250,000	12	250,000	12	250,000	12
1004	Salaries - Substitute	250,000	12	250,000	12	250,000	12	250,000	12
1005	Salaries - Other	250,000	12	250,000	12	250,000	12	250,000	12

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### Materials & Supplies

- Separate consumables from educational materials:
  - Consumables: paper, pencils, glue
  - Educational Materials: Books, workbooks, curricula
- Do not include equipment in this line item even if it is minor equipment.

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### Materials & Supplies Funding Formula

- The funding formula should describe how the line item total was calculated.
  - Use a funding formula that is aligned with the cost type
  - It is acceptable to estimate the costs of student materials on a reasonable amount per student
  - It is acceptable to estimate the costs of staff or administrative materials on a reasonable amount per staff or FTE
- Costs associated with administrative or evaluation tasks must be identified in ***italics and bold format***.

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### Materials & Supplies Funding Formula Samples

ABC Curriculum  
 $\$100/\text{set for 25 students} \times 4 \text{ sets} = \$400$

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Consumable student supplies  
 Estimated at  $\$20/\text{student} \times 100 \text{ students} = \$2,000$

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Consumable supplies for certified teachers  
 Estimated at  $\$300/\text{teacher} \times 0.625 \text{ FTE} = \$188$

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Consumable office supplies for program administration  
 Estimated at  $\$200/\text{Staff} \times .5 \text{ FTE} = \$100$   
**100% Administration = \$100**

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### Equipment

- Equipment may be capital or non-capital.
- Indicate the type of equipment to be purchased, how it will be used and by whom.
- All equipment must be secured. Attractive, “pilferable” equipment must be secured and tracked by subrecipients.
- Include the standard language as appropriate:  
*“...for the exclusive use of actively participating 21<sup>st</sup> CCLC students...”*  
*“...for the exclusive use of actively participating 21<sup>st</sup> CCLC students and their adult family members...”*

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### Equipment Funding Formula

- Use an estimated but reasonable cost per item.  
*Number of items x cost per item*
- Costs associated with administrative or evaluation tasks must be identified in **italics and bold format**.

**Note:** A cost analysis must be included in the application as an attachment for the following cost items:

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

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**Field Trips**

- Field trips may be an allowable expense only if they are necessary to achieve the program objectives.
- Include standard language:  
*"Admission fees and other field trip costs are exclusively for actively participating 21<sup>st</sup> CCLC students. Field trips will clearly support the approved goals and objectives of the 21<sup>st</sup> CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. **Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones.**"*

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**Field Trips**

- Out-of state field trips are not allowable unless prior specific approval is received from the FDOE.  
*Including an out-of-state field trip in the narrative description or the budget is not sufficient. The program must request and receive specific authorization from the FDOE.*
- Overnight field trips are not allowable.

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**Field Trips Funding Formula**

- Estimate costs based on the venues and the number of 21<sup>st</sup> CCLC students and teachers and chaperones.  
*Admission cost x number of students  
 Admission cost x number of teachers  
 Admission cost x number of chaperones*

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### Budget Example - Transportation

7800	160	Transportation: After-school transportation home from the program on district buses for the exclusive use of activity participating 21st CCLC students. Cost per mile includes all associated costs (bus driver, fuel and maintenance expense). 15 mile per day round trip X \$3.37 per mile as per School Board guidance X 100 days = \$21,213	\$21,213	100		
7800	160	Transportation: Field trip transportation to Orlando Science Center using district buses exclusively for activity participating 21st CCLC students. Cost per mile includes all associated costs (bus driver, fuel and maintenance expense). 94 mile round trip X \$3.37 per mile as per School Board guidance = \$317.78, 2 buses = \$634	\$634	100		

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### Contracted Services

- Each contract should be listed in a separate line item unless the contracts are very similar (e.g., contracted instructors).
- Include the qualifications, if appropriate (e.g., certified teachers). For evaluators, credentials should be included in the narrative and only referenced (e.g., "See Section X.X of the narrative") in the budget.
- Describe the services to be performed by the contractor.
- Indicate the deliverables (e.g., number of classes, reports) and the cost of each deliverable.

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### Contracted Services Funding Formula

- Must be based on how the payments are defined in the agreement between your agency and the contractor. A copy of the agreement may be requested by the FDOE.

Contracted staff (e.g., teachers)  
*Number of staff x cost per hour x hours per day x number of days (formula is similar to that of the hourly staff)*

Services (e.g., evaluator)  
*Amount per deliverable*  
*Each deliverable must be fully described and must be aligned with the proposed program.*

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### Budget Example – Contracted Services

0400	<b>Contract Service: Academic &amp; Physical Fitness Enhancement Activities</b> <small>To provide direct instruction and activities following an established curriculum designed to address participating K-12 FLDOE students during 2nd CCLC program hours. This is accomplished by having a training module to guide staff. All contractors provide their own basic equipment and supplies which are occasionally supplemented with additional items supplied by 2nd CCLC.</small>  <b>Martial Arts Contractor:</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$1,320</small> <b>Physical Education Contractor:</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$1,320</small> <b>Yoga Contractor:</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$1,320</small> <b>Dance Contractor:</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$2,240</small> <b>Academic Enrichment Contractor (Spanish Instructor):</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$1,320</small> <b>Academic Enrichment Contractor (French Instructor):</b> <small>Amount: 1 @ \$20/hr x 8 hrs/week x 8 weeks = \$1,320</small>	11,840	100%	
0400	<b>Contract Service: Healthy Minds Great Nutrition Culinary Academics &amp; Fitness Enhancement Activities</b> <small>To provide direct instruction and activities following an established curriculum designed to address participating K-12 FLDOE students during 2nd CCLC program hours. All costs for food supplies for used ingredients for K-12 FLDOE students participating in the program are included in hourly contractor fee.</small> <b>Healthy Minds Great Nutrition Culinary Contractor:</b> <small>Amount: 1 @ \$80/hr x 8 hrs/week x 8 weeks = \$5,360</small>	5,880	100%	

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### Indirect Costs

- Only entities that have an indirect cost rate negotiated with the FDOE can charge indirect costs (LEAs).
- Public universities and colleges may charge indirect cost as specified in the FDOE Green Book.
- The indirect cost rate used cannot exceed the negotiated rate.
- Confirm current Indirect Cost rate and plan using the FDOE Comptroller's Office web page.
- Indirect cost cannot exceed the 10% administrative cap.

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### Indirect Costs

- If a program indicates they are willing to waive or reduce the amount of indirect costs, they must provide written confirmation from the school district's comptroller.
- If the indirect cost amount is below the 10% administrative cap, the program can include other administrative costs in the budget (up to the 10% cap).

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### Indirect Costs Funding Formula

- Indicate approved Plan (A or B)
- Indicate approved rate
- Involve your agencies comptroller  
IDC Rates: <http://fldoe.org/finance/comptroller/indirect-cost-rates1718.stml>
- Include stock language requested by the Comptroller's Office:  
*The state's negotiated indirect cost rate is at \_\_%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 10% administrative cap.*

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### Total of DOE 101S

- Include total Administrative and Evaluations Costs and percent of award for each:  
**Administrative:** \$ \_\_\_\_\_ ( \_\_%)  
**Evaluation:** \$ \_\_\_\_\_ ( \_\_%)  
(Administrative costs are capped at 10% of the award and Evaluation costs are capped at 3% of the award.)
- Double check the summation
- Cannot exceed the award amount

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## Questions and Answers

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**Priority Points**

- See Section 5 of the RFP.
- Priority points will be awarded only to agencies scoring 70 or above.
- Applicants must request priority points and indicate which priority areas apply by completing the Priority Points form.
- Applicants must submit documentation to support that the proposed program meets the criteria to receive priority points.

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**Priority Point Criteria**

- High need families
  - 65 or 80 percent free or reduced lunch schools
- Partnership/MOU to serve CS&I school
- Socioemotional learning professional development
- Secondary students in workforce education
- County not currently served by a 21<sup>st</sup> CCLC

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**Submission**

- REVISED SUBMISSION CRITERIA
- All forms are on the [web page](#).
- [Upload to SurveyMonkey Apply](#)
- Link to apply will be available Monday, June 24<sup>th</sup>

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**Important Dates**

**Notice of Intent due:**  
**June 21, 2019**

**Last day to submit questions:**  
**June 21, 2019**

Submit notices and questions to [21stccclcrfp@fldoe.org](mailto:21stccclcrfp@fldoe.org).

Answers are posted each Friday afternoon.

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**Final Due Date**

**Proposals are due on**  
**5:00 p.m. EDT, July 19, 2019**

**Late submissions are not accepted.**

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**Questions and Answers**

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