



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

Bureau of Family and Community Outreach

Program Name

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

Specific Funding Authority(ies)

No Child Left Behind – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287

Funding Purpose / Priorities

The purpose of the program is to establish 21st CCLC programs that provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC programs **must** also engage adult family members, of actively participating students, through educational and personal development opportunities.

The 21st CCLC programs provide safe environments for students **during non-school hours** and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers **must** provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the specific purposes of the law are to:

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Total Funding Amount / Approximate Number of Awards

Approximately \$30,000,000

The number of awards and the award amount will be based on the final US Department of Education (USED) award notification and number of quality proposals approved. It is estimated that the FDOE will award approximately 43 - 47 grants in this competition.

Eligible sub-recipients may receive 21st CCLC grant funding for a maximum of five consecutive years. Sub-recipients of 21st CCLC funding will be eligible for up to 100% of the approved funding level for each of the first two years, followed by a maximum of 80% of the original funding amount for each of the final three years. Following the initial award based on the RFP, subsequent award years will be contingent upon (1) availability of funding from the Specific Funding Authority, (2) satisfactory performance by the sub-grantees as evaluated by the Florida Department of Education, (3) submission of an annual re-application through the Requests for Application (RFA), and (4) compliance with all grant requirements and meeting all conditions set forth within the RFP/RFA by which funding was provided.

The State reserves the right to continue / discontinue the program(s) based on the following conditions and outcomes. Such requirements and conditions include, but are not limited to, the following:

- **Must** demonstrate adequate progress toward achieving all measurable objectives.
- **Must** meet or exceed proposed levels of daily student attendance, as indicated on the site budget profile and funding request guide for the most recent year of operation.
- **Must** attend required 21st CCLC conferences and trainings.
- **Must** submit an annual re-application through the Request for Application (RFA).
- **Must** submit, timely, all documentation during the project year as requested and/or required by the Florida Department of Education (FDOE) and United States Department of Education (USED), such as:
 - ✓ Monitoring Work Papers
 - ✓ Corrective Action Plan(s)
 - ✓ Surveys
 - ✓ Daily attendance records
- **Must** maintain and submit accurate data to the USED Profile and Performance Information Collection System (PPICS) by the established deadlines.
- **Must** participate fully in statewide evaluation activities.
- **Must** comply with all applicable Federal and State statutory and regulatory requirements.
- **Must** submit Mid-year and Final-year Reports, as well as a detailed summative evaluation reflecting the growth and progress of the program in meeting the approved program objectives.

Funding Request Guide

Using the Funding Request Guide for **EACH SITE** (found in “required forms” section of the FDOE RFP website), each individual applicant may apply for an annual grant of a minimum of \$62,500 to a maximum of \$700,000. **Programs are not permitted to apply for funding in excess of that indicated by the funding request guides.**

Program **must** meet the proposed daily student attendance as indicated on the (1) Funding Request Guide, (2) Title I School Table and (3) Program Site Budget Worksheet. All student attendance numbers **must** be consistent among the aforementioned documents. Programs will not propose to serve more than 35% of the targeted school population, and the program may not propose to serve more students than attend the targeted schools indicated on the Title I School table. **Failure of any program to meet proposed daily attendance numbers may result in a reduction of funds and/or required restoration of funds to the Florida Department of Education.**

Matching Requirement

None. See additional information in the “**Coordination of Services and Sustainability Plan**” section of the required Narrative Components.

One of the goals of this program is to continue activities beneficial to students and their families after the project period is over. **As the amount of federal funding decreases, grantees will be expected to maintain both the size and the scope of their programs.** Applicants are not permitted to charge **ANY** fees associated with 21st CCLC programming without prior written authorization from the Florida Department of Education 21st CCLC program office. Therefore, applicants **must** identify, and include in the sustainability plan, other sources of funds that will be available in years 3, 4, and 5.

Budget / Program Performance Period

July 1, 2009 – June 30, 2010

Federal programs: The project effective date will be the date that the application is received within Florida Department of Education (DOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Target Population(s)

(1) Students: The 21st CCLC program targets at-risk students from pre-kindergarten to twelfth grade. Applicants **must** propose to target **only** those students attending schools eligible for Title I School-Wide Program 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 school or private schools), applicants may use a “**weighted** feeder pattern concept” to indicate eligibility of a target school by calculating the average free and reduced-price lunch data of **all** schools directly feeding into the proposed target school. 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.

Applicants **shall not** propose to target student populations that will be targeted by another 21st CCLC program for the 2009-2010 program year. For example, if another program targets K – 5th grade students at a specific school, the applicant may propose to serve 6th – 8th grade students at the same school, but not the K – 5th grade students. If an existing program will serve the entire school in 2009-2010, the applicant may not identify students attending this school as a targeted population.

(2) Adults and Families: Programs **must** offer services to support parent involvement, family literacy, and/or related educational development. The 21st CCLC program may only propose services to adult family members of **students actively participating in the 21st CCLC program.** Services for adult family members cannot extend beyond the dates of the ongoing program for students.

Hours of Operation

According to the U.S. Department of Education (USED), the majority of 21st Century Community Learning Centers previously funded directly by the USED were open at least 15 hours per week. Based on analyses of evaluation data of the 21st CCLC Program and other afterschool programs, the FDOE **requires** that centers be open at least three hours a day and at least four days a week. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

Each center in the proposal is **required** to be open for a **minimum** of:

- **Thirty-six (36) weeks** of **student** services per project year (including Summer);
- **Four (4)** after school and/or summer **days per week** of service (**minimum**);

- **Twelve (12) after school hours per week** for every student during the school year (Before School, Weekend, Holiday, and Adult Family Member services do not contribute to the 12 hour after school requirement). Student services are those services where the vast majority of enrolled student participants are able to participate. **Every student** in the program **must** be afforded 12 full hours of programming (e.g., an applicant cannot serve boys on Monday and girls on Tuesday);
- Two (2) hours per day (minimum) for After School programming;
- One (1) hour per day (minimum) for Before School services, if proposed; and
- Four (4) hours per day (minimum) for Weekends, Holidays, and Summer services, if proposed.

All program sites must keep daily student attendance logs for all days of 21st CCLC operation.

While the statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, activities targeting prekindergarten children and adult family members **may** take place during regular school hours, as these times may be the most suitable for serving these populations. Programs will be required to provide detailed documentation for any expenditures occurring during the regular school day.

The proposed 21st CCLC program is not required to be located in a public school. However, if an alternative facility is selected, it **must** be as available and accessible to participants as the students' local school. The proposed alternative facility **must** have sufficient resources to provide all proposed and required activities, such as computer lab, library, eating facility, safe recreational area, and study area. The program **must** have appropriate equipment, security, resources, and a clear strategy for the safe transportation of students to and from the center and home.

Eligible Applicant(s)

Funds **must** be used to provide services specified in the approved grant application and cannot exclusively support project planning. Federal law requires applicants to demonstrate "that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students" (Public Law 107-110, Sec.4204(b)(2)(J), Title IV, Part B) (See narrative requirements).

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

- School Districts
- Educational Consortia
- Non-profit agencies
- City or County government agencies
- Faith-based organizations
- Institutions of higher education
- For profit organizations

Individual public schools may not submit an application. However, schools may apply through an LEA or other eligible entity.

Eligibility for New Public Schools and Schools without "Title I School-Wide Program" Status

Some or all public schools included in the application that do not have Title I School Wide Program (SWP) status may use any of the following three alternative measures to satisfy the Title I SWP eligibility requirement (select all that apply). Documentation and justification **must** be included following the Title I Table located in Appendix A:

- Document that at least 40 percent of the students qualify to receive free or reduced-price meals through the USDA National School Lunch Program.
- 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 feeds 100 students (60% Free/Reduced Lunch) and School B feeds 200 students (30% FRL), then School B would count twice as much – regardless of how many students attend the schools. So, the weighted average is $60\% + 30\% + 30\% = 120 / 3 = 40\%$ Weighted Average).
- 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, pp. 3,971; <http://aspe.hhs.gov/POVERTY/figures-fed-reg.shtml>)

Eligibility of Private Schools

Although private schools are not eligible for Title I SWP status, private schools are eligible to apply for 21st CCLC program funding by (1) satisfying the funding eligibility criteria described above for public schools without SWP status; and/or (2) applying for funding to provide services to other eligible private and/or public school students.

To satisfy the funding eligibility criteria to receive 21st CCLC program funding, a private school **must** serve a high percentage of students from low-income families (at least 40 percent). Applicants may use any of the three alternative measures indicated above for public schools without SWP status. Documentation and justification **must** be included following the Title I Table located in Appendix A

Joint Applications

In accordance with federal guidance from the United States Department of Education (Public Law 107-110, Sec.4204(2)(H), Title IV, Part B), the Florida Dept. of Education encourages organizations to submit proposals which establish a partnership of at least one public school district and one non-school entity. Applicants can form a partnership or consortium to apply for the 21st CCLC grant. In order to do so, the partnership or consortium **must** meet the following requirements:

1. The partnership or consortium **must** designate one of the applicants to serve as the applicant and fiscal agent for the grant. The applicant agency **must** be an eligible grant recipient. All other consortium members **must** be eligible grant participants, as defined by the program statute or regulations.
2. The applicant agency/fiscal agent **must**:
 - Be an eligible grant recipient as defined by Federal and State statutes;
 - Receive and administer the grant funds and submit the required reports to account for the use of grant funds;
 - Require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner agrees to provide;
 - Be an active member of the partnership/consortium; and
 - Be responsible for the performance of any services provided by the partners, consultants, or other organizations, and **must** coordinate how each plan to participate.

In addition, the applicant agency /fiscal agent:

- **Cannot provide a sub-award as flow-through for funds to pass to other recipients; and**
- Is **prohibited** from sub-granting funds to other recipients

Application Due Date

May 22, 2009

The due date refers to the date of receipt in Grants Management. Facsimile and email submissions are **not** acceptable.

Contact Persons

Program Contact

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Grants Management Contact

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Assurances

The Florida Department of Education developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of federal/state funds.

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

Please see **Other Requirements** (beginning on page 38) for additional Assurances required to be submitted with this application

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, **unless** a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Private Colleges, Community-Based Organizations, and Other Agencies

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

Private colleges, Community and Faith-Based Organizations, and other non-public agencies **must also** submit:

- (1) A copy of the organization's current budget,
- (2) A list of the board of directors,
- (3) A copy of the institution or agency's most recent annual audit report, if available, prepared by an independent Certified Public Accountant licensed in this state,
- (4) A copy of the organization's Chart of Accounts,
- (5) Proof of eligibility to operate a business in Florida. And
- (6) Articles of Incorporation

Narrative Components / Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the *Instructions*, within each Narrative Component, are **Criteria**. *The Criteria are bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*
- The standard scoring **Criteria** are based on a 100 point scale, with a **minimum** score of 70 points required for an application to be considered eligible for funding.
- **Priority Point** narratives and attachments are **not** part of the 30-page maximum requirement. If earned, priority points can only be awarded after the 70 point minimum score is achieved.

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

The summary or abstract encapsulates all components of the proposal and provides a brief **overview** of the proposed project; it is basically the project “in a nutshell.” The summary/abstract **must** include the following information:

- The audience – Who will the project directly impact?
- The need/problem – What need will the project address?
- The educational goals – What does the project strive to ultimately accomplish?
- The performance targets and indicators – Who will do what by when?
- The activities – How will the project be carried out?

The abstract/summary shall not exceed two (2) pages. Opportunities to more fully describe these elements are provided throughout the Narrative Component sections of the RFP.

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design, and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended Funding Purpose / Priorities.*

2. Project Need (A-D)

8 points

A thorough, complete, and accurate needs assessment is one of the most critical components of the proposal, as it specifies the educational needs upon which the program is founded and indicates how these needs were accurately identified. Relevant supporting data, such as standardized test scores, school data, and survey results, **must** substantiate the proposed educational needs of the targeted population, including students and their families.

Instructions

All four (4) elements detailed below **must** be included in this section.

A. General Need of Community

Applicants **must** provide information regarding an evaluation of the **community** needs and available resources for the community learning center, as well as a description of how the proposed program will address those needs (including needs of working families). All data referenced in this section **must** have full citations indicating the source and date of data collection. Data to validate the need may include, but are not limited to:

- poverty rates in the communities to be served
- percentage or rapid growth of limited English proficient students and families
- percentage of Title I students and local dropout rates
- literacy rates and education levels in the community

B. Target Population Identification

Based on the community needs, identify the target population(s) to be served in the proposed 21st CCLC program. Only adult family members of actively participating 21st CCLC students can participate in 21st CCLC services. This section **must**:

- detail specific characteristics of student populations to be served, such as proposed daily program attendance per component (i.e., after school, before school, weekend/holiday, and summer), grade levels, types of students, and other defining characteristics of the student population to be targeted;
- identify the school(s) attended by targeted students; and
- establish specific criteria that will be used by the applicant for selecting students for the program (this criteria **must** be clearly linked to the need of the target population);

Provide a list of Title I eligible schools to be targeted. The template for the Title I Eligible Schools Table can be found in the *Required Forms* link for the 2009-2010 RFP. Place this table in **Appendix A. The Title I Eligible School Table is not included in the 30-page limit.**

C. Specific Needs of Target Population

The needs assessment **must** form the basis for all of the proposed goals, objectives, and activities addressed in this proposal. Applicant **must** provide **objective** needs assessment data clearly establishing the specific needs of both the targeted students and their adult family members. Needs data **must** explore the academic, social, emotional, cultural, and physical needs of the target population(s). Needs data may be obtained from survey assessments (e.g., teacher, parent, student, school surveys) and reliable databases (e.g., district, state, and national education databases specific to the schools targeted).

D. Evidence of Experience

The narrative **must** demonstrate that the agency providing services has experience, or evidence of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the targeted students (Public Law 107-110, Sec.4204(b)(2)(J), Title IV, Part B). If an applicant has no previous experience as outlined above, then the applicant **must** demonstrate the strong likelihood for successful implementation of the proposed program, including the capability to provide educational and related activities.

Criteria (Project Need)

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The magnitude or severity of the problem(s) to be addressed by the proposed project includes an analysis of state assessment results and other academic achievement factors that indicate educational need;*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on service or otherwise addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *Gaps or weaknesses (including the nature and magnitude of the gaps and/or weaknesses) in services, infrastructure, or opportunities are identified and addressed by the proposed project*
- *The Project Need **clearly** details the specific needs of the community and target population(s) to be addressed by the proposed program, including the full range of needs (i.e., academic, social, emotional, cultural and physical).*

- *The need for the proposed project is strongly justified through supportive data.*
- *The most current and available data is provided.*
- *Demographic and behavior data is presented that contributes convincing evidence of the need for the learning center in the school or schools proposed to receive services.*
- *The Title I Eligible Schools Table is complete and provides all information for each targeted school. (This table is located in Appendix A.)*
- *The applicant has demonstrated experience or assurance of success to provide the services in the proposed program.*

3. **Operational Design Requirements (A-F)**

15 points

The Operational Design for establishing and managing the day to day 21st CCLC program is vital for the successful implementation of the program. This narrative section **must** describe both grant management and programmatic experience. Explain, in detail, how the 21st CCLC program will provide Operational Design Requirements (A-F).

A. Students with Special Needs:

In accordance with State and Federal laws, children with special needs **must** be afforded the same opportunities as children in the general population. Eligibility for funding requires 21st CCLC programs to have the capacity to equitably serve students with special needs.

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 disability that results in significant difficulties in areas such as communication, self care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs may **not** be excluded from the program, regardless of the level or severity of need, provided that they can be safely accommodated.

Instructions

Applicants **must** (a) identify the special needs of in the targeted student population(s) (e.g., homeless, migrant, LEP, specific disabilities), (b) describe how specific students with special needs will be **identified** (e.g., Individualized Education Plans, Academic Improvement Plans, enrollment forms), and (c) describe how identified students will be appropriately and equally **served** in the 21st CCLC program.

Council for Exceptional Children URL: <http://www.cec.sped.org>

Bureau of Exceptional Education and Student Services URL: <http://www.fldoe.org/ese>

B. Student Safety:

Safety of students participating in the 21st CCLC program is of the highest priority. Students **must** participate in structured activities in a safe environment supervised by well-trained and caring staff. **Successful applicants are required to submit a detailed safety plan upon request from the FDOE.**

Instructions

Applicant **must** describe (a) how the safety of all children will be maintained on-site (e.g., student sign-in sheets, requiring parent sign-out, checking identification, presence of school resource officer, etc.), (b) how the safety of children will be maintained during off-site activities and field trips (if applicable), (c) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency, (d) that the personnel will have all required and current licenses and certifications where applicable, (e) the distance between participating students' school(s) and the 21st CCLC center, (f) how safe transportation needs will be addressed, and (g) how the community learning center will assure that students participating in the program will travel safely to and from the center.

C. Collaboration with Schools:

Communication between the 21st CCLC program, the schools that students regularly attend, and the regular-day teachers is critical to ensure student needs are addressed in the 21st CCLC program. Communication plans **must** address how regular school information will enhance the 21st CCLC program. The program **must** be developed and carried out in active collaboration with the schools the students attend.

At minimum, the program **must** have a **letter of collaboration** (placed in **Appendix B**) from **each** school that will have students participating in 21st CCLC program activities (i.e., targeted schools). Within the letters, each school **must** acknowledge its willingness to provide the program with, at a minimum, copies of participating students' grade records, school attendance records, and information regarding whether or not the participating students were promoted to the next grade level. The school should note whether parental/guardian consent will be required before school records can be submitted to the 21st CCLC program.

Instructions

Describe the means of communicating between the 21st CCLC program, the schools that students regularly attend, and the regular-day teachers. Specifically, indicate how the following will be addressed: **(a)** accessing necessary student records to monitor objectives and providing statewide evaluation data, and **(b)** sharing information on student progress in the 21st CCLC program with both regular-day school staff and families of participating students.

D. Recruitment and Retention:

Recruitment and retention of children is integral to the implementation of the curricula and to the success of the 21st CCLC program.

Instructions

Applicant **must** **(a)** detail the selection criteria for identifying which students will be eligible for 21st CCLC services, **(b)** describe the process of recruiting the targeted students to be enrolled in the 21st CCLC program, and **(c)** identify specific techniques and practices that the program will implement in order to ensure consistent and long term participation.

E. Professional Development:

Each program **must** have a professional development plan that is responsive to the needs of its staff. Identify the program plans for professional development for staff delivering program activities. Conferences and trainings **must be** pre-approved, in writing, by Florida's 21st CCLC program office.

Each program **must** send at least three (3) active 21st CCLC staff members to Florida's 21st CCLC State Conference in October, 2009, in Orlando, Florida. All 21st CCLC Project Directors **must** attend the State Conference.

Instructions

Applicant **must** identify the program plans for professional development for staff delivering program activities.

F. Supplemental Meals:

The program **must** offer nutritious snacks/meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21st CCLC program operates, a supplemental snack/meal **must** be offered to each student, each day and **no student shall be charged for costs associated with supplemental snacks/meals.**

The program **must** provide supplemental meals when program is open as follows:

- only after-school (daily, nutritious snack)
- both before and after-school (daily nutritious breakfast and snack)
- non-school days (daily nutritious breakfast, lunch and/or snack, dependent on operation)

Funding for snacks/meals **cannot** be drawn from 21st CCLC funds and **must** come from other resources. However, the **administrative fee** charged by Florida Impact (in partnership with the Food Research and Action Center) is not considered a food purchase and may be charged to the 21st CCLC grant. Currently, only administrative fees through the Florida Impact program are allowable expenditures for Florida's 21st CCLC funds. Additional information about Florida Impact will be provided to new grantees during Florida's 21st CCLC State Conference. This is **NOT** considered an administrative cost to the grant.

Food Research and Action Center URL: <http://frac.org/afterschool/snacks.html>

Florida Impact URL: <http://www.flimpact.org/>

Instructions

Applicants **must (a)** describe how the program will meet the nutritional needs of the participating students based on when the program is open and **(b)** describe the snacks/meals that will be provided.

Criteria (Operational Design Requirements)

- *The applicant describes and identifies all of the Operational Design Requirements.*
- *The Operational Design Requirements are specific, realistic, and consistent with the purpose of the program.*
- *All Operational Design Requirements are aligned with, and are likely to successfully address, the needs of the target population(s).*
- *Based on the services provided to Student with Special Needs, the applicant has identified appropriate activities and addressed the specific needs of this population.*
- *The applicant clearly identifies how safety of participating students will be maintained on-site and during off-site activities, how personnel hired will meet the minimum requirements set forth by the district, and how to ensure that personnel have all required and current licenses and certifications.*
- *The applicant clearly identifies how students will travel safely to and from the center.*
- *Collaboration with the school is likely to include effective, timely communications relative to the proposed program and the target populations served, as outlined in the required letters of collaboration between the program and the school(s).*
- *The applicant clearly identifies how student records will be accessed and how student progress will be shared with regular-day school staff and families.*
- *Recruitment and Retention is clearly focused on the population(s) with highest needs.*
- *Proposed project provides detailed Professional Development likely to result in high quality afterschool instruction and activities.*
- *The program clearly meets the nutritional needs of the students.*

4. Project Design and Implementation: Academic Enrichment

10 points

Under *No Child Left Behind* Section 4205(a), each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before- and after-school, school holidays, or summer recess) that advance student academic achievement. Research

demonstrates that effective 21st CCLC programs have students participating on a regular basis, not “drop-in,” and operate at least three hours a day for at least four days a week.

The 21st CCLC Program’s specific purposes are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student achievement standards and content standards in core academic subjects, such as reading and mathematics;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

The No Child Left Behind Act provides Principles of Effectiveness to guide applicants in identifying and implementing programs and activities that directly enhance student learning and performance. Each activity **must** be based on objective data indicating the need of the activity for the targeted students, 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 activity will help students meet the State and local student academic achievement standards.

Scientifically-based Research

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, offer opportunities to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When providing services in core academic areas where scientifically-based research has been conducted and is available, such as reading and mathematics, the community learning center should employ strategies based on such research.

Required Academic-Enrichment Activities

Applicants **must** propose academic enrichment activities in the following three categories (A – C) to assist targeted 21st CCLC students in meeting Florida’s Next Generation Sunshine State

Standards. All academic services **must** be aligned with the curriculum in core subject areas of each school from which 21st CCLC students will be targeted. **All** activities and services proposed **must** (1) align to specific objectives included in the “Goals, Measurable Objectives, Activities, and Timeframe” section; (2) address the needs of the target population; and (3) be continuously evaluated using performance measures.

A. Remedial Education and Academic Enrichment - Reading:

A strong reading component **must** be included and delivered by **certified teachers** holding a valid FDOE teaching certificate (see SBE Rule 6A-1.04511). It should be creative, fun, designed to foster a love of reading, and outlined in lesson plans. Reading activities provided during the 21st CCLC program **should not** mirror the regular day school, however, should creatively reinforce topics taught during the regular day school.

Instructions

(1) Describe the manner in which reading will be included as an integral program component. (2) Describe how the proposed project will address **Just Read, Florida!**. (3) Describe how the activities will complement the students’ regular academic program. (4) Include the teacher to student ratio. (5) Identify that the services will be delivered by certified teachers.

Just Read, Florida! URL: <http://www.justreadflorida.com>

B. Remedial Education and Academic Enrichment- Math and Science:

A strong math and science component **must** be included and delivered by **certified teachers** holding a valid FDOE teaching certificate (see SBE Rule 6A-1.04511). It should be creative, fun, engaging, and outlined in lesson plans. Math and science activities provided during the 21st CCLC program **should not** mirror the regular day school, however, should creatively reinforce topics taught during the regular day school.

Instructions

(1) Describe how the proposed project will address the math and science needs of the target population. (2) Describe how the program will ensure that the science and math activities are creative, fun and engaging. (3) Describe how the activities will complement the students’ regular academic program. (4) Include the teacher to student ratio. (5) Identify that the services will be delivered by certified teachers

Math and Science URL: <http://www.fldoestem.org/center13.aspx>

C. Tutoring Services and Mentoring Program:

The program **must** provide tutoring and homework assistance that will complement the students’ regular academic program to improve student academic performance. When possible, tutoring should be delivered by **certified teachers or paraprofessionals**. Applicants are encouraged to consider using senior-citizen volunteers and peer tutoring.

Instructions

(1) Describe how the program will provide tutoring and homework assistance that will complement the students’ regular academic program. (2) Explain how mentoring will be provided to improve student performance. (3) Describe how the program will recruit and utilize qualified volunteers for tutoring programs.

Criteria (Project Design and Implementation – Academic Enrichment)

- *Each of the Academic Enrichment Activities (A-C) are clearly described in the narrative (i.e., reading, math, science, tutoring, and mentoring).*

- *It is evident that the proposed Academic Enrichment activities and methodologies are comprehensive and reflective of current scientifically-based research and best practices.*
- *The proposed project will use certified teachers to deliver all reading, math, and science academic enrichment activities proposed in this section.*
- *Each of the proposed Academic Enrichment activities are aligned with, and are likely to successfully address, the specific needs of the target population.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of Florida's "Just Read, Florida!" and Math and Science initiative.*

5. Project Design and Implementation: Personal Enrichment

10 points

The second specific purpose of the 21st CCLC initiative is to offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.

Required Personal-Enrichment Activities

Applicants **must** propose personal enrichment activities in the following three categories (A – D) to assist targeted 21st CCLC students in meeting Florida's Next Generation Sunshine State Standards. All personal enrichment services **must** reinforce and compliment the regular academic program of 21st CCLC student participants. **All** activities and services proposed **must** (1) align to specific objectives included in the "Goals, Measurable Objectives, Activities, and Timeframe" section; (2) address the needs of the target population; and (3) be continuously evaluated using performance measures.

A. Physical Education and Recreational Activities:

Physical education, including physical fitness and recreation should reflect a variety of structured activities and encourage active participation regardless of the particular skill level of the students. Alternative activities for inclement weather and other suitable activities should also be provided.

Instructions

(1) Explain how the project will provide fun, age-appropriate physical education and/or recreational activities. (2) Describe alternative activities for inclement weather. (3) Include the staff to student ratio during these activities.

B. Dropout Prevention and Character Education:

As part of Florida's 21st CCLC initiative, applicants will implement at least one activity focused on reducing dropout rates in the targeted student population from the **15 effective strategies** developed by the National Dropout Prevention Center/Network. In addition to dropout prevention activities, applicants **must** provide character education to student participants through specific activities and/or embedded topics within other activities. The philosophy of character education is rooted in the belief that, in addition to academic attainment, a comprehensive educational experience includes the students' social, ethical, and emotional development.

Instructions

(1) Describe and identify at least one activity focused on reducing dropout rates for targeted students from the 15 effective strategies (see web link below); and (2) describe how character education will be infused into the program to enhance student social, ethical, and emotional development.

Dropout Prevention URL: <http://www.dropoutprevention.org/effstrat/default.htm>

Character Education URL: http://www.fldoe.org/bii/curriculum/social_studies/ce.asp

C. Service Learning:

Service learning is a teaching method that combines meaningful service to the community with curriculum-based learning to enrich the learning experience, teach civic responsibility, and strengthen communities. When implementing any service learning project, a lesson plan **must** be developed which features specific objectives to be achieved.

Instructions

Describe (1) the type of service learning project(s) to be provided, (2) how the service learning project(s) will meet a recognized need in the local or global community, and (3) the plan to implement the service learning project. The project **must** describe how teachers, students, and community organization(s) will work collaboratively to carefully plan, implement, and assess the service learning project(s).

Florida Learn & Serve URL: <http://www.fsu.edu/~flserve/sl/sl.html>

Learn & Serve America's National Clearinghouse URL: <http://www.servicelearning.org/>

D. Additional Personal Enrichment Activities:

In addition to the two personal enrichment activities detailed above, applicants **must** propose **at least one (1)** personal enrichment activity within the following categories. Including a variety of activities help retain and attract student participants, while also providing them a well-rounded breadth of new and interesting experiences to help increase commitment to the education process. By federal law, applicants are limited to providing additional services in the following categories:

- Arts and music education activities;
- Entrepreneurial education programs;
- Programs that provide extended learning activities for limited English proficient students that emphasize language skills and academic achievement;
- Telecommunications and technology education programs;
- Expanded library service hours; and/or
- Drug and violence prevention and/or counseling activities.

Instructions

For each additional activity category proposed, describe the specific activities that will be included. The curricula that will be implemented for each of the proposed additional program activities **must** be comprehensive and the activities **must** be designed to help improve student academic performance and success in life.

Criteria (Project Design and Implementation – Personal Enrichment)

- *Each of the Personal Enrichment Activities (A-D) are clearly described in the narrative.*
- *It is evident that the proposed Personal Enrichment activities and methodologies are comprehensive and reflective of current research and/or best practices.*
- *Each of the proposed Personal Enrichment activities are aligned with, and are likely to successfully address, the specific needs of the target population.*
- *At least one activity, from the **15 effective strategies** developed by the National Dropout Prevention Center/Network, is included. The specific activity focuses on reducing dropout rates in the targeted student population.*
- *The applicant described specific activities within **at least one** additional personal enrichment category.*

6. Project Design and Implementation: Adult Family Members 5 points

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs **must** propose services 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. Programs shall only provide services to adult family members of actively participating children.

Instructions

(1) Describe how centers will provide one or more of the following: parental involvement, family literacy, and/or related educational development activities. (2) Describe how adult family members will be recruited to participate, including how information about these activities will be disseminated to adult family members. (3) Identify that only adult family members of actively participating 21st CLCC students will be served.

Criteria (Project Design and Implementation – Personal Enrichment)

- *It is evident that the proposed activities and methodologies for adult family members of 21st CCLC students are comprehensive and reflective of current research and/or best practices.*
- *The methods for identifying and recruiting the adult family members of actively participating 21st CCLC students are reasonable and effective.*
- *Each of the proposed adult family member activities is aligned with, and is likely to successfully address, the specific needs of the target population.*

7. Goals, Measurable Objectives, Activities and Timeframe 20 points

Objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served with these funds. The goals and objectives presented in this section are program-wide.

Instructions: There are three (3) components (A-C) in this section. All tables and narratives **are included** in the narrative page limit. **Do not** place the Goals, Measurable Objectives, Activities and Timeframe Table in appendices.

A. TABLE:

Complete the table below that contains the project’s goals, measurable objectives, associated activities and activity timeframes. Each activity detailed in each of the three ***Project Design and Implementation Sections (i.e., Academic Enrichment, Personal Enrichment, and Adult Family Members)*** **must** be clearly incorporated in the table and **must** align to at least one proposed objective.

Goals (Global Outcomes): Proposals must have at least four broad goals. Program goals are very broad “planned outcomes” that would solve the problems identified in the needs assessment, while also providing a means to categorize objectives (e.g., “Improve Academic Achievement”, “Increase Positive Student Behavior”, “Improve Student Health and Well-Being”, “Enhance College and Career Readiness”, and “Increase Family Involvement”).

- Goals are **not** measurable, but **must** be realistic.
- Goals **must** be derived from the needs assessment data, while also remaining consistent with the goals and purposes of the 21st CCLC initiative.
- Goals **must** be participant-focused and not merely the acquisition of funds
- Goals **must** be numbered (i.e., “1”, “2”, “3”, “4”).

Measurable Objectives (Specific Outcomes): For EACH goal, the applicant **must** include specific, annual objectives that are measurable, quantitative, challenging (yet achievable), and that can be assessed throughout the project year (continuous formative assessment). Each goal will have at least **TWO** (2) measurable objectives, and student-based objectives **must** be assessed with non-participatory measurements (e.g., “X number of students will participate in math activities” is an unallowable participatory objective). Within each measurable objective, applicants **must** identify anticipated measurements that will be used to assess project performance of the stated objective. Objectives **must** be numbered (i.e., 1.1, 1.2, 2.1, 2.2).

Within the first objective only, applicants **must** identify the standard to which “regularly participating students” is defined as either (1) attending the program 30 days or more, or (2) attending the program for 40% of total operational days. Programs **should** use the 30-day criterion (i.e., federal criterion) unless the objective focuses on activities that will not occur for more than 30 days (e.g., summer objectives). For specific summer-only objectives (if proposed), applicants **must** identify “regularly participating students” as “attending the program for 40% of total summer operational days”.

There are **four parts** to each objective:

- 1) **Threshold:** This is a single number at the beginning of the objective where the applicant states the threshold for demonstrating attainment and/or progress towards achieving the objective. In general, extremely low and extremely high thresholds are inappropriate as not challenging (too low) or not attainable (too high). “80%” is the most common threshold, but the threshold **must** reflect an understanding of the target population and their needs.
- 2) **Objective Population:** This is the **specific population** for the objective (e.g., all students, regularly participating students, students with history of behavior problems, etc.). Population identification **must** reflect an understanding of the target population and their needs. Each goal **must** encompass the **entire** target population. For instance, if the goal “improve behavior” has objectives limited to “students with history of behavioral problems,” then students **without** such history have been excluded (this is unallowable). Additional objectives would be needed to include the remainder of the target population under the goal.
- 3) **Anticipated Change:** This identifies the DIRECTION (e.g., will increase, will decrease, will maintain) and FOCUS of the change anticipated to occur based on the program activities. The focus indicates of what the program hopes to impact in the target population. The focus **must** not be too specific (unattainable) or too general (immeasurable). The focus **must** align with the proposed activities, and vice versa (e.g., a reading focus is not best addressed with swim lessons). The focus is guided by the goal, and will guide the selection of assessments.
- 4) **Assessment:** This identifies the types of assessments planned to demonstrate achievement and/or progress of the objective. This will always begin with “as demonstrated by such measures as” and end with a list of anticipated measurements. The applicant **must** incorporate information from the “**Reporting Outcomes**” section to help guide selection of assessments (e.g., grade data, FCAT, behavioral measures are required, so these should be incorporated into objectives where appropriate). The proposed assessments **must** include measures that allow for the **continuous (formative) assessment** of each objective.

Four-Part Objective Example:

- 1) **Threshold:** 80%
- 2) **Objective Population:** of reg. participating students with a history of behavioral problems
- 3) **Anticipated change:** will show improvement in pro-social behaviors
- 4) **Assessment:** as demonstrated by such measures as weekly staff assessments, teacher surveys, parent surveys, and school discipline records.

Activities & Timeframe: Activities are even more specific than objectives. They explain *who will do what, when, where, and for how long*. For EACH objective, applicants **must** indicate only those **specific** activities from the three “Project Design and Implementation” sections (*i.e., Academic Enrichment, Personal Enrichment, and Adult Family Members*) that will allow the program to meet the stated objective(s). Following each activity, the applicant **must** indicate the timeframe in which each activity will be occurring (e.g., “daily throughout the project year,” “monthly throughout the school year,” “weekly during third nine-weeks,” “daily during summer session”). Activities and timeframes **must** be identified using a **letter** system, where the letter will identify all activities and associated implementation timeframe for the activity (*i.e., “a”, “b”, “c”*).

Identify Goals, Measurable Objectives, Activities, and Timeframes in an 11-point Arial font, single-spaced, **landscape** table with a blank line after each objective and activity. Align each timeframe with the corresponding activity. This chart **will be part of the 30-page limitation**.

Sample Goals, Measurable Objectives, Activities and Timeframe Table:

Goals	Measurable Objectives	Activities	Timeframe
Example: 1) Improve academic achievement	Examples: 1.1) 80% of regularly participating students (attending the program 30 days or more) will meet or exceed state and local standards in reading, as demonstrated by such measures as FCAT scores, pre- and post-assessments, and report card grades.	Examples: a) Homework Assistance b) <i>Learning Today</i> reading computer based assessments/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) Twice per week throughout the school year
	1.2) 80% of regularly participating students will meet or exceed state and local standards in math, as demonstrated by such measures as FCAT scores, pre- and post-assessments, and report card grades.	a) Homework Assistance b) Computer-Based Math lessons c) Money Matters d) Individualized math tutoring	a) Daily throughout the school year b) Weekly throughout the project year c) Bi-weekly throughout the project year d) Twice per week throughout the school year

B. NEED-BASED GOALS:

Following the table, describe how each of the identified goals (a minimum of at least four (4) broad goals) is clearly linked to the data identified by the needs assessment.

C. WEEKLY SCHEDULE:

A brief discussion of program operational hours must be placed in the grant narrative (e.g., 21st CCLC components, days, hours) and the detailed weekly schedule(s) must be placed in Appendix E of the proposal. Within Appendix E, the applicant must provide a tentative weekly schedule of activities proposed for the participating students and their families. The schedule must clearly identify the provision of all activities detailed in the “Goals, Measurable Objectives, Activities, and Timeframe Table” and the three “Project Design and Implementation” sections (i.e., Academic Enrichment, Personal Enrichment, and Adult Family Members). Applicants must comply with the required minimum operation (e.g., 12 hours per week, 4 days per week). The weekly schedule must be provided for EACH center/site in the application and a separate schedule must be provided for summer or extended-break (e.g., spring break).

Criteria (Goals, Measurable Objectives, Activities, Timeframe)

- *It is evident that activities / methods are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The applicant has identified at least four (4) realistic goals based on the needs assessment data.*
- *The objectives are measurable, quantitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*
- *The applicant has provided at least two (2) objectives per goal, with student-focused objectives based upon measurable outcomes.*
- *The applicant has utilized the four-part system for writing clear objectives.*
- *The applicant has included measurement instruments for each objective that permit continuous assessment of progress.*
- *The applicant has appropriately identified the standard to which “regularly participating” is defined in the objectives.*
- *The applicant has identified activities consistent with the three “Project Design and Implementation” sections (i.e., Academic Enrichment, Personal Enrichment, and Adult Family Members) that are likely to enable the program to meet stated objectives.*
- *Specific and realistic timeframes are identified for each activity that are likely to enable the program to achieve the measurable objectives within the project year.*
- *The weekly schedule(s) (Appendix E) is clear and contains all required activities from the “the three “Project Design and Implementation” sections (i.e., Academic Enrichment, Personal Enrichment, and Adult Family Members).*
- *The weekly schedule(s) matches the timeframes indicated in the Goals, Measurable Objectives, Activities and Timeframe Table.*

8. **Coordination of Services and Sustainability Plan**

10 points

This program is intended to enhance other available funding while ensuring continuation of activities beneficial to students and their families after the project period is over. **As the amount of federal funding decreases, grantees will be expected to maintain both the size and the scope of their programs.** Therefore, the program must identify other Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources.

Applicants are not permitted to charge **ANY** fees associated with 21st CCLC programming without prior written authorization from the Florida Department of Education 21st CCLC program office. Applicants will receive 100% of the funding for the first two years of the program, followed by 80% funding for the final three years. Grantees are not required to provide a budget match.

A preliminary sustainability plan **must** be developed to show how the community learning center will continue after 21st CCLC funding ends (Public Law 107-110, Sec.4204(b)(2)(C) & Sec.4204(b)(2)(K), Title IV, Part B). This sustainability plan **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. The plan **must** include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Applicants **must** explain how existing resources will be managed so that grant funds are maximized. **Funded programs will not be permitted to reduce the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding in years 3-5.**

Instructions

Applicant must address each of the following components (A-G):

- A.** Identify other Federal, State, and local programs that will be combined or coordinated with the proposed 21st CCLC program to make the most effective use of public resources and funding received under the 21st CCLC program.
- B.** Provide a Partnership Summary that **(a)** identifies the current public/private partnerships, as well as a description of the services/contributions from these current public/private partnerships that will assist in meeting the program's needs and goals, **(b)** describes the plan for documenting the value of in-kind contributions of goods and services provided by partners, and **(c)** describes a plan to maintain these partnerships.

A community partner is any organization other than the grantee that will **actively contribute** to the 21st CCLC project. Partners are NOT subcontractors and do not receive funds for their services and/or contributions to the project. A subcontractor is an organization that is under contract with the grantee to provide 21st CCLC grant-funded activities or services. Subcontractors are **not** to be included in the Partnership Summary within the grant narrative.

- C.** Include a **Summary of Partners and Contractors Table (SPC Table)** in Appendix B. EACH partnership identified in the grant narrative **must** also be identified in the "SPC Table," and vice versa. In addition, sub-contractors **must** be identified on the "SPC Table." The SPC Table **must** be placed in **Appendix B and is not included in the narrative page limit.**

The Summary of Partners and Contractors Table can be found in the <i>Required Forms</i> link for the 2009-2010 RFP.

- D.** Include dated **commitment letters** from EACH partner identified in the Summary of Partners and Contractors Table. Commitment letters **must** **(a)** be on the agency's letterhead, **(b)** identify that the service or contribution will be provided for the 2009-2010 project year, **(c)** identify the specific services/contributions to be made by the partner, **(d)** identify the approximate value of the services/contributions, and **(e)** be signed by an authorized agent of the partnering agency. Commitment letters **must** be placed in **Appendix B** and are not included in the narrative page limit.
- E.** Include dated **letters of support** from EACH site location and EACH school from which students will be targeted. Letters of Support (signed by an authorized agent) are required when the site location and/or targeted school(s) are not included as partners in the 21st CCLC program and, therefore, did not provide a "commitment letter." The Letters of Support from targeted school(s) **must** indicate that the proposed program was developed, and will be carried out; in active collaboration with the school(s) the students will attend during the 2009-2010 project year. Letters of Support **must** be placed in **Appendix B and are not included in the narrative page limit.**

- F.** Provide a preliminary **sustainability narrative** that describes **(a)** the plan to identify and develop new public/private partnerships; and **(b)** how the program will evidence sustainability through commitments of sufficient in-kind/matching/support funds in years three (3) through five (5) and beyond to maintain both the size and scope of the project. Note: Successful applicants are required to document in-kind/matching/support funds.
- G.** Provide a **5-year budget spreadsheet** reflecting necessary support to offset the 20% budget decrease in year 3 through 5. The 5-year budget spreadsheet **must** be placed in **Appendix B** and is not included in the page limit.

Criteria (Coordination of Services and Sustainability Plan)

- *The applicant describes how Federal, state, and local programs are combined for the most effective use of public resources.*
- *The applicant provides a detailed partnership summary that identifies current partnerships, methods, for documenting goods and services, and includes a plan to maintain partnerships.*
- *The applicant includes multiple partners reflecting the community as a whole.*
- *The **Summary of Partners and Contractors Table** is complete and clearly shows how each contribution will help support the program’s needs and goals.*
- *The applicant provides **letters of commitment** from each of the partners listed on the **Summary of Partners and Contractors Table** in **Appendix B**.*
- *The letters of commitment clearly describe the specific commitments made by the partner for the 2009-2010 project year (e.g., staff, services, facilities, equipment, or resources) and estimated monetary value of the commitments.*
- *The applicant provides **letters of support** from each physical site location and each school from which students will be targeted in **Appendix B**. The letters of support clearly show involvement of the schools in the design of the program for the 2009-2010 project year.*
- *The applicant’s sustainability plan uses effective and realistic means to maintain operation and continue the program within and beyond the five years of funding.*
- *The **5-year budget spreadsheet** in **Appendix B** provides evidence that the size and scope of the program will be maintained as federal funding decreases in years 3 through 5.*

9. Evaluation

10 points

A strong evaluation plan will help shape the long-term development of the program and program participants. A strong evaluation plan includes well-developed program objectives, carefully-selected performance indicators/outcome measures to monitor progress, and a focus on maximizing the impact on student learning and growth. Successful applicants are required to implement programs that meet the 21st CCLC principles of effectiveness.

Formative Evaluation Requirement:

The 21st CCLC program puts forth sound principles of effectiveness to guide local grantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21st CCLC programs **must** indicate how each activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B]. Programs **must** be based upon:

- an assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- an established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available.

Each grantee **must** undergo periodic (formative) evaluations to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. The evaluation **must** be based on the factors included in the principles of effectiveness. The formative evaluation **should** involve both quantitative and qualitative data collection. Local grantees **must** also evaluate the academic progress of children participating in the 21st CCLC Program. The results of the formative evaluation **must** be: (1) used to refine, improve, and strengthen the program (i.e., continuous improvement of the program); and (2) made available to the public upon request. Therefore, this section **must** include an evaluation plan that will shape the development of the project from the beginning of the grant period.

The formative evaluations **must** be documented in **written reports** by individuals qualified to provide such evaluation (i.e., an individual with experience evaluating educational programs). The written formative evaluation reports must contain, at minimum, the following elements:

- (1) **Student Attendance:** Data on average daily attendance and enrollment at each site;
- (2) **Program Operation:** Synopsis of current level of operation at each site;
- (3) **Objective Assessment:** Data analysis and indication of progress towards achieving EACH objective (as required, all objectives must include measures that allow for continuous (formative) assessment); and
- (4) **Recommendations:** Recommendations for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year. As noted in the summative evaluation requirements, programs are expected to meet at least 85% of proposed objectives by the end of the program year.

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 Florida Department of Education and the United States Department of Education. The evaluation plan should include measures and outcomes tailored to reflect the needs of students and family members in the school(s) served. The evaluation information should show the impact the project has had on student academic performance. If the applicant is not a Local Education Agency, this section **must** indicate that school personnel have agreed to provide information required to fulfill the evaluation requirements.

Summative Evaluation Requirement:

Each 21st CCLC program **must** submit a summative evaluation report in Microsoft Word format by **July 31, 2010**. The summative report **must** provide a detailed summary of the program and progress towards meeting each stated objective. The summative report **must** include data collected during the Summer of 2009 and the 2009-2010 academic year (operation during the summer of 2010 will be provided in next year's summative report). See **data collection worksheets** and summative report guidance to assist with this requirement: http://afterschoolflorida.hhp.ufl.edu/evaluation_unit.html.

Each summative report must include, at minimum, the following major sections:

- (1) **Overview and History:** Provide a general overview of the 21st CCLC program, including a history of previous operation and how the program has progressed and grown over the past years of operation.
- (2) **Student Attendance and Enrollment:**
 - Total and Regularly-Participating Student Enrollment (per site)
 - Student Demographics (e.g., gender, ethnicity)
 - Average Daily Attendance (per site)
- (3) **Program Operation:** The summative report **must** include information on operation for EACH site within the program (e.g., days, hours, and weeks of operation for each component).

- (4) **Quality of Staffing:** The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs. For each site within the program, the summative report **must** include information about staffing (e.g., Staff Demographics, Student: Staff Ratio, Staff Training, and Use of Certified Teachers).
- (5) **Objective Assessment:** Within the grant application, 21st CCLC programs proposed both objectives and methods of evaluating progress towards achieving the objectives. The summative report **must** include detailed information for **EACH OBJECTIVE** approved by the FDOE (e.g., activities, data collected, timeline, analysis and results). Programs are **NOT** permitted to revise, reword, or otherwise change their objectives without specific written approval from the FDOE.
- (6) **Other Observation (Optional):** If appropriate, provide other relevant findings pertaining to this 21st CCLC program. Other findings could include qualitative and/or quantitative data not related to specific objectives; quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services.
- (7) **Progress Towards Sustainability:** The summative report **must** provide information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).
- (8) **Overall Recommendations:** Provide an overall assessment of this 21st CCLC program, as well as any program-wide recommendations to enhance program quality.

The summative evaluation report is **required** of all 21st CCLC programs. This report will be compared to data submitted to the Florida Department of Education (FDOE) and United States Department of Education to ensure accuracy of data analyzed and summarized. The 21st CCLC program **must**, upon request, provide the FDOE any and all data mentioned in the summative evaluation report. The FDOE will review all summative evaluation reports to aid in determination of whether to award discretionary continuation funding in years two through four. **The program must demonstrate adequate progress (continuous progress) towards achieving at least 85% of stated program objectives.** Failure to show adequate progress towards achieving objectives may result in discontinuation of funding; required restoration of funds; and/or increased monitoring, audit, and evaluation efforts by the Florida Department of Education.

There is **NO** requirement that the 21st CCLC program utilize an external evaluator to aid in formative or summative evaluation efforts. However, given the complexity of the summative report and the funding decisions stemming from the summative report, programs are encouraged to consider the benefits of an external evaluator in assisting with program evaluation efforts. **The program may use up to 5% of total requested funding for evaluation efforts** (e.g., evaluator costs, data collection, data entry, data software, copies of evaluations, postage of mailing evaluations, etc.).

The Summative Evaluation Report must be submitted no later than: July 31, 2010.

Instructions

The applicant **must** provide a detailed evaluation plan for continuously assessing progress towards meeting each of the proposed objectives. The evaluation of measurable objectives **must** be based on established performance measures, measures indicated in previous sections of the grant narrative, and requirements detailed in the “reporting outcomes” section of this Request for Proposal. The evaluation plan **must** include, at minimum, the following elements:

- (a) assessment of progress towards each objective identified in the grant narrative;

- (b) the detailed methods anticipated for data collection (e.g., who will collect data, how they will collect data);
- (c) identification of specific measures and data sources that will be used to measure progress towards each objective (**must** include measures that will result in both quantitative and qualitative data);
- (d) the proposed timeline for collecting data to establish **continuous** and **overall** assessment of objective progress;
- (e) identification of benchmarks that will be used to monitor progress towards objectives;
- (f) anticipated methods for both continuous and overall data analysis;
- (g) information about when the reports of results and outcomes will be available (written formative reports). **Written formative reports are required to show continuous assessment of progress.** Formative reports **must** include assessment of each objective as well as recommendations for programmatic refinement when necessary;
- (h) 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).

In addition, 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 the public upon request.

Programs **must** provide all data being collected for continuous evaluation to the FDOE upon request and/or during site-visits by University of Florida 21st CCLC Leadership on behalf of the FDOE. Requests for such data will occur periodically throughout the year. Programs **must** generate, maintain, and provide written periodic (formative) evaluation reports upon request of the FDOE and/or University of Florida. Program sites are required to participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds by the FDOE and/or University of Florida.

Criteria (Evaluation)

- *The goals and objectives establish a set of performance measures that are quantifiable and that are used as the basis for the Evaluation Design.*
- *The evaluation plan is rigorous, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *Methods of evaluation are comprehensive and include an effective approach for using the results to refine, improve, and strengthen the program outcomes.*
- *The methods are likely to produce timely guidance for quality assurance.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.*
- *The methods for formative and summative evaluation clearly and effectively incorporate the requirements detailed in the Reporting Outcomes section of this RFP.*
- *The program uses no more than 5% of total funding for evaluation efforts.*
- *The program demonstrates the capacity to conduct formative and summative evaluations, as detailed in the Request for Proposal, and/or proposes the use of an external evaluator with demonstrated expertise in such evaluation methodology.*

10. Support for Strategic Imperatives

Fixed Requirement

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan. URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Criteria (Support for Strategic Imperative)

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.*

11. Dissemination Plan

2 points

Instructions

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate/targeted populations (students, parents, and community members). Explain methods that will inform them of the availability of 21st CCLC services in plain language.

Criteria (Dissemination Plan)

- *The applicant's dissemination plan uses effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities.*
- *The methods/strategies used to share services provided by the proposed project are innovative.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

12. Budget

10 points

Grantees **must** use program funds to supplement, not supplant, other federal, state, and local funds or existing after school programs. Therefore, 21st CCLC funds cannot be used to support or replace existing programs, activities and/or services. Funds **must** be used for new populations and/or new programs and services. Applicants are **not** permitted to propose a budget in excess of that allowed by the Funding Request Guide. The budget and program narratives **must** align. Regardless of the size of the grant, proposed costs **must be reasonable, necessary and allocable** to carry out the program's purpose and objectives.

List all budgetary costs based upon the narrative components and program design. Ensure that the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed project. It is advisable to consult with the financial office of the applying agency prior to submitting the application.

Successful applicants may use grant funds for allowable costs only during the grant award period. For example, a grantee is free to enter into a multi-year contract with a service provider; however, 21st CCLC funds may only be used for those contracted costs that occur within the grant award period. Costs occurring outside the grant award period are the responsibility of the grantee.

Instructions: Grant Narrative (Fiscal Management Plan)

The following **must** be included within the budget section of the grant narrative (following the "dissemination plan" section):

- a. The amount of funding required to effectively achieving the proposed performance targets.
- b. Clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- c. A description of how the items within the budget support the goals of the project.
- d. A description of the members of the project management team. Indicate the responsibilities of all members and provide their credentials. Include the background training, experience, and qualifications of the grant project director, who is responsible for the day-to-day activities.

e. Explain the following:

- How the total costs indicated on the Budget Narrative Form DOE101 are reasonable and necessary in relation to the number of persons to be served, to the scope of the project, and its anticipated benefits;
- How the requested funds were allocated for accomplishing tasks and activities described in the application;
- How 21st CCLC funds will supplement and not supplant the after-school program (The applicant **must** also complete the Site Budget Worksheet to show how other funds are being leveraged and coordinated); and
- How no more than 5% of each year's budget is spent on activities related to the administration of the 21st CCLC grant. (Although not required, this amount may include the Project Director). Information follows on administrative costs in the "Fiscal Requirements section."
- How no more than 5% of total funding is spent on activities related to evaluation.

The program director, site coordinator, and all other salaries/wages **must** be based on and reported using a percentage of time designated for 21st CCLC. All salaries and wages **must** be consistent with the policies and procedures of the applicant agency. Within **Appendix E**, proof **must** be submitted that **all salaries and hourly wages** are consistent with the demographic area of the proposed project.

US Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov/oes/current/oessrcma.htm>
Florida Wage Estimates: <http://www.bls.gov/oes/current/oessrcma.htm#F>

Instructions: Budget Narrative Form (DOE101)

Expenditures itemized on the DOE101 are proposed expenditures. All items are subject to final negotiations with the FDOE. Upon approval of the DOE101 and issuance of the award notification (DOE200), **any** budget changes without prior written approval from the FDOE are not permitted.

Applicants **must** provide a detailed budget narrative (using form DOE101) that **itemizes** and **details** how all grant funds will be used, as well as how funds from other sources will be used. If key personnel or items needed to achieve the goals and objectives of the project are paid 100% from other funding sources, an *Account Title and Description* **must** be provided with a zero (\$0) amount identified in the *Amount* column on the DOE 101. Applicants **must** provide the rationale for salaried and hourly program staff identified in the DOE 101 if salaries are more than the comparable salaries in the site area. The applicant **must** provide a funding equation to describe how the budget line item amount was derived for salaried staff (e.g., *1 Program Director x \$2,450/month x 10 months = \$24,500*) and hourly staff (e.g., *10 Certified Teachers x 4 hours/day x 5 days/week x 36 weeks/year x \$15.00 per hour = \$108,000*). Consideration **must** be given to summer operation in the DOE101.

Budget **must** include funds for at least three project staff members to attend the professional trainings/conferences identified in the professional development section in the grant narrative requirements and the fiscal requirement section below.

Criteria (Budget)

Grant Narrative:

- *The applicant explains why the expenses are reasonable and necessary, and how they relate to the project objectives and activities.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *Expenditures and how they relate to achieving the program objective(s) are clearly explained.*
- *It is evident that the expenditures are adequate to achieve objectives, but not excessive.*

DOE101 (Budget Narrative):

- *The budget is thorough, specific, and supports the proposed project.*
- *The costs on the DOE101 are reasonable in relation to the number of persons to be served and to the anticipated outcomes and benefits.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.*
- *The required personnel, professional and technical services, and / or travel for the proposed project are clearly and adequately explained.*
- *The detailed justifications for ALL expenditures are reasonable and clearly explained.*
- *The budget narrative explains the amount of staff time provided to the project and shows how salaries are paid from this project and/or other sources.*
- *For salaried and hourly program staff identified in the DOE101, a funding equation is provided describing how the budget line item amount was derived.*
- *The applicant includes reasonable travel expenses for three (3) program staff (with one being the project director) to attend required 21st CCLC conferences/trainings.*

Appendix E: Funding and Operation:

- *The total DOE 101 funding amount is equal to or less than the total funding amount from the Funding Request Guide(s) (Appendix E).*
- *The applicant submitted a Site Budget Worksheet Expenditures page for each site (Appendix E).*
- *The proposed per-site allocation on the Site Budget Worksheet is comprehensive and reasonable with clear evidence of supplementing and not supplanting (Appendix E).*

Priority Preference Points

The Priority narratives and attachments are not part of the 30-page limitation. If earned, priority points can only be awarded after the 70 points score is achieved.

Priority 1 (Joint Application)

1 point

To create 21st CCLC programs that are both comprehensive and high-quality, preference for funding will be given to applications that are submitted **jointly** between at least one Local Education Agency (LEA) proposing to serve students who attend schools identified for improvement by the Florida Department of Education, and are receiving funds under Part A of Title I, and at least one public or private community organization and/or faith based organization. Narratives **must** explain and provide documentation verifying participation of the partner. Detailed letter(s) of joint application, beyond the standard partnership commitment letters, are required.

A joint application is **not** merely a partnership. To be viewed as a joint application, there **must** be evidence that (1) the LEA and at least one other organization collaborated extensively in the planning and design of the program; (2) each joint applicant organization has substantial roles to play in the delivery of services; (3) all joint applicant organizations share grant resources to carry out their roles, and (4) all joint applicants have significant and ongoing involvement in the management and oversight of the program. An organization contracted to provide services is **not** considered a joint applicant. (5) A signed agreement among the joint applicants and the fiscal agent that specifically states joint applicants cannot act as "flow-through" for grant funds and do not sub-grant to other recipients is required.

Criteria (Priority 1)

- *Applicant clearly shows, in the priority narrative, that the site and at least one other organization collaborated extensively in the planning and design of the program.*
- *The joint application designates one of the applicants to serve as the lead applicant and fiscal agent for the proposed grant. The fiscal agency **must** be an eligible grant recipient, while all other joint applicants **must** be eligible grant participants.*

- *The fiscal agent/lead applicant **must** include a statement within the priority documentation to state it is responsible for the performance of any services provided by the partners, consultants, or other organization.*
- *The fiscal agent **must** coordinate how each party will participate.*
- *ALL documentation, forms, assurances, and required documents have signatures of all agency heads.*
- *The priority narrative indicates the agency head for each joint applicant.*
- *It is clear that each joint applicant has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and has significant ongoing involvement in the management and oversight of the program.*
- *Letters of Joint Application (detailed commitment letters) clearly show that joint applicant organizations and/or schools were substantially involved in the design of the program.*

Priority 2: Evidence of qualified applicant operating in a rural county

2 points

Preference for funding will be given to qualified applicants offering services predominantly to students located in counties identified by the Florida Department of Health as “rural counties.” **The program site must be located in the rural county**. Information and a listing of rural counties may be viewed online at the following address: <http://www.florida-arts.org/grants/RuralEconomicDevelopmentInitiative.htm>

Criteria (Priority 2)

- *Applicant submitted evidence that at least one program site is located in a rural county, as identified by Rural Economic Development Initiative of the Florida Department of Health.*
- *Applicant submitted evidence that at least 75% of students served by the program will be provided 21st CCLC services in the identified rural county sites.*

Priority 3: Evidence of services exclusively to Middle/High School Students

1 point

Preference for funding will be given to qualified applicants that (1) have previous experience and success in providing services to middle school and/or high school students; and (2) propose offering services exclusively to students from eligible middle school and/or high school students (6th grade through 12th grade). Programs claiming this priority may not serve elementary school students as part of this proposal, though may submit a separate proposal to include elementary school students.

Criteria (Priority 3)

- *Applicant submitted evidence that all 21st CCLC services will be provided exclusively to middle school students (6th – 8th grade) and/or high school students (9th – 12th grade).*
- *Applicant submitted evidence of prior experience and success in providing out-of-school services to high school and/or middle school student populations.*

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

On-line reporting required monthly to record expenditures. 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 on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

All agencies on Federal Cash Advance (C) is required to maintain all deliverables and evidence of activities as required by the **Reporting Outcomes** section and the “Project Deliverables and Invoice Form” for submission to the FDOE upon request.

Reimbursement with Performance (Community-Based, Faith-Based Organizations, Non-School District Entities and others) (P)

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives. Requests for reimbursement with the appropriate back-up documentation will be submitted in accordance with applicable program requirements and instructions on the Project Award Notification (DOE 200) **and** Evidence of activities – see the **21st CCLC PROJECT DELIVERABLES AND INVOICE FORM** beginning on **page 41** of this Request for Proposal.

Form URL: <http://www.fldoe.org/curriculum/21century>

Required Deliverables:

Each performance period (month) requires the submission of multiple deliverables to the FDOE, including a monthly report (see “Minimum Performance Standards” below) and copies of daily attendance rosters for each site and each day of operation. The specified deliverables **must** be completed PRIOR TO or DURING the performance period indicated.

Reimbursement for the specified deliverable is not restricted to that performance period (e.g., adult literacy attendance is a required deliverable for October and May, but the program may claim reimbursement for costs associated with such activities throughout the project year).

Minimum Performance Standards (Monthly Reports):

For the purposes of reimbursement requests, minimum performance standards for 21st CCLC grants have been established as (1) meeting proposed levels of operation and (2) serving proposed numbers of targeted student participants. Documentation of these minimum performance standards **must** be completed monthly using the “21st CCLC Performance and Deliverables: Monthly Report” Microsoft Excel template provided by the FDOE.

A monthly report **must** be submitted for **each** site and for **each** month for which the program is requesting reimbursement. The monthly report requirement does not negate the requirements set forth in the Request for Proposal and/or Request for Application (e.g., each program **must** adhere to the reporting outcomes and final evaluation requirements).

Reimbursement Requirements:

ALL agencies that are not paid through the Florida Department of Education Electronic Federal Cash Advance Request System, and are paid by **Reimbursement with Performance**, **must** invoice for reimbursement. See instructions on the **Project Award Notification, DOE 200** to determine reimbursement requirements for awarded project(s). Payments will be made upon submission of an invoice, documented allowable disbursements, and documentation of completion of specified performance objectives **as identified in the Performance-Based Project Deliverables and Invoice Form**. Payment will be made by state warrant after payment is made by the recipient and to the extent that specific performance objectives were completed. Requests for payment with the appropriate back-up documentation and **verification of achieved performance deliverables** will be submitted in accordance with applicable program requirements and instructions stated in the Request for Application and Proposal.

Invoices and all supporting documentation with original signature must be submitted to:

Bureau of Grants Management
Florida Department of Education
Attention: Gloria Smith
325 West Gaines Street, **Room 325, Unit B**
Tallahassee, FL 32399-0400

Fiscal Requirements

Regardless of the originally approved funding amount, the FDOE is authorized to equitably reduce the amount of funding for any grantee failing to meet daily attendance numbers, level of operation, proposed level of activities, and/or failing to make adequate progress towards achieving at least 85% of stated program objectives.

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.

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.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

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

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 applicable state and federal laws, regulations, and guidance.

Each program **must** send at least three (3) active 21st CCLC staff members to Florida's 21st CCLC State Conference in October, 2009, in Orlando, Florida. All 21st CCLC Project Directors **must** attend the State Conference.

Unallowable Expenses:

Project funds may not be used to supplant existing programs and / or funding.

Examples of Unallowable Expenditures:

- **Preparation of the Proposal:** *Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or 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, 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.*
- **Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.**
- **Incentives** (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- **Advertisements, Promotional or Marketing Items** (e.g., flags, banners)
- **Decorative Items**
- **Purchase of Facilities or vehicles** (e.g., Buses, Vans, or Cars)
- **Land acquisition**
- **Furniture**
- **Capital Improvements, Permanent Renovations**
- **Supplanting federal, state, or local funds** (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- **Direct charges for items/services that the indirect cost rate covers;**
- **Dues to organizations, federations or societies for personal benefits**
- Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of non-allowable expenses. If you have questions about non-allowable expenses please e-mail your question to Lani Lingo at lani.lingo@fldoe.org.

Limit on Administrative Costs including Indirect Costs:

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, at the discretion of the FDOE). For public agencies on Federal Cash Advance with negotiated indirect cost rates with the FDOE (e.g., Local Educational Agencies), the indirect costs are considered a part of said administrative costs. Administrative costs can be indirect or direct costs.

Administrative Costs include, but are not limited to:

- Administrative and support personnel (e.g., program assistants, assistants (not teaching assistants), secretaries, bookkeepers, payroll processors, support staff, clerical staff, assistant directors, executive directors, district coordinators, corporate executives, grant specialists, accounting clerks, accountants, university faculty not providing direct student service, etc.). All individuals paid by 21st CCLC funds **must** provide direct service solely to the 21st CCLC program when paid by 21st CCLC funds, regardless of administrative designation. 21st CCLC funds cannot be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) cannot provide any other district or organizational services;
- A **part-time** site coordinator (generally not working more than the hours of actual 21st CCLC student services) is permitted for each site when more than one site is included in the grant. Single-site programs are not permitted to have both a full-time program director and site coordinator without one of the two being administrative. Full-time site coordinators **must** be designated as administrative for all hours worked beyond the hours of 21st CCLC program operation (e.g., a 40-hour site coordinator working at a 15-hour-per-week site would be 62.5% administrative);
- **All** benefits associated with administrative, support, and non-direct service staff;
- Any costs (e.g., travel mileage) incurred by personnel listed as administrative unless traveling to FDOE required 21st CCLC conference/training as specified in the grant application;
- All Telecommunication, Telephone, Cell Phones, and Other Communication Costs (including costs of purchasing equipment or materials to support such costs);
- Internet Charges not solely used by actively participating 21st CCLC students **and** used exclusively during the 21st CCLC operational hours;
- Rental of facilities, buildings, grounds, etc.;
- Building maintenance and repairs;

- Utilities (e.g., water, sewage, electricity, gas);
- Insurance (excluding personnel benefits) (e.g., student insurance, liability insurance, etc.);
- All Postage (except postage for mailing evaluations or data);
- Printing of materials not used solely **and** directly by actively participating 21st CCLC students and their parents during 21st CCLC operation (e.g., ditto sheets, copies of readings, etc.);
- Equipment, office supplies, software, and other purchases for use during administrative tasks and/or for use by program director and/or other staff identified as administrative. Such costs for individuals identified as partially administrative will have an equal percentage identified as administrative (e.g., a site coordinator that is 65% administrative **must** have their computer listed as 65% administrative).
- Janitorial costs or other costs associated with facilities not **solely** used by 21st CCLC students **and** not entirely associated with student services;
- Auditing fees (**must** be prorated – 21st CCLC shall not pay for full audit costs);
- Indirect Costs (LEAs only).

NOTE: This is NOT an all-inclusive list of administrative expenses. If you have questions about administrative expenses please e-mail Lani Lingo at lani.lingo@fldoe.org.

Limit on Evaluation Costs:

No more than 5% of each year’s budget may be spent on evaluation costs. See evaluation section of grant narrative for information on what constitutes evaluation costs.

Procurement Services:

In accordance with Florida statutes and Federal regulations, applicants **must** comply with the following procurement requirements:

- Applicants will have policies and procedures in place for procuring contractual and vendor services using 21st CCLC funds.
- Applicants will 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 department or agency. Verification may be accomplished through the Excluded Parties List System and one, or both, of the following: (1) collect a certification from the vendor or (2) adding a clause or condition to the contract with the vendor.
 - **Excluded Parties List System:** URL: www.epls.gov
- All contracts, regardless of contractual amount, will include a written agreement containing clear and specific language regarding services to be rendered, contract period, method of payment, and sanctions for non-performance.
- All procurements **must** meet requirements and follow procedures established by the State, District, or Agency Procurement Policies, whichever has the strictest requirements and procedures.
- All contract costs will be reasonable, necessary and allowable in accordance with state and federal laws, rules, and regulations.

Once an applicant is selected **and** approved to be a sub-award recipient of 21st CCLC funds, submission of the contract(s) (those that are \$20,000 or more) **must** take place prior to the first invoice payment. If more than 70% of the total budget is allocated to contracted services, the project may be subject for a high risk audit.

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients of DOE grants are required to participate, annually, Grant Fiscal Management Training offered by the DOE. Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the Information provided in the Performance Expectation section, **pages 48-57**.

As a condition of receiving 21st CCLC funds at the amount calculated by the Funding Request Guide and/or proposed in the DOE101 (budget narrative), each 21st CCLC sub-grantee is **required** to meet or exceed the following:

- 1) Provide services to the proposed number of students on a daily basis, as proposed on the Funding Request Guide, the Site Budget Worksheet, the Title I School Table, and/or the Grant Narrative Text (whichever is greater);
- 2) Operate official 21st CCLC activities for the hours, days, and weeks of operation as proposed in the Funding Request Guide, the Site Budget Worksheet, and/or the Grant Narrative Text (whichever indicates the greater amount of hours, days, and/or weeks); and
- 3) Provide all activities and services as proposed in the approved grant application and any approved amendments.

Regardless of the originally approved funding amount, the FDOE is authorized to equitably reduce the amount of funding for any grantee failing to meet daily attendance numbers, amount of operation, or activities.

Project Performance Accountability – Student Attendance Thresholds

Funding levels for the 21st CCLC program are based upon proposed daily student attendance throughout the 2009-2010 fiscal year. As such, minimum performance thresholds of daily attendance have been established for all 21st CCLC programs funded during the 2009-2010 program year.

85% Threshold Rule: Programs not averaging at least 85% of the proposed daily student attendance, as documented by daily attendance sheets and monthly reports, are considered at moderate risk of not adequately meeting proposed levels of operation. These programs will be required to provide a written explanation of the lack of attendance and attend specified technical assistance trainings and/or other trainings as required by the FDOE. The 85% Threshold was established in 2005 by the FDOE for evaluation purposes.

80% Threshold Rule: Programs not averaging at least 80% of the proposed daily student attendance, as documented by daily attendance sheets and monthly reports, are considered at high risk of not adequately meeting proposed levels of operation. These programs will receive a reduction in 21st CCLC funding for subsequent years of operation according to the actual operational levels and average daily student attendance or based upon an analysis of per-student costs for programs in the first year of 21st CCLC funding.

At the discretion of the FDOE, programs with a reduction in funding due to the 80% Threshold Rule may have the opportunity to seek additional funding if attendance levels are increased, but will not be permitted to exceed the original funding level. Proof of increased student attendance (e.g., daily student attendance lists) will be required before consideration is given to an increase in funding.

Reporting Outcomes

United States Department of Education:

As part of the US Department of Education's 21st CCLC Grant Program, Learning Point Associates has the task of collecting program data about funded 21st CCLC programs. Each agency **must** input information about individual 21st CCLC approved grants. This includes basic information such as contact information, objectives, grant partners, and other topics.

Each year, grantees are required to submit an Annual Performance Report (APR) that describes project activities, accomplishments, and outcomes. There will be 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 US Department of Education 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 Department, usually in October.

The Learning Point Associates will e-mail each program the password and user ID. Please note that if the applicant receives more than one 21st CCLC grant, the agency will receive, in separate e-mails, usernames and passwords for each grant. It is important to enter into the PPICS system, separately, the information associated with each grant.

Grantees are required to participate in any national evaluations conducted by the USED.

Data collected by the PPICS system may include but not limited 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; and
- Information on EACH partner and subcontractor involved with the grant.

For more information, access the Profile and Performance Information Collection System (PPICS) by going to: <http://ppics.learningpt.org/ppics/public.asp>.

University of Florida:

The Florida Dept of Education has contracted with University of Florida since 2003 to assist the Department in completing the following activities:

- (A) Monitoring, auditing, and evaluation of programs and services;
- (B) Providing capacity building, training, and technical assistance to all 21st CCLC programs;
- (C) Comprehensive evaluation of the effectiveness of programs and services;
- (D) Development of statewide technical reports for policymakers and lawmakers;
- (E) Providing training to eligible entities who are applicants for or recipients of awards.

Program sites are required to participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds by **University of Florida 21st CCLC staff**. The performance indicators and performance measures will be used to evaluate the effectiveness of Florida's programs.

Each grantee **must** submit reports to the University of Florida with the following indicators:

- Academic Impacts: Percentage of regularly participating students (over 30 days attendance) that demonstrate improvement in standard measures of academic performance (i.e., math grades, reading grades, FCAT reading scores, and FCAT math scores);
- Behavioral Impacts: Percentage of regular participating students that demonstrate improvement in social and behavioral indicators (i.e., number of referrals, suspensions, school absences, and tardies);
- Teacher surveys of program impact (survey will be provided); and
- Student and Parent satisfaction measures (survey will be provided).

Data collection worksheets to assist in the collection of required data for PPICS, the FDOE, and/or the University of Florida can be obtained at the following URL:

http://afterschoolflorida.hhp.ufl.edu/data_collection_information.html

The Florida Department of Education:

The Florida Dept of Education requires each grantee to submit operational data twice a year, online. Each grantee will be expected to submit data by the following dates:

- Mid-Year Data Collection: **January 30, 2010**
Mid-year data will be comprised of student attendance (monthly reports with daily attendance records), progress towards program objectives, technology survey, staff development survey, and general site operation survey from July 2009 through December 2009.
- End-of-Year Data Collection: **July 31, 2010**
End-of-Year data will be comprised of student attendance (monthly reports with daily attendance records from January- June) achievement of program objectives, overall operations, academic impacts, behavioral impacts, teacher surveys, student surveys, and parent surveys.
- Summative Evaluation Report: **July 31, 2010**
Summative Evaluation Report: The requirements for the Summative Evaluation Report are indicated in the “**Evaluation**” section of this Request for Proposal, beginning on page 22.

ALL 21st CCLC programs **MUST** complete monthly reports using the most updated Monthly Report Template found at: <http://www.fldoe.org/curriculum/21century/21cclcrfp.asp>

Data will be submitted electronically and grantees are required to submit a hard copy of the full evaluation report to:

Lani Lingo
Florida Dept of Education
325 West Gaines Street, **Suite 544**
Tallahassee, FL 32399

Notice of Intent-to-Apply

The due date to notify the Program contact person (Lani Lingo) of Intent-to-Apply is **May 13, 2009**

This notification is sent as an e-mail or fax message with the subject line stating: Intent-to-Apply and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

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

Questions concerning the RFP process or the 21st CCLC program **must** be submitted on the Department of Education’s 21st CCLC website located at: <http://data.fldoe.org/21Century/questions/>.

The last date that questions will be answered is **May 10, 2009**. All questions and answers will be posted on the 21st CCLC website identified above.

Method of Review

Competitive Peer Review

A peer review process will be used to evaluate the 21st Century Community Learning Centers (CCLC) competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations. Peer reviewers will receive appropriate training on the program’s purpose, the selection criteria, and the scoring rubric.

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

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers representing experienced afterschool, educational professionals, and stakeholders from Florida and around the country.
- The Program Office will drop the highest and lowest scores and average the 3 remaining scores.
- The Program Office ranks the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.
- Proposals with a final score of less than 70 are not eligible for priority preference points.
- The 21st CCLC Program Office will prepare a final award slate that will be submitted to the Commissioner of Education for approval.
- The agency will be notified of approval by the FDOE upon confirmation of Federal Award Notification from the United States Department of Education.

Conditions for Acceptance / Substantially Approvable Form

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

- Application is received within FDOE **no later than the close of business on the due date**.
- Application includes all required forms, including:
 - DOE 100A Application Form bearing the **original signature** of the Superintendent for the school district or the agency head for other agencies.
 - DOE 101 - Budget Narrative.

NOTE: 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.

- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file with the FDOE Comptroller).
- Private Colleges, Community Organizations, and Other Agencies **must submit:**
 - i. A list of the current board of directors and Articles of Incorporation;
 - ii. A copy of the organization’s current budget;
 - iii. A copy of the organizations Chart of Accounts;
 - iv. *A copy of the institution’s or agency’s most recent annual audit report (if available) prepared by an independent Certified Public Accountant licensed in the state of Florida; and
 - v. Proof of eligibility to operate a business in Florida.

***AUDIT REQUIREMENT:** Any applicant that is not a local school system **must provide** evidence of financial stability and capacity to provide proposed services. Such entity **must** attach, to the application, the summary schedule of audit findings from a certified audit report conducted within the **last twelve months**.

Other Requirements

- All forms, tables, and sections detailed on the accompanying RFP checklist for 2009-2010 are included in the appropriate appendix.
- Signed submission of the “**21st CCLC Program Assurances**” for 2009-2010 in **Appendix D**. The 21st CCLC Program Assurances can be found on the required forms page on the 21st CCLC FDOE Website. The Program assurances are the same for both RFPs and RFAs.
- **Equitable Services for Private School Participation:**
In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, **the applicant must submit a detailed plan of action for providing consultation for equitable services to private school children and teachers within the Local Education Agency(ies) service area.**

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

Place the plan of action for providing consultation for equitable services to private school children and teachers and certification of Private School Participation in **Appendix D**. The “Private School Participation Form” **must** be signed by the agency head and placed in **Appendix D**.

- Signed submission of the “**Statement of Assurance for Evaluation Data**” in **Appendix D**. The statement of assurance for evaluation data can be found on the required forms page on the 21st CCLC FDOE website.
- **General Education Provisions Act (GEPA)**
In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must** submit, with this application, a **signed** one page summary description of the plan proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

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

Place the GEPA statement in **Appendix D**.

- **Funding Request Guide**
Proposals without the Funding Request Guide will not be reviewed. The program **must** use the **Funding Request Guide** to determine the maximum funding level that can be requested. The amount requested **cannot** exceed the amount obtained through the Guide. Place the Funding Request Guide(s) in **Appendix E**.
- **Site Budget Worksheets**
Applicants **must** complete the Site Budget Worksheets which consist of **(a)** Agency profile (one per project), **(b)** Site Profile (one per proposed site)

Place **Site Budget Worksheet** (*Site Profile and Expenditure Pages*) and **Agency Profile** in **Appendix E**. The Site Budget Worksheet- Site Profile **must** include:

- The unique site name, address, and contact for each proposed site;
- The number of students served on a **daily basis** in each component proposed (e.g., before school, after school, Saturdays, summer). The total number of students from ALL worksheets **must** equal or exceed the total number identified on *Funding Request Guide*;

- The beginning and ending dates of each proposed component (e.g., before school, after school, Saturdays, extended break, summer) **must** be based on the approved school district calendar. Applicants **must** accurately identify the total number of days each proposed program will operate; and
- Program starting and ending times and days of week the proposed program will operate.
- **21st CCLC Advisory Board**
If the proposed project is selected for funding, a narrative description on how the 21st CCLC Advisory Board will be established **must** be provided to the Program Office.

To ensure broad-based community, school, and student involvement and support, all 21st CCLC grantees are required to establish a local 21st CCLC Advisory Board composed of students, teachers, parents, community agencies, and the private sector. Sub-award recipients are required to retain documentation of board meeting 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 meetings should include, but are not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is ten (10) to 15 members; **at least two parents and two students must participate.**

Technical / Formatting and Other Application Submission Requirements

Applicant **must** use either application Submission Method #1 or #2, not both.

Submission Method # 1. Original and six (6) Copies:

- (a) Submit **one (1) non-bound, non-stapled proposal with original signatures**, and
- (b) **Six (6) stapled copies** of the complete application proposal (including all forms, narratives, and appendices as the original).

OR

Submission Method #2. Original, one (1) copy, and one (1) CD with entire application and all appendices:

- Submit **one (1) non-bound, non-stapled proposal with original signatures**
- **One (1) complete, stapled copy** of the complete application proposal (including all forms, narratives, and appendices as the original), and
- **Complete application, on a Compact Disc (CD) in a single PDF electronic file (Portable Document Format – www.adobe.com). The entire application, signed forms, and all appendices must be housed within a single file and must be identical to the entire original application packet. This is a scan of the entire application, as submitted. (Most copy centers can scan the application packet and save to a CD.)**
- **LABEL THE CD**

For BOTH submission methods:

1. Application proposals submitted without the required copy(ies) **will not** be reviewed.
2. Application proposals submitted on CD (LABEL THE CD) that do not also submit the signed original and single hardcopy **will not** be reviewed.
3. Any unrequested materials and/or pages exceeding the 30 page limit for the twelve narrative components **will not be reviewed.**
4. Late applications and faxed applications **will not be reviewed.**

5. Do not submit unrequested materials such as: DVDs, newspaper clippings, and/or agency manuals.
6. Do not include tabs, covers, or other items that prevent photocopying.
7. Do not bind, staple, or spiral the original application.
8. Margins- 1" –top, bottom, left and right.
9. Narrative responses **must** be:
 - in the order presented in the RFP checklist
 - double-spaced, single-sided
 - **page numbered**
 - portrait setting [see narrative requirements for information about tables that can be landscape formatted)
 - 12-point Arial font

The application narrative (i.e., components one through twelve [1 – 12]) will be no more than 30 pages in length. **Commitment letters, required forms or attachments, and appendices are not part of the 30-page maximum.**

Any pages beyond the thirty page limit for the required narrative will be removed and not read.

Application must be submitted to:

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

PROJECT DELIVERABLES AND INVOICE FORM

21st Century Community Learning Centers (FY 2009-2010)

A. Project Information

Agency:	Telephone:
County:	E-Mail:
Contact Person:	Fax:
Title of Contact Person:	Total Grant Amount: \$

Instruction:

- **Monthly Reports** - Monthly reports for EACH SITE are required for each performance period.
- **Student Attendance Lists** – When submitting student attendance lists, attendance rosters *must* be submitted for each day of service indicated on the Monthly Report and for EACH SITE within the program. **DO NOT INCLUDE STUDENT SOCIAL SECURITY NUMBERS.**
- **ALL** specified deliverables **MUST** be provided when invoicing for the indicated month.

****Failure to submit the required deliverables may result of reduction and/or return funds to the FDOE**

B. Performance Goals

(1) FY 2009-2010 21 st CCLC Deliverables	(2) Amount Requested		(3) Amount Approved	FDOE Use Only
Required Performance Deliverables	\$	%	\$	
July 1, 2009 - July 31, 2009				
<input type="checkbox"/> Proof of Private School Consultation <input type="checkbox"/> Proof of Public Notice of Intent <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)*				
August 1, 2009 - August 31, 2009				
<input type="checkbox"/> Proof of Meetings with Schools <input type="checkbox"/> Proof of Program Implementation Efforts <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)*				
September 1, 2009 – September 30, 2009				
<input type="checkbox"/> Proof of Initial Staff Training Meetings <input type="checkbox"/> Final Fall Program Schedule (each site) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)*				

<p>October 1, 2009 – October 31, 2009</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proof of Adult Family Activities <input type="checkbox"/> Family Member Attendance Lists (<i>to date</i>) <input type="checkbox"/> Proof of Dissemination and Marketing <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>November 1, 2009 –November 31, 2009</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adult Literacy Attendance (<i>to date</i>) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>December 1, 2009 – December 31, 2009</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1st Written Formative Evaluation Report <input type="checkbox"/> Final Spring Program Schedule (each site) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>January 1, 2010 – January 31, 2010</p> <ul style="list-style-type: none"> <input type="checkbox"/> Online Data Entry Confirmation (FDOE) <input type="checkbox"/> Offline Data Submission Confirmation (UF) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>February 1, 2010 – February 28, 2010</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Program Modification based on 1st Formative Evaluation Report <input type="checkbox"/> Documentation of In-kind Contributions (<i>based on summary of partners table</i>) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>March 1, 2010 – March 31, 2010</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Staff Trainings (<i>to date</i>) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				
<p>April 1, 2010 – April 30, 2010</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Partnership Maintenance <input type="checkbox"/> Partner Involvement Plan for Summer (if applicable) <input type="checkbox"/> Monthly Attendance Report (each site)* <input type="checkbox"/> Student Attendance Lists (each site)* 				

<p>May 1, 2010 – May 31, 2010</p> <p><input type="checkbox"/> Proof of Adult Family Activities <i>(since October)</i></p> <p><input type="checkbox"/> Summer Schedule <i>(if applicable)</i></p> <p><input type="checkbox"/> Summer Dissemination Plan(s) <i>(if applicable)</i></p> <p><input type="checkbox"/> Monthly Attendance Report (each site)*</p> <p><input type="checkbox"/> Student Attendance Lists (each site)*</p>				
<p>June 1, 2010 – June 30, 2010</p> <p><input type="checkbox"/> 2009-10 Early Preparation Plan</p> <p><input type="checkbox"/> Summative Evaluation Report</p> <p><input type="checkbox"/> Monthly Attendance Report (each site)*</p> <p><input type="checkbox"/> Student Attendance Lists (each site)*</p>				

"I herby confirm that the information reported on this Project Deliverables and Invoice Form and documentation submitted in support of this Form to the Florida Department of Education has been verified and validated as accurately reflecting the operation of this 21st CCLC Project"

Print Name: _____ Invoice # _____

_____ Date: _____

Signature of Agency Head or Authorized Agency Representative

INSTRUCTIONS FOR PROJECT DELIVERABLES FORM:

- In column 1.** Ensure all deliverables to be submitted in support of the reimbursement request for the month noted are submitted as required.
- In column 2.** Divide the total approved amount into the twelve monthly performance periods, as necessary, to meet the overall goals and objectives of this grant. As determined by the Florida Department of Education (FDOE), substantial differences from the suggested allocation may require additional documentation and evidence of the programs ability to successfully operate over the course of the program year. The total of all percentages in column 2 should be 100%, and the total budget amount should equal the total grant amount. With approval from the Director of 21st CCLC with the FDOE, performance period allocations can be adjusted over the course of the program year.
- In column 3.** Calculate the total expenditures for the performance period, as indicated in support documentation of allowable expenditures. The requested reimbursement cannot exceed the allocated amount approved by the FDOE. This column will not be completed for any individual performance period until the 21st CCLC Project Deliverables Form is submitted with all other requirements for reimbursement requests.

Explanation of Required Project Deliverables (2009-2010)

*Each required performance deliverable indicated on the Project Deliverables and Invoice Form for 21st Century Community Learning Centers **must** include complete documentation of the deliverable from the beginning of the funding year (i.e., July 1, 2009) through the end of the indicated performance period. Documentation collected as project deliverables for the purpose of reimbursement does not fulfill, in whole or in part, the requirements associated with monitoring and audit of the 21st CCLC program. All programs **must** continue to submit full documentation, as requested, for monitoring and audit efforts on behalf of the FDOE. Do NOT submit original documents unless otherwise requested within the explanations below, as originals **must** be retained in program files for future requests and/or requirements.*

The following information provides explanations of the documentation expected for each of the items listed on the Project Deliverables and Invoice Form.

Monthly Attendance Report (must be an original copy with signature of agency head)

Minimum performance standards for 21st CCLC grants have been established as (1) meeting proposed levels of operation and (2) serving proposed numbers of targeted student participants. Documentation of these minimum performance standards **must** be completed using the "21st CCLC Performance and Deliverables: Monthly Report" Microsoft Excel template provided by the FDOE. A monthly report **must** be submitted for **each** site and for **each** month for which the program is requesting reimbursement. The monthly report requirement does not negate the requirements set forth in the Request for Proposal and/or Request for Application (e.g., each program **must** adhere to the reporting outcomes and final evaluation requirements).

Student Attendance Lists (Each Site)

Provide hard-copies of the daily student attendance lists. When submitting student attendance lists, the rosters **must** be submitted for **each day** of service indicated on the Monthly Report and for EACH SITE within the program. The attendance rosters **must** clearly indicate the names of each student attending the site on a daily basis. **DO NOT INCLUDE STUDENT SOCIAL SECURITY NUMBERS.** Print-outs from electronic attendance systems are acceptable. To aid in submission, it is suggested that attendance lists for each site be attached to the appropriate monthly report.

Proof of Private School Consultation

Provide documentation to indicate that the sub-grantee made efforts to provide meaningful, ongoing consultation with private schools located within the boundaries, school attendance areas, or areas served by the program. Support documentation may include documented e-mail correspondence; certified letter(s); meeting agenda(s) and minutes; sign-in sheet(s); and written response feedback from private school representatives.

Proof of Notice of Intent

Provide documentation that the agency gave public notice to the community of the intent to submit an application for 21st CCLC funds, including that the application would be available for public review in a specific manner. Support documentation may include a page of the newspaper showing the announcement, name of paper, and date); copy of meeting agenda (s); and print out of agency website upon which the notice appeared.

Proof of Meetings with Schools (to date)

Provide all documentation of meetings that took place prior to August 31, 2009, with the schools to be served by this 21st CCLC program. The meetings **must** be concentrated on implementation requirements and planning for the 21st CCLC program. Support documentation may include e-mail(s); letters of invitation; meeting agenda (s); sign-in sheet(s); minutes; and follow-up e-mails/letters to school administrators.

Proof of Program Implementation Efforts

Provide all documentation of program activities prior to August 31, 2009, that focused on program implementation consistent with and in support of the services and activities stipulated in the grant application. Support documentation may include documentation of meeting(s) with stakeholders and partners; summary of student activities implemented since July 1, 2009; documentation of development and/or initial implementation of communication plan, student recruitment plan, and evaluation plan.

Proof of Initial Staff Development Sessions (to date)

Provide all documentation of any staff development sessions that took place prior to September 30, 2009, for the purpose of training **active** 21st CCLC staff. Support documentation **must** include, at minimum, an announcement of the training(s); training agenda(s); sign-in sheet(s); feedback forms from staff attending the training(s).

Final Fall Program Schedule (per site)

Provide an updated FALL schedule for **each** site that clearly indicates the days/hours of operation per week, timeframe of activities, and grade levels served as indicated by the approved grant application. Support documentation **must** include, at minimum, a detailed weekly schedule for each site that includes the aforementioned requirements.

Proof of Adult Family Activities

Provide all documentation of any program initiatives and/or activities to engage and serve adult family members of actively participating 21st CCLC students. The documented initiatives and activities **must** be consistent with the approved grant application in both scope and quantity. Support documentation may include activity agenda(s); biographies of guest speakers; and narrative description(s) of any special programming offered to families. Sign-in sheets are not acceptable as documentation for this item (see next item).

Family Member Attendance Lists (to date)

Adult services under this grant can only be provided to adult family members of actively participating 21st CCLC students. For each agenda of direct 21st CCLC adult family services submitted above (e.g., guest speakers, family literacy nights, family nights, etc.), documentation **must** be submitted to include **all** sign-in sheet(s) from all 21st CCLC family member activities (**must** be clearly labeled as a 21st CCLC event and include the family member's name, 21st CCLC student's name, and signature).

Proof of Dissemination and Marketing (Adult Family Activities Only)

Provide all documentation of all initiatives taken before October 31, 2009, to disseminate information about the availability of adult services for family members of actively participating 21st CCLC students. The initiatives should show that adult family members received information about parental involvement activities, activities scheduled for family literacy, or activities related to educational development to support their child's learning. Support documentation may include announcement(s); flyer(s), agenda(s) from parent meetings where 21st CCLC was discussed; "contracts" signed by parents of students when enrolled; and results of parent needs assessment(s) obtained to guide program development.

Adult Literacy Attendance (to date)

Adult literacy services under this grant can only be provided to adult family members of actively participating 21st CCLC students. Adult literacy services are more specific forms of "family member services" indicated above, and include such things as GED programs and literacy tutoring for adults. For each literacy activity provided to 21st CCLC adults prior to November 30, 2009, documentation **must** be submitted to include **all** sign-in sheet(s) (**must** be clearly labeled as a 21st CCLC adult literacy event and include the adult's name, 21st CCLC student's name, and signature).

1st Written Formative Evaluation Report

Provide a written report that clearly indicates: (1) how often formative/ongoing evaluation was completed by the program; (2) the specific data that were collected for the purposes of ongoing/formative evaluation efforts (include a timeline of when data were collected); (3) how and when were the data analyzed consistent with the approved grant application; (4) whether the results of data analyses show progress towards approved program objectives; (5) recommendations as to how the program can enhance or revise services and/or strategies to increase potential success of the program and participants; and (6) how the results of the formative/ongoing evaluation(s) were or will be disseminated to 21st CCLC teachers and staff (and potentially other stakeholders). This report **must** only include periodic evaluation efforts that took place from the beginning of program until October 31, 2009.

Final Spring Program Schedule (each site)

Provide an updated SPRING schedule for each site that clearly indicates the days/hours of operation per week, timeframe of activities, and grade levels served as indicated by the approved grant application. Support documentation **must** include, at minimum, a detailed weekly schedule for each site that includes the aforementioned requirements.

Online Data Entry Confirmation (FDOE)

Provide the e-mail confirmation received from the Florida Department of Education (FDOE) indicating that online data was submitted as required. Support documentation **must** include a printed copy of the e-mail confirmation.

Offline Data Submission Confirmation (UF)

Provide the e-mail confirmation received from UF indicating that offline mid-year data spreadsheet has been submitted, reviewed, and accepted by the 21st CCLC Leadership Team. Support documentation **must** include a printed copy of the e-mail confirmation.

Evidence of Program Modification Based on 1st Formative Evaluation Report

Based on the 1st written Formative Evaluation Report provided previously, provide all documentation of enhancements and/or revisions that occurred as a result of these periodic/formative evaluations. Support documentation may include a narrative summary of all changes (including any program/budget amendment(s)); documentation of staff training(s); revised weekly activity schedule(s); documented implementation of new curricula; and documented changes to staff composition.

Documentation of In-Kind Contributions Received (to date)

Provide documentation of in-kind contributions consistent with the Summary of Partners and Contractors Table within the approved application/proposal. Documentation **must** be limited to contributions received from the beginning of the program year until February 28, 2010. Support documentation may include documented services provided by partners; sign-in sheet(s) of volunteers; canceled checks for cash donations; and letter(s) of appreciation.

Evidence of Staff Trainings (to date)

Provide all documentation of any staff development trainings that took place prior to March 31, 2010, for the purpose of training active 21st CCLC staff and administrators. Support documentation **must** include, at minimum, an announcement of the training(s); training agenda(s); sign-in sheet(s); and evaluation forms from attending staff.

Evidence of Partnership Maintenance

Provide all documentation that shows the 21st CCLC program is engaging in activities to maintain the partnerships developed and fostered over the course of the 2009-2010 program year. Documentation may include a detailed plan as to how the program will maintain partnerships into the future; documented communication (e.g., emails and letters) to partners for the purpose of partnership maintenance; agenda(s) of meetings with partners; sign-in sheet(s) during meetings with partners (indicating name of attendee, agency represented, and signature).

Partner Involvement Plan for Summer (if applicable)

Provide a detailed plan to indicate how the 21st CCLC program will maintain and enhance partner involvement specifically during the summer months (a time where many partners are lost due to inactivity and/or lack of consistent communication). Documentation **must** include a detailed narrative description, specific activities, and a timeline for the partner involvement plan.

Proof of Adult Family Activities (since October)

Provide all documentation of any program initiatives and/or activities since October, 2009, to engage and serve adult family members of actively participating 21st CCLC students. The documented initiatives and activities **must** be consistent with the approved grant application in both scope and quantity. Support documentation may include activity agenda(s); biographies of guest speakers; narrative description(s) of any special programming offered to families, and sign-in sheet(s) from all 21st CCLC family member activities (**must** be clearly labeled as a 21st CCLC event and include the family member's name, 21st CCLC student's name, and signature.)

2010 Summer Schedule (if applicable)

Provide a weekly SUMMER schedule (through June 30, 2010) for each site that clearly indicates the days/hours of operation per week, timeframe of activities, and grade levels served as indicated by the approved grant application. Support documentation **must** include, at minimum, a detailed weekly schedule for each site that includes the aforementioned requirements.

Summer Dissemination Plan(s) (if applicable)

Provide a detailed plan of initiatives that will be implemented to disseminate information about the Summer 21st CCLC program to eligible students and families. The plan should show that the information was or will be disseminated in such a way to maximize impact and student interest in the program. Support documentation may include the detailed dissemination plan; announcement(s); and flyer(s).

2009-2010 Early Preparation Plan

Provide a detailed plan of activities and initiatives that will be implemented to prepare for the 2010-2011 program year. This may include information about reengaging partners, expanding partnerships, integrating new research-based curricula, exploring enhanced educational opportunities, setting up initial staff trainings, etc. Support documentation **must** include, at minimum, the detailed early preparation plan.

Summative Evaluation Report Confirmation

Provide the written confirmation received from the FDOE program office that the 2009-2010 Summative Evaluation Report was received. Alternatively, a full hard-copy of the final Summative Report may be submitted in lieu of the written confirmation of receipt. *The written confirmation of receipt does NOT imply that the Summative Evaluation Report has been accepted by the FDOE without revisions.*

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Project Performance Accountability

The Florida Department of Education has a standardized process for preparing proposals / applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability in the use of federal and state funds. Using the following forms and instructions, applicants are to select Project Performance data for each proposed project. If funded, the data is entered into the DOE web-based Grants Management System; data entry continues through the life of the grant. The Department's program managers will track each project's performance based on the information provided.

This information will:

- ✓ Provide a centralized capability for retrieving information about various discretionary projects awarded by the Department.
- ✓ Assist policy-makers and managers in monitoring discretionary funds and the impact they are having.
- ✓ Provide baseline information that can be used in assessing the alignment of funding to goals and strategic imperatives and in allocating available funding to priority needs.
- ✓ Facilitate effective project monitoring.

Types of project performance have been organized into four categories. These are:

- ✓ **Deliverables:** Category Includes: Documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- ✓ **Training, Technical Assistance, and Dissemination:** Category Includes: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- ✓ **Student Performance:** Category Includes: Any measure that is specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include pre-k, K-12, and adult learners as well as parents.
- ✓ **Service Delivery:** Category Includes: Delivery of intended services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)

For each type of performance for which a project will be held accountable, the applicant **must** complete the information specified in the attached forms. Use only those forms and types of performance applicable to the project. Instructions are provided for the completion of each form.

Selected projects are required to obtain independent, formal, third-party evaluations. Other projects elect to obtain such evaluations. If the proposal or application includes a required or optional third-party evaluation, a form and instructions for describing the proposal evaluation are provided.

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Deliverables: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.

(1) For each deliverable in the proposed project, enter in Column (1), the name of the deliverable and a brief description. Use only the following list to identify each deliverable. Indicate the purpose of the deliverable, the target audience, and the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Include any required reports in this section.

(1) Name of Deliverable and Brief Description		
<ul style="list-style-type: none"> ▪ Announcement ▪ Brochure ▪ CD Rom ▪ Curriculum ▪ Database ▪ Database Analysis ▪ Display ▪ DVD ▪ Evaluation Instrument ▪ Guidelines ▪ Instructional Materials 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ Manual ▪ Needs Assessment ▪ Newsletter ▪ Policy Paper ▪ Poster ▪ Public Service Announcement ▪ Report ▪ Report Format ▪ Screening Device ▪ Software 	<ul style="list-style-type: none"> ▪ Survey ▪ Teacher’s Guides ▪ Technical Assistance Paper ▪ Training Materials – Handout ▪ Training Materials – Presentation (PowerPoint) ▪ Training Modules - Online ▪ Video ▪ Website ▪ Workbook ▪ Other

(2) For each deliverable identified in Column (1), specify all of the proposed standards that should be used to determine whether the deliverable meets the expectations for the project. The standards should be selected from the following list and any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Meets technical specifications,” the descriptions should outline the proposed technical standards.

(2) Standard(s) for Acceptance		
<ul style="list-style-type: none"> ▪ ADA Compliant ▪ Appropriate for Duplication ▪ Appropriately Organized ▪ Attractive ▪ Content Accurate ▪ Content Complete ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Includes Copyright and Funding Information ▪ Meets technical specifications ▪ Peer Review ▪ Readability Level is Appropriate to Audience 	<ul style="list-style-type: none"> ▪ Review by DOE Staff ▪ Review by Other Entity ▪ Sufficient Copies Provided ▪ Translated into Appropriate Languages ▪ User-Friendly ▪ Other

(3) In the third column, provide the date when the deliverable will be complete. If applicable, include interim dates for drafts, review, etc.

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

DELIVERABLES FORM *(Examples: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.)*

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

(1) For each training, technical assistance or dissemination activity to be completed by the project, enter in Column (1), the name of the activity and provide a brief description. The name should be identified from the following list. The description should indicate the purpose of the activity, including the target audience and should indicate the type of content to be provided. For example, "Training for third grade teachers of reading in use of multiple instructional strategies."

(1) Name of Activity and Brief Description		
<ul style="list-style-type: none"> ▪ Coaching ▪ Conference ▪ Coursework at Institutions of Higher Education ▪ Dissemination through the Media ▪ Dissemination Through Internet ▪ Distance Learning 	<ul style="list-style-type: none"> ▪ Distribution of Media (Software, Videos, CD ROMs, etc.) ▪ Distribution of Printed Material ▪ Exhibits ▪ Follow-up to Training Activities ▪ In-service Training ▪ Mentoring 	<ul style="list-style-type: none"> ▪ One-On-One Training ▪ On-Site Technical Assistance ▪ Pre-service Training ▪ Seminars ▪ Telephone Technical Assistance ▪ Workshop(s) ▪ Other

(2) For each activity identified in Column (1), specify all of the proposed standards that will be used to determine whether the activity meets the expectations for the project. Select the standards from the following list and provide any additional detail appropriate to each standard. For example, if one of the standards is "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

(2) Quantity and Quality Standards for Acceptance		
<ul style="list-style-type: none"> ▪ Appropriately Organized ▪ Content Accurate ▪ Content Complete ▪ Delivery Appropriate to Content and Audience ▪ Design and Content Appropriate to Intended Audience 	<ul style="list-style-type: none"> ▪ Use of Consultants ▪ Follow-up Data Indicative of Effectiveness ▪ Format Consistent with Content and Intended Audience ▪ Grammatically Correct ▪ Meets Technical Specifications 	<ul style="list-style-type: none"> ▪ Participant Feedback Indicative of Usefulness ▪ Replicable ▪ User-Friendly ▪ Other

(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of Documentation		
<ul style="list-style-type: none"> ▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants 	<ul style="list-style-type: none"> ▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders 	<ul style="list-style-type: none"> ▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other

(4) In the fourth column provide the critical timelines for completion of each activity (taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.).

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM *(All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.)*

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

STUDENT PERFORMANCE: Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

(1) For each type of student performance to be impacted by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. The description should describe the student population and provide detail about the expected student performance. For example, “Academic Achievement – Reading: Low-performing 3rd grade students in Smith Elementary School will increase by 1 level on the FCAT .”

(1) Name of Performance and Brief Description		
<ul style="list-style-type: none"> ▪ Academic Achievement – Language Arts ▪ Academic Achievement – Math ▪ Academic Achievement – Reading ▪ Academic Achievement – Science ▪ Academic Achievement – Social Studies ▪ Academic Achievement – Writing ▪ Achievement – Arts ▪ Achievement – Other ▪ Achievement – Vocational Education ▪ Attendance ▪ Award of Certificate ▪ Career Advancement Retention ▪ Decrease in Disciplinary Actions ▪ Decrease in Drop-out Rate ▪ Decrease in Suspensions / Expulsions 	<ul style="list-style-type: none"> ▪ Diploma ▪ Enrollments ▪ GED ▪ High School Credential ▪ Job Placement ▪ Job Retention ▪ Improvement in Behavior ▪ Increased Self-Sufficiency Through Use of Technology ▪ Literacy Completion Points ▪ Non-Traditional Enrollments ▪ Occupational Completion Points ▪ Parental Involvement in Education of Dependent Children ▪ Parental Involvement in Literacy Activities of Dependent Children 	<ul style="list-style-type: none"> ▪ Participation in Assessment ▪ Participation in Least Restrictive Environment (LRE) ▪ Placements, Retention, Completions (postsecondary JOBS) ▪ Postsecondary Education Placement ▪ Postsecondary Education Completion ▪ Program Completion ▪ Promotion to Next Grade ▪ Satisfactory Completion of Coursework ▪ Secondary Credential ▪ State-Adopted Assessment ▪ Workplace Readiness Completion ▪ Other

(2) For each student identified in Column (1), specify all of the proposed standards from the following list that should be used to determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Graduation Data,” the description should outline how the data will be gathered and what level of graduation rate is expected.

(2) Method of Evaluating Performance		
<ul style="list-style-type: none"> ▪ Anecdotal Data ▪ AYP Determination ▪ Disciplinary Referrals ▪ FCAT ▪ GED Data 	<ul style="list-style-type: none"> ▪ Graduation Data ▪ Observation ▪ Participation Records ▪ Placement Data ▪ Portfolios 	<ul style="list-style-type: none"> ▪ Progress Monitoring ▪ Promotion Data ▪ School Grades ▪ Standardized Tests ▪ Suspension / Expulsion Data ▪ Other

APPLICANT INSTRUCTIONS: PERFORMANCE ACCOUNTABILITY

STUDENT PERFORMANCE (continued)

(3) Provide in Column 3, the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of DOE Verification		
<ul style="list-style-type: none"> ▪ Agreements ▪ Analysis of Requests and Responses ▪ Anecdotal Data ▪ Contracts ▪ Evaluation Summaries ▪ List of Participants 	<ul style="list-style-type: none"> ▪ NRS Report ▪ Observation by DOE Staff ▪ Participant Competency Evaluations ▪ Participant Feedback Summaries ▪ Peer Review ▪ Purchase Orders 	<ul style="list-style-type: none"> ▪ Self-Reporting ▪ Sign-in Sheets ▪ Travel Itineraries ▪ Verification of Dissemination to Target Audiences ▪ Other

(4) In the fourth column, provide the critical timelines for completion of each activity taking into consideration announcements of training availability, delivery of training, completion of follow-up, etc.

STUDENT PERFORMANCE FORM (Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.)

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection

APPLICANT INSTRUCTIONS: PERFORMANCE

SERVICE DELIVERY: Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

(1) For each type of service to be delivered by the project, enter in Column (1), the name of the performance from the following list and provide a brief description. Describe the service and provide detailed information about the nature of the service to be delivered. *For example, “Mentoring—The project will provide trained adult mentors to work at least once per week with elementary students who have scored Level I or II on the FCAT in reading or math.”*

(1) Name of Service and Brief Description		
<ul style="list-style-type: none"> ▪ Adult Literacy Activities ▪ Career, Technical Education ▪ Interagency Collaboration ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Neighborhood Self-Sufficiency Through Collaboration ▪ Participation in Defined Program (e.g., After-School) ▪ Referrals for Other Services 	<ul style="list-style-type: none"> ▪ Other ▪ Statewide Leadership Activities ▪ Student Evaluation / Assessment

(2) For each service identified in Column (1), specify from the following list all of the proposed standards that will determine whether the performance meets the expectations for the project. Any additional detail appropriate to each standard should be provided. For example, if one of the standards is “Mentoring is appropriate to identified needs,” the description should specify of the identified needs and indicate of how the project will determine that mentoring is appropriate.”

(2) Standard(s) for Acceptance		
<ul style="list-style-type: none"> ▪ Mentoring Is Appropriate to Identified Needs ▪ Participation Rate Meets Established Minimums ▪ Quality of Service Meets Generally Accepted Guidelines 	<ul style="list-style-type: none"> ▪ Quantity of Evaluations / Assessments Meet Established Minimums ▪ Quantity of Mentoring Meets Established Minimums ▪ Quantity of Service Meets Established Minimums ▪ Referrals Are Appropriate to Identified Needs 	<ul style="list-style-type: none"> ▪ Specified Agencies Collaborate ▪ Students Evaluations / Assessments Are Administered Appropriately ▪ Units of Service Meet Established Minimums ▪ Other

(3) Provide in Column (3), the information / materials which will be provided (or otherwise available) to document the performance of the project.

(3) Method of DOE Verification		
<ul style="list-style-type: none"> ▪ Agreements ▪ Anecdotal Data ▪ Attendance Records ▪ Case Records ▪ Contracts ▪ List of Participants 	<ul style="list-style-type: none"> ▪ Meeting Agendas ▪ Meeting Minutes ▪ NRS ▪ Observation by DOE Staff ▪ Participant Feedback Summaries 	<ul style="list-style-type: none"> ▪ Purchase Orders ▪ Sign-in Sheets ▪ State-Approved Assessments ▪ Travel Itineraries ▪ Other

(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

APPLICANT INSTRUCTIONS: PERFORMANCE

SERVICE DELIVERY FORM (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery

APPLICANT INSTRUCTIONS: PERFORMANCE

FORMAL THIRD-PARTY EVALUATION: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

If a formal third-party evaluation is required or proposed for this project the following information **must** be provided.

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

(1) Scope of Evaluation and Brief Description		
<ul style="list-style-type: none"> ▪ All Aspects of Project ▪ Compliance Review ▪ Formative Evaluation 	<ul style="list-style-type: none"> ▪ Outcome Assessment ▪ Process Review 	<ul style="list-style-type: none"> ▪ Selected Elements of Project ▪ Summative Evaluation

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

(2) Type of Entity Conducting Evaluation		
<ul style="list-style-type: none"> ▪ Board / Commission / Task Force ▪ Consultant Firm ▪ DOE Funded Project 	<ul style="list-style-type: none"> ▪ Governmental Agency ▪ Independent Entity Selected by Project ▪ Individual Consultant 	<ul style="list-style-type: none"> ▪ Institution of Higher Education ▪ Selected Peer Reviewers ▪ Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted