



## FLORIDA DEPARTMENT OF EDUCATION

### **21<sup>st</sup> Century Community Learning Centers**

Request for Proposal (RFP) Supplement

Project Year 2011-2012

# **SUPPLEMENT**

*Information contained in this supplement includes rules, requirements, and expectations of Florida 21<sup>st</sup> CCLC programs. As part of the program assurances (required to be submitted if selected for funding), all recipients of 21<sup>st</sup> CCLC funding must attest that they have read, understand, and accept the rules, requirements, and expectations contained in both the Request for Proposal (RFP) and the RFP Supplement. Questions regarding supplemental information must be asked in accordance with the “Method of Answering Frequently Asked Questions”) of the Request for Proposal (Page 28).*

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
ELIGIBILITY FOR CONSECUTIVE YEARS OF FUNDING.....	3
<i>General Requirements for Continuation of Funding</i> .....	3
<i>Reduction of Funding (Years 3, 4, 5)</i> .....	4
<i>Student Attendance Thresholds</i> .....	4
ELIGIBLE APPLICANTS .....	5
<i>General Eligibility Information</i> .....	5
<i>New Public Schools and Schools without “Title I School-Wide Program” Status</i> .....	5
<i>Eligibility of Private Schools</i> .....	5
ALTERNATIVE LOW-INCOME CALCULATION.....	6
<i>Targeted Population (Low-Income Definition)</i> .....	6
<i>Alternative Calculations</i> .....	6
FUNDING REQUEST GUIDE .....	7
<i>General Funding Request Guide Information</i> .....	7
<i>Funding Request Guide</i> .....	7
<i>Calculating Weeks of Student Services</i> .....	8
OBJECTIVE WRITING.....	9
<i>General Goals and Objective Information</i> .....	9
<i>Goals (Global Outcomes)</i> .....	9
<i>Measurable Objectives (Specific Outcomes)</i> .....	9
FORMATIVE AND SUMMATIVE EVALUATION REQUIREMENTS.....	11
<i>General Evaluation Requirements</i> .....	11
<i>Formative Evaluation Requirement</i> .....	11
<i>Summative Evaluation Requirement</i> .....	12

## ELIGIBILITY FOR CONSECUTIVE YEARS OF FUNDING

Referenced on pages 2, 3, and 4 of the Request for Proposal (RFP).

### *General Requirements for Continuation of Funding*

Eligible sub-grantees may receive 21<sup>st</sup> CCLC grant funding for a maximum of five consecutive years. Sub-grantees of 21<sup>st</sup> CCLC funding will be eligible for **up to** 100% of the approved funding level for each of the first two years. Sub-grantees in the third, fourth, or fifth years of 21<sup>st</sup> CCLC funding are eligible for a maximum of 80% of their original funding amount or 80% of the sum of all funding request guides, whichever is lower. 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 most current RFP/RFA and supplements.

The State reserves the right to continue / discontinue the program(s) based on specific conditions and outcomes. Such 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 21<sup>st</sup> 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)
  - Implementation Reports
  - Monthly Attendance Reports
  - Surveys and Data
- 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.

**Failure of any program to meet the proposed average daily student attendance and/or days of annual operation may result in a reduction of funds and/or required restoring of funds to the Florida Department of Education.**

## ***Reduction of Funding (Years 3, 4, 5)***

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 are required to maintain both the size and the scope of their programs.** Therefore, programs cannot account for the built-in reduction in funding (80% of maximum in years 3-5) by reducing the level of services, quality of services, activities, number of students, or other operational elements integral to the provision of a high-quality, academic-focused out-of-school program.

## ***Student Attendance Thresholds***

Funding levels for the 21st CCLC program are based upon proposed daily student attendance throughout the 2011-2012 fiscal year. As such, minimum performance thresholds of daily attendance have been established for all 21st CCLC programs funded during the 2011-2012 program year. Each site must keep daily student attendance logs/records for all days of 21<sup>st</sup> CCLC operation, which must be made available to the Florida Department of Education upon request.

**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.

## ELIGIBLE APPLICANTS

Referenced on page 2 of the Request for Proposal (RFP).

### *General Eligibility Information*

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

- School Districts (*Individual public schools must apply through the district*)
- Private Schools (must meet requirements of **Target Population** section)
- Educational Consortia
- Non-Profit Agencies
- City or County Government Agencies
- Faith-Based Organizations
- Institutions of Higher Education
- For-Profit Organizations or
- Consortium of two or more of such agencies, organizations, or entities.

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

### *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 alternative measures to satisfy the Title I SWP eligibility requirement. Documentation and justification **must** be made available to the Florida Department of Education upon request: See “Alternative Low-Income Calculation” section of the RFP Supplement for more information.

### *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 one or more of the “alternative low-income” eligibility criteria described in the “Alternative Low-Income Calculation” section of the RFP Supplement; 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 in the RFP Supplement for public schools without SWP status. Documentation and justification **must** be made available to the Florida Department of Education upon request.

## ALTERNATIVE LOW-INCOME CALCULATION

Referenced on pages 2 and 3 of the Request for Proposal (RFP).

### *Targeted Population (Low-Income Definition)*

The 21<sup>st</sup> CCLC program targets students from voluntary pre-kindergarten (VPK) 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.”

### *Alternative Calculations*

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 made available to the Florida Department of Education upon request:

- 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, p. 3,971; <http://aspe.hhs.gov/POVERTY/figures-fed-reg.shtml>)

## FUNDING REQUEST GUIDE

Referenced on page 3 of the Request for Proposal (RFP).

### *General Funding Request Guide Information*

Using the Funding Request Guide for **EACH SITE**, 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.** The review committee and/or the Commissioner may recommend an amount greater or less than the amount requested in the proposal.

**Proposals without the Funding Request Guide will not be reviewed.**

### *Funding Request Guide*

Programs must accurately indicate the actual level of services to be provided at each site using the 2011-2012 Funding Request Guide for Request for Proposal Applicants. A separate funding request guide must be submitted for each physical location of regular 21<sup>st</sup> CCLC services (this does not include field trips or special services, such as swim lessons). The average per student expenditure in Florida was \$1.19/hour in 2006-2007 and \$1.64/hour in 2007-2008. The amounts listed allow for additional flexibility for special costs (e.g., bus transportation, equipment needs, etc.). **Applicants are NOT required to request the maximum amount.** Instead, applicants **MUST** request an amount that is reasonable and appropriate to address established needs and provide services to meet proposed objectives.

Programs **must** meet the proposed daily student attendance as indicated on the (1) Funding Request Guide, (2) Title I School Table and (3) Site Profile Worksheets. All student attendance numbers **must** be consistent among the aforementioned documents. Programs should not propose to serve more than 35% of the targeted school population, and the program may not propose to serve more students that 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. Continuation applicants 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.** 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 are expected to maintain both the size and the scope of their programs.

To ensure all students with disabilities are able to participate in the 21st CCLC program, the FDOE has increased the per-student allocation to prevent programs from denying services to students with disabilities and allow for provision of transportation services for students. The higher per-student allocation results in higher maximum funding levels for all programs in Florida to allow for additional services to students with special needs. Florida 21st CCLC programs are not permitted to deny services to students with disabilities or other special needs that meet selection criteria proposed in the application.

Funding levels using the funding request guide is based on the proposed average daily attendance in each component (i.e., afterschool, before school, weekend/holidays, and summer), the hours per day of operation, and the days per year of operation. Weeks must be

calculated in order to document compliance with the 36-week requirement for all 21<sup>st</sup> CCLC programs, but weeks do not affect the amount of funding calculated. If programs overestimate the level of services during the initial RFP year, the FDOE has established thresholds to reduce the award in subsequent years. To document daily attendance, each site must keep daily student attendance logs/records for all days of 21<sup>st</sup> CCLC operation, which must be made available to the Florida Department of Education upon request. Although already mentioned in this supplement, the thresholds are as follows:

**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 21<sup>st</sup> 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 21<sup>st</sup> CCLC funding.

### *Calculating Weeks of Student Services*

To accurately calculate weeks of student services, the total number of days of operation (e.g., 180 days) for an offered component (e.g., after school, before school, summer) is divided by the total number of days in a standard week of operation (e.g., 5 days/week) for that component. For weekend and holiday components, the total number of operational days for these components is divided by the total number of days in a standard week of **after school** operation.

**Example 1:** The before school program operates 5 days per week (Mon.-Fri.) for 180 days during the school year –  $180 \text{ days} / 5 \text{ days per week} = 36 \text{ weeks}$

**Example 2:** The after school program operates 4 days per week (Mon.-Thurs.) for 140 days during the school year –  $140 \text{ days} / 4 \text{ days per week} = 35 \text{ weeks}$ . The summer component operates 5 days per week (Mon.-Fri.) for a total of 5 days –  $5 \text{ days} / 5 \text{ days per week} = 1 \text{ week}$ . The total number of weeks of student services is 36 weeks.

**Example 3:** The weekend program operates for a total of 17 days and the standard week of operation for the after school component is 5 days per week (Mon.-Fri.) –  $17 \text{ days} / 5 \text{ days per week} = 3 \text{ weeks}$ .

## OBJECTIVE WRITING

Referenced on pages 11, 12, 14, and 15 of the Request for Proposal (RFP).

### *General Goals and Objective Information*

Objective-focused implementation of the 21<sup>st</sup> 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 the proposal should be program-wide, rather than specific to individual sites.

The applicant must provide objectives related to the anticipated impact of the 21<sup>st</sup> CCLC program on the academic and personal enrichment of actively participating 21<sup>st</sup> CCLC students, as well as on their adult family members participating in the program. **The objectives should be numbered sequentially throughout the application.** Most objectives must be performance-based, measurable, challenging, and achievable. Participatory objectives are generally not permitted, which are simple objectives stating that a certain number of students will participate in a given activity. The general idea of the 21<sup>st</sup> CCLC program is that all students will receive the full complement of activities and services. Objectives must be tied to previously identified student needs and must follow the format described in **this section of the RFP Supplement**. For each proposed objective, the applicant must provide a detailed description of all activities and/or curricula that will be provided during the 21<sup>st</sup> CCLC program.

### *Goals (Global Outcomes)*

Proposals are not required to include goals for the 21<sup>st</sup> CCLC proposal, as those have been relatively pre-established by the Florida Department of Education through the required distribution of activities. However, should the program wish to create goals to help guide the overall application, the following information is provided. 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 **are** be realistic.
- Goals **are** derived from the needs assessment data, while also remaining consistent with the goals and purposes of the 21<sup>st</sup> CCLC initiative.
- Goals **are** participant-focused and not merely the acquisition of funds

### *Measurable Objectives (Specific Outcomes)*

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 section of the proposal 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. The following four-part objective framework, developed by Dr. Charles E. Byrd, provides the standards for Florida's 21<sup>st</sup> CCLC program objectives.

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 (preferred), or (2) attending the program for 40% of total operational days. Programs are strongly encouraged to 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 regularly participating students (attending the program 30 days or more) 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.

## FORMATIVE AND SUMMATIVE EVALUATION REQUIREMENTS

*Referenced on page 17 of the Request for Proposal (RFP).*

### ***General Evaluation Requirements***

A strong evaluation plan helps ensure 21<sup>st</sup> CCLC programs make continuous progress towards achieving proposed goals and objectives for participating students and parents. Evaluation plans build off well-developed program objectives, carefully select performance indicators and outcome measures, and a focus on maximizing impact on student academic progress and personal development. Both formative and summative evaluation methods are required for each 21<sup>st</sup> CCLC program. Successful applicants are required to implement evaluation plans and overall programs that meet the federal 21<sup>st</sup> CCLC Principles of Effectiveness. **No more than 5% of the total budget may be used for evaluation costs.**

Programs must provide all data being collected for formative evaluation to the FDOE upon request and/or during site-visits by the 21<sup>st</sup> CCLC Statewide Evaluation Team. Requests for such data will occur periodically throughout the year. Programs must generate, maintain, and provide written periodic (formative) evaluation reports.

### ***Formative Evaluation Requirement***

The federal 21<sup>st</sup> CCLC program puts forth sound principles of effectiveness to guide sub-grantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21<sup>st</sup> CCLC programs must indicate how each program or activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B]. Programs and activities 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.

Each sub-grantee must engage in periodic (formative) evaluations to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. When possible, the formative evaluation should involve both quantitative and qualitative data collection. Sub-grantees incorporate an assessment of the academic progress of students participating in the 21<sup>st</sup> 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. 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).

Therefore, this section must include an evaluation plan that will shape the development of the project from the beginning of the grant period. 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 activities and services being provided to the targeted population 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 (final) 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.

### ***Summative Evaluation Requirement***

Each 21<sup>st</sup> CCLC program must submit a summative evaluation report in Microsoft Word format by **July 31, 2012**. 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 2011 and the 2011-2012 academic year (operation during the summer of 2012 will be provided in the next year's summative report). See **data collection worksheets** (<http://hhp.ufl.edu/afterschoolflorida/support.php#Data>) and the **summative report memorandum and sample tables** developed by Dr. Charles E. Byrd to assist with this requirement (<http://hhp.ufl.edu/afterschoolflorida/summative.php>).

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

1. **Overview and History:** Provide a general overview of the 21<sup>st</sup> 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 & activity)
  - 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 21<sup>st</sup> 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, 21<sup>st</sup> 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., information on activities, data collected, timeline, continuous assessment, data quality, student inclusion, analysis, results, findings and recommendation). 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 21<sup>st</sup> 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) and how the program has obtained support (through in-kind or cash) to sustain the program during years of reduced funding/at the end of the 21<sup>st</sup> CCLC project.
8. **Overall Recommendations:** Provide an overall analysis of this 21<sup>st</sup> CCLC program, as well as any program-wide recommendations to enhance program quality.

The summative evaluation report is required of all 21<sup>st</sup> CCLC programs. This report will be compared to data submitted to the FDOE and USED to ensure accuracy of the data analyzed and summarized. The 21<sup>st</sup> CCLC program must, upon request, provide the FDOE any and all actual data records mentioned in the summative evaluation reports. The FDOE will review all summative evaluation reports to aid in determination of whether to award discretionary continuation funding in years two through five. **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 21<sup>st</sup> 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.).

***Final summative evaluation reports will be mailed to:***

21<sup>st</sup> CCLC Program Office  
Florida Department of Education  
Attention: Lani Lingo, State Director  
325 W. Gaines Street, Suite 544  
Tallahassee, FL 32399-0400



The 21<sup>st</sup> 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.