



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects Project Year 2011-2012

Bureau / Office

Bureau of Family and Community Outreach

Program Name

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

Specific Funding Authority(ies)

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

Funding Purpose/Priorities

The purpose of the program is to establish or expand 21st CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21st CCLC program also engages 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), music, art, 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, 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, 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 opportunities for literacy and related educational development to families of students served by community learning centers.

Application Due Date

Close of business on Tuesday, May 31, 2011

Facsimile and/or E-mail submissions are not acceptable. [See Technical and Formatting Requirements.](#)

Total Funding Amount/Approximate Number of Awards

Approximately \$16,000,000.00

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 Florida Department of Education (FDOE) will award approximately 23-35 grants in this competition.

If funds are available, eligible sub-grantees are expected to receive 100% of funding during the first and second years. Sub-grantees in the third, fourth, or fifth years of 21st 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. Subsequent award years will be contingent upon (1) availability of funding from the USED, (2) satisfactory performance by the sub-grantee as evaluated by the FDOE, (3) submission of an annual re-application through the Requests for Application (RFA) process, 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. [See the Eligibility for Consecutive Years of Funding section of the RFP Supplement \(pg. 3\).](#)

Budget/Program Performance Period

August 1, 2011 – July 31, 2012

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

Matching Requirement

None

Eligible Applicant(s)

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 of this RFP (pg. 3))
- 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.

[See Eligible Applicants and Alternative Low Income section of the RFP Supplement for more information \(pg. 5-6\).](#)

Funding Request Guide

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. Funding Request Guides (one for each proposed site) must be placed in **Appendix B. See the *Funding Request Guide* section of the RFP Supplement (pg. 7).**

Programs must meet the proposed daily student attendance levels on which funding amounts are calculated. Programs should not propose to serve more than 35% of the targeted school population, and must not propose to serve more students than actually attend the targeted schools. Failure of any program to meet proposed daily attendance numbers may result in a reduction of funds and/or required restoration of funds to FDOE. **See the *Eligibility for Consecutive Years of Funding* section of the RFP Supplement (pg. 3).**

Charging Fees

The intent of the 21st CCLC Program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law the FDOE strongly **discourages charging fees** to these low-income students and families. Programs proposing fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. Any income collected from fees must be used exclusively to fund 21st CCLC activities approved in the grant application. Programs intending to charge fees must clearly indicate this in the grant application, and must submit quarterly reports using the **Program Income Form**. All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees.

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

Target Population

Students: The 21st 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.” **See *Alternative Low-Income Calculation* section of the RFP Supplement for more information (pg. 6).**

Title I Schools: <http://www.fldoe.org/bsa/title1/pdf/0910FinalTitle1-schoolslist.pdf>

Applicants should not propose to target student populations targeted by another 21st CCLC program for the 2011-2012 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 2011-2012, the applicant may not identify students attending this school as a targeted population.

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 actively participating 21st CCLC students. Services for adult family members cannot extend beyond the dates of the ongoing program for students.

Hours of Operation

Each proposed learning center is **required** to operate 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) afterschool 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 wherein the vast majority of enrolled students are able to participate and can receive all activities and services identified in the approved proposal. **Each student** in the program **must** be afforded 12 full hours of programming (e.g., an applicant cannot serve boys on Monday and girls on Tuesday). In addition, if programs wish to serve students who participate in extra-curricular activities, programs must demonstrate how these students will receive the full breadth of activities in order to count the students as “in attendance;”
- Two (2) hours per day (minimum) for afterschool 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, if proposed.

Each site must keep daily student attendance logs for all days of 21st CCLC operation.

Failure to meet the proposed numbers of students and/or days may result in a reduction of funds and/or required restoring of funds to the FDOE. Site Profile Worksheets (one per site) must be placed in **Appendix B**. [See the Eligibility for Consecutive Years of Funding section of the RFP Supplement for more information](#) (

Sub-Grantee Required Responsibilities

Academic Focus

All 21st CCLC programs are required to operate in a manner that will maximize the program’s impact on the academic performance of participating students. Programs should provide a breadth of activities and services which offer opportunities for students to learn new skills, develop creative ways to approach challenges, and achieve academic success.

Supplement, Not Supplant

Any agency receiving 21st CCLC funds will use the funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs.

Facilities

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

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. Funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other resources. Students shall **not** be charged for costs associated with supplemental snacks/meals.

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

- Afterschool (daily, nutritious snack)
- Before school (daily nutritious breakfast)
- Non-school days (daily nutritious breakfast, lunch and/or snack, depending on operation)

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

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. Students with special needs include those who may be identified as limited English proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, 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 **shall not** be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Title X, Part C: Homeless Education Program <http://www.fldoe.org/bsa/title1/titlex.asp>

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

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

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 linked to the 21st CCLC funding purpose as outlined in the application.

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

Dissemination of Information

All 21st CCLC programs and their parent agencies are required to disseminate understandable and accessible information about the 21st CCLC program, such as the location of services and proposed activities. The purpose of disseminating information must not be to recruit students into the program, but rather to inform the communities and stakeholders about the importance and promise of this federal afterschool program. When possible, this should include dissemination of promising practices and data-based success of the program.

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) (LEA) service areas. Proof of private school participation will be requested as part of deliverables.

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

Collaboration with Schools

Communication between the 21st CCLC program staff and the students' regular-day teachers, school administrators, and family members is critical to ensure student needs are addressed in the 21st CCLC program. Each program must develop a written communication plan to identify how these groups will share information about the needs and performance of 21st CCLC students. Communication plans *must* consider how regular school information will enhance the 21st CCLC program. The program must be developed and carried out in active collaboration with the schools attended by participating students.

21st CCLC Advisory Board

21st CCLC grantees are required to establish a local 21st CCLC Advisory Board comprised of students, teachers, parents, and members of community agencies and businesses. Sub-grantees are required to retain documentation of board meetings, such as minutes and attendance lists. A minimum of two (2) meetings per year must be held. Advisory meetings should consider such topics as: program needs and concerns, operations, and sustainability. The approximate size will be 10 to 15 members, which must include **at least two parents and two students**.

Data Submission

Each year, grantees are required to submit data through an Annual Performance Report (APR) and evaluation reports that describe project activities, accomplishments, and outcomes. **See *Reporting Outcomes* section for more information (pg. 27-28).**

Contact Persons

Program Contact

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Grants Management Contact

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Assurances

The Florida Department of Education has 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 to submit a common assurance for participation in federal programs funded by the USED;
- Applicable regulations of other federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

As a condition of receiving funding, applicants must have a statement, signed by the agency head, on file with the FDOE Office of the Comptroller, certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text is found at: <http://fldoe.org/comptroller/doc/gbsectiond.doc>.

School Districts, Community Colleges, Universities and State Agencies

The Certification of Adherence filed with the FDOE Comptroller's Office will remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition. This certification does not need to be resubmitted with this application.

Private Colleges, Community-based Organizations, and other Agencies

In order to complete requirements for funding, applicants must submit the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions.

Please note that private colleges, community-based organizations, and other non-public agencies **must also submit** (as **Appendix C**) copies of:

- A copy of the organization's current budget,
- A copy of the organization's board of directors,
- A copy of the organization's or agency's most recent annual audit report (if available) prepared by an independent Certified Public Accountant licensed in the state of Florida.
- Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)

***AUDIT REQUIREMENT: Any applicant that is not a local public 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.**

NARRATIVE COMPONENTS AND SCORING CRITERIA

Complete the application using the same sequence presented in this narrative section.

Instructions describe what the applicant must include in each narrative component.

Criteria, which follow the instructions, are the bulleted, italicized statements used by proposal reviewers to assess and score each narrative component. **Absolute Criteria** are included only for academic enrichment activities, and failure to meet absolute criteria will result in a score of zero (0) for the specified section. **Absolute Criteria**, if met, do not impact the overall score of the specific section.

Maximum length for addressing narrative components (Sections 1-10) is 25 pages. The budget narrative (Section 11) is completed on a separate form and does not count towards the 25 page maximum. Required forms or appendices are also not included in the 25 page maximum. **Any pages exceeding the 25-page maximum will not be included in the review process.**

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 or priority points.

1. Project Abstract

Fixed Requirement

Instructions:

Provide a summary for the project including general purpose, goals, program design, intended contribution to the community to be served, and a brief description of all activities provided during program operation (e.g., before/after school, summer, weekends).

Criteria:

- *The applicant describes the proposed project in a brief summary, including general purpose, specific goals, program design, and intended community contribution, as well as all proposed activities.*
- *The proposed project aligns with the intended Funding Purpose/Priorities.*

2. Evidence of Experience (A-C)

5 points

Instructions:

- A. Describe the agency's prior experience, or promise of success, in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of the targeted students (Public Law 107-110, Title IV Part B Sec.4204(b)(2)(J)). If an applicant has no previous experience as outlined above, then the applicant **must describe** how the agency has a "strong likelihood for successful implementation of the proposed program," including the capability to provide educational and related activities, and to assess program performance.
- B. Identify current public/private partnerships that were or will be used in developing, implementing, evaluating, and sustaining the 21st CCLC program. The summary must include (a) a description of the services/contributions from these partners that will assist in meeting the program's needs and goals, (b) a plan for documenting the value of in-kind contributions of goods and services provided by partners, and (c) a plan for maintaining these partnerships.

Note: a partner is any organization other than the grantee that will **actively contribute** to the 21st CCLC project, and can include the local educational agency,

universities, community-based and faith-based organizations, and other types of public/private entities. Support letters must be submitted if requested.

- C. Provide a sustainability plan that shows how the 21st CCLC program will continue after federal funding ends, as required by law (Title IV, Part B Sec.4203 (a)(8)(B)). The sustainability plan should be linked to the partnership summary (Part B of this section), and must indicate how collaborative partnerships will specifically contribute to developing a vision and plan for financial capacity to support and sustain the program after funding ends.

Criteria:

- *The applicant demonstrates experience or assurance of success in providing the services in the proposed 21st CCLC program.*
- *The agency's experience or assurance of success in providing the services in the proposed program is comprehensive, clear, and likely to result in a successful program.*
- *The agency demonstrates experience collaborating with other organizations using evidence that is comprehensive, clear and likely to result in a successful program.*
- *The applicant's plan to continue operations at the 21st CCLC center after federal funding ends is realistic, comprehensive and likely to result in the continuation of the program.*

3. Project Need (A-C)

10 points

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, the specific purposes of the 21st CCLC program are to provide a wide range of academic and personal enrichment services to: (1) students who primarily attend schools eligible for school-wide programs under section 1114, or schools that serve a high percentage of students from low-income families; and (2) the families of these students. As per federal law, services must be based on specific student and community needs (e.g., income levels, educational levels, teen pregnancy rates, juvenile detention rates) that impact the target population.

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

Instructions:

- A. **General Need of Community:** Provide information regarding an evaluation of community needs and available resources for the 21st CCLC program, as well as a description of how the proposed program will address those needs (including needs of working families).
- B. **Target Population Identification:** Based on 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 may participate in 21st CCLC services. This section must detail specific characteristics of student populations to be served, such as grade levels, types of students, and other defining characteristics of the student population to be targeted. It must also 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 (linked to the need of the target population).

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. Provide objective needs assessment data that clearly establishes 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).

Appendix A – List of References: All data referenced in this section must have full references indicating the **most current source** and **date of collection**. The list of references must be placed in **Appendix A** and does not count toward the 25 page limit.

Appendix B – Project Funding and Operation: Applicant must complete and submit the **Title I Schools Table** (indicating schools targeted for 21st CCLC services) and a **Site Profile Worksheet** for each physical site proposed (includes unique site name, address, number of students per day, operational dates, etc.). These items should be included in **Appendix B** and do not count toward the 25 page limit. You can find these items on the FDOE's 21st CCLC forms page, found at <http://hfp.ufl.edu/afterschoolflorida/downloads.php>.

Criteria:

- *The applicant includes an evaluation of the community needs and a description of how the proposed program will address those needs (including the needs of working families).*
- *The applicant provides comprehensive needs assessment of the target population, which included information on achievement of students in relation to the state academic content and achievement standards.*
- *The needs assessment includes literacy and other educational needs of adult family members, specifically aimed towards assisting parents to become full partners in the education of their children.*
- *The proposed project focuses on services or otherwise addresses the identified needs of the targeted population(s).*
- *The proposed project focuses on those populations with the greatest needs and is strongly justified through supportive data including community served, demographics, and number of students served.*
- *The applicant provides the most current and available data **with citations included in Appendix A.***

4. Student Safety

5 points

The 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 on- and off-site. If awarded funds, sub-grantees must have an up-to-date Safety Plan on file and make it available as requested.

Instructions:

Describe how the agency will ensure that the program will operate in a safe environment, supervised by well-trained and caring staff.

Criteria:

- *The applicant clearly identifies how the safety of participating students will be maintained during on- and off-site activities.*
- *The applicant clearly identifies how students will safely travel to and from the center.*
- *Evidence of collaboration with the school regarding student safety is effective, timely, and reasonable.*
- *The applicant clearly identifies how personnel hired to work at the center will meet the minimum requirements and have all required and current licenses set forth by the district or agency.*

5. Academic Enrichment: Reading and Language Arts 15 points

A strong reading/language arts component must be included and delivered by **certified teachers** holding a valid FDOE teaching certificate (see SBE Rule 6A-4.001). It should be creative, fun, designed to foster a love of reading, and outlined in lesson plans. Reading/language arts activities provided during the 21st CCLC program should not mirror the regular school day; rather, the program should creatively reinforce topics taught during the regular school day. The activities must support the Common Core State Standards in English Language Arts and the Just Read! Florida initiative.

Common Core Standards: <http://www.corestandards.org>

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

Florida Education Standards: <http://www.floridastandards.org>

Instructions:

Provide **at least** two (2) objectives related to the anticipated impact of the 21st CCLC program on reading/language arts performance among actively participating 21st CCLC students. The objectives must be performance-based (i.e., not participatory), measurable, challenging, and achievable. Objectives must be tied to previously identified student needs and must follow the format described in the **Objective Writing section of the RFP Supplement (pg. 9)**. For proposed reading/language arts objectives, the applicant must provide a detailed description of all activities and/or curricula that will be provided during the 21st CCLC program.

The applicant should indicate which objective is supported by the proposed activity/curriculum (e.g., “*ELA – Objective 1 Only*,” or “*ELA – All Objectives*”). Following the detailed description of each activity/curriculum, the applicant must indicate (1) the scientifically-based research supporting the activity or a justification for why the activity is being implemented in the absence of such research, (2) the qualifications of staff providing the activity, (3) the student-to-staff ratio for the activity, (4) the Common Core Standard(s) and/or State Initiative(s) supported by the activity, (5) the frequency with which the activity will be provided for each student (e.g., “*30 minutes per day*”) and (6) the formative and/or summative data that will be collected during the course of the proposed activity. **Academic enrichment activities (i.e., reading/language arts, mathematics, and science) must be provided for at least one hour per day to each student.**

Applicants should address each of the scoring criteria in their response to this section. Failure to meet **Absolute Criteria** will result in no points being awarded for this section.

Absolute Criteria (failure to include results in a zero for this section):

- *The proposal includes **at least two (2) reading/language arts objectives.***
- *The proposal includes **at least one hour of academic enrichment activities per day** (which may also include math and science activities from the following section).*

Criteria:

- *The objectives are performance-based, measurable, challenging, and achievable.*
- *Each objective includes the required components (e.g., threshold, population, change, and measures), as required in the **Objective Writing section of the RFP Supplement (pg. 9)**.*
- *The proposal aligns each objective to specific student needs identified in the **Project Need** section of the proposal (pg. 9).*
- *The reading/ language arts objectives are clearly aligned with the Common Core Standards in English Language Arts and the Just Read! Florida initiative.*
- *The activities/curricula proposed are detailed, comprehensive, and likely to result in achievement of proposed objective(s).*
- *The proposal includes the frequency with which each activity will be provided to student participants (e.g., “1 hour/week afterschool, 30 minutes/day before school”), and the frequencies provided are likely adequate to achieve the proposed objective(s).*
- *The proposal cites “scientifically-based research” that supports the reading/language arts activities and/or curriculum offered, and/or provides an adequate justification for implementing the proposed activities/curricula not supported by such research.*
- *The proposal clearly indicates that Florida Certified Teachers will provide the proposed reading/language arts activities.*
- *The proposal includes student-to-staff ratios for each activity that are appropriate and will likely lead to attainment of proposed objectives.*
- *For each activity/curriculum, the proposal describes data to be collected (including the data sources) which is sufficient to show how the specific activity impacts progress towards proposed objectives.*

6. Academic Enrichment: Science and Mathematics 15 points

A strong math and science component must be included and delivered by **certified teachers** holding a valid FDOE teaching certificate (see SBE Rule 6A-4.001). It should be outlined in lesson plans, while remaining creative, fun, and designed to foster a love of the science, technology, engineering, and mathematics (STEM) disciplines. Science and mathematics activities provided during the 21st CCLC program should not mirror the regular school day; rather, the program should creatively reinforce topics taught during the regular school day. The activities must support the Common Core State Standards in Mathematics and Science, Florida’s Next Generation Sunshine State Standards (if appropriate), and Florida’s STEM initiative: <http://www.fldoestem.org/center13.aspx>.

Instructions:

The applicant must provide **at least two (2) objectives** related to the anticipated impact of the 21st CCLC program on science and mathematics performance among actively participating 21st CCLC students (at least one science and one math). **NOTE: The objectives should be numbered sequentially from the previous section.** The objectives must be performance-based (i.e., not participatory), measurable, challenging, and achievable. Objectives must be tied to previously identified student needs and must follow the format described in the **Objective Writing section of the RFP Supplement (pg. 9)**. For

proposed science/mathematics objectives, the applicant must provide a detailed description of all activities and/or curricula that will be provided during the 21st CCLC program.

The applicant should indicate which objective is supported by the proposed activity/curriculum (e.g., “*Math /Science objective 3 only*”). Following the detailed description of each activity/curriculum, the applicant must indicate (1) the scientifically-based research supporting the activity or a justification for why the activity is being implemented in the absence of such research, (2) the qualifications of staff providing the activity, (3) the student-to-staff ratio for the activity, (4) the Common Core Standard(s) and/or Next Generation Sunshine State Standard(s) supported by the activity, (5) the frequency with which the activity will be provided for each student (e.g., “*30 minutes per day*”), and (6) the formative and/or summative data that will be collected during the course of the proposed activity. **Academic enrichment activities (i.e., reading/language arts, mathematics, and science) must be provided for at least one hour per day to each student.**

Applicants should address each of the scoring criteria in their response to this section. Failure to meet **Absolute Criteria** will result in no points being awarded for this section.

Absolute Criteria (failure to include results in a zero for this section):

- *The proposal includes at least two (2) math/science objectives.*
- *The proposal includes at least **one hour** of academic enrichment activities **per day** (which may also include reading/language arts activities from the prior section).*

Criteria:

- *The objectives are performance-based, measurable, challenging, and achievable.*
- *Each objective includes the required components (e.g., threshold, population, change, and measures), as required in the **Objective Writing section of the RFP Supplement (pg. 9)**.*
- *The proposal aligns each objective to specific student needs identified in the **Project Need** section of the proposal.*
- *The science and mathematics objectives are clearly aligned with the Common Core Standards and/or Florida’s Next Generation Sunshine State Standards (if applicable).*
- *The activities/curricula proposed are detailed, comprehensive, and likely to result in achievement of proposed objective(s).*
- *The proposal includes the frequency with which each activity will be provided to student participants (e.g., “1 hour/day afterschool, 30 minutes/day before school”), and the frequencies provided are likely adequate to achieve the proposed objective(s).*
- *The proposal cites “scientifically-based research” that supports the science and mathematics activities and/or curriculum offered, and/or provides an adequate justification for implementing the proposed activities/curricula not supported by such research.*
- *The proposal clearly indicates that Florida Certified Teachers will provide the proposed science and mathematics activities.*
- *The proposal includes student-to-staff ratios for each activity that are appropriate and will likely lead to successful attainment of proposed objectives.*
- *For each activity/curriculum, the proposal describes data to be collected (including the data sources) which is sufficient to show how the specific activity impacts progress towards proposed objectives.*

7. Personal Enrichment

20 points

A specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program of participating students and help these students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. Personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. For proposed outdoor activities, alternatives for inclement weather should be described. All activities included in this section must directly or indirectly support the academic achievement of participating students.

According to Section 4205(A) of ESEA, as amended, 21st CCLC applicants are limited to providing additional services within the following categories:

- Physical Education and recreation activities;
- Dropout Prevention and Character Education activities;
 Dropout Prevention: <http://www.dropoutprevention.org/effstrat/default.htm>
 Character Education: http://www.fldoe.org/bii/curriculum/social_studies/ce.asp
 Florida Learn & Serve: <http://www.fsu.edu/~flserve/sl/sl.html>
 Learn & Serve America: <http://www.servicelearning.org>
- Tutoring (e.g., homework help) and mentoring services;
- Educational arts and music activities (**not arts & crafts**);
- Entrepreneurial education programs;
- Programs that emphasize language skills and academic achievement for limited English proficient students through extended learning activities;
- Telecommunications and technology education programs;
- Expanded library service hours; and/or
- Drug and violence prevention and/or counseling activities.

Applicants must propose activities within at least four (4) of the personal enrichment categories listed above to assist targeted 21st CCLC students in meeting Florida's Common Core Standards and/or Florida's Next Generation Sunshine State Standards. All personal enrichment activities must directly or indirectly reinforce and complement the regular academic program of 21st CCLC student participants.

Instructions:

The applicant must provide **at least** two (2) objectives related to the anticipated impact of the 21st CCLC personal enrichment activities on actively participating 21st CCLC students (at least one per category is suggested). **NOTE: The objectives should be numbered sequentially from the previous section.** At least two objectives within this section must be performance-based (i.e., not participatory). All objectives must be measurable, challenging, and achievable. Objectives must be tied to previously identified student needs and must follow the format described in the ***Objective Writing section of the RFP Supplement (pg. 9)***. For proposed *personal enrichment* objectives, the applicant must provide a detailed description of all activities that will be provided during the 21st CCLC program.

The applicant should indicate which objective is supported by the proposed activity/curriculum (e.g., "*Enrichment – Objective 7 Only*," or "*Enrichment – All Objectives*"). Following the detailed description of each activity, the applicant must indicate (1) a justification for why the activity is being implemented, (2) the qualifications of staff providing the activity, (3) the student-to-staff ratio for the activity, (4) the Common Core Standard(s) and/or Next Generation Sunshine State Standard(s) supported by the activity (if applicable),

(5) the frequency with which the activity will be provided for each student (e.g., “30 minutes per day”), and (6) the formative and/or summative data that will be collected during the course of the proposed activity. Applicants should address each of the following scoring criteria in their response to this section.

Criteria:

- The proposal includes **at least two (2)** objectives which are performance-based, measurable, challenging, and achievable.
- Each objective includes the required components (e.g., threshold, population, change, and measures), as required in the **Objective Writing section of the RFP Supplement (pg. 9)**.
- The proposal aligns each objective to specific student needs identified in the **Project Need** section of the proposal.
- The personal enrichment objectives are aligned, when appropriate, with the Common Core Standards and/or Florida’s Next Generation Sunshine State Standards.
- The activities/curricula proposed are detailed, comprehensive, and likely to result in achievement of proposed objective(s).
- The proposal includes the frequency with which each activity will be provided to student participants (e.g., “1 hour/week afterschool, 30 minutes/day before school”), and the frequencies provided are likely adequate to achieve the proposed objective(s).
- The proposal includes adequate justification for implementing the proposed activities/curricula (e.g., research, best-practices, past experience, etc.).
- The proposal includes student-to-staff ratios for each activity that are appropriate and will likely lead to attainment of proposed objectives.
- For each activity, the proposal describes data to be collected (including data sources) which is sufficient to show how the specific activity impacts progress towards proposed objectives.

8. Adult Family Member Services

3 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 (e.g., family reading nights, student performances and showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child’s learning (e.g., GED preparation, money management, parenting skills, etc.). **Programs must only provide services to adult family members of actively participating children.**

Adult Family Activities:

www.afterschoolalliance.org/issue_briefs/issue_parent_involvement_32.pdf

Instructions:

The applicant must provide **at least two (2)** objectives related to the anticipated impact of the 21st CCLC adult family member services on actively participating 21st CCLC students. **NOTE: The objectives should be numbered sequentially from the previous section.** At least one objective within this section must be performance-based (i.e., not participatory). All objectives must be measurable, challenging, and achievable. Objectives must be tied to previously identified student/parent needs and must follow the format described in the **Objective Writing section of the RFP Supplement (pg. 9)**. For proposed adult family

member objectives, the applicant must provide a detailed description of all activities that will be provided during the 21st CCLC program.

The applicant should indicate which objective is supported by the proposed activity/ curriculum (e.g., “*Adult – Objective 12 Only*,” or “*Adult –All Objectives*”). Following the detailed description of each activity, the applicant must provide (1) a justification for why the activity is being implemented, (2) the qualifications of staff providing the activity, (3) the adult-to-staff ratio for the activity, (4) the frequency with which the activity will be provided for adult family members (e.g., “*30 minutes per day*”), and (5) the formative and/or summative data that will be collected during the course of the proposed activity. Applicants should address each of the following scoring criteria in their response to this section.

Criteria:

- *The proposal includes **at least two (2)** objectives which are measurable, challenging, and achievable. At least one is performance-based.*
- *Each objective includes the required components (e.g., threshold, population, change, and measures), as required in the **Objective Writing Supplement**.*
- *The proposal aligns each objective to specific student and/or parent needs identified in the **Project Need** section of the proposal.*
- *The applicant included a plan for recruitment and information dissemination, which is likely to result in successful recruitment and retention of adult family members.*
- *The activities / curricula proposed are detailed, comprehensive, and likely to result in achievement of proposed objective(s).*

9. Evaluation

15 points

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

Instructions:

The applicant must provide a clear 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 RFP (pg. 27-28).

A) The evaluation plan must include, at minimum, the following elements:

1. Identification of each objective to be achieved (this must match the objectives outlined in the activities sections of the proposal);
2. 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; and must include data required under the **Reporting Outcomes** section of this RFP);
3. Detailed data collection methods (e.g., who will collect data, how they will collect data, etc.);

4. The proposed timeline for collecting data to establish formative and summative assessment of objective progress;
5. Identification of benchmarks and/or baselines that will be used to assess progress towards objectives; and
6. Anticipated methods for both formative and summative data analyses.

For section A, provide information for each item (1-6) in a landscaped, 11 point font table with the following headings:

Program Objectives (1)	Specific Measures and Data Sources (2)	Method of Data Collection (3)	Timeline (4)	Benchmarks (5)	Methods for assessing progress (6)
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B) The applicant must provide a narrative description explaining the following:

1. The qualifications of the individual(s) who will be performing program evaluations;
2. Information about when the reports of results and outcomes (e.g., written formative reports, written summative reports) will be available and how they will be shared with key stakeholders and to the public, upon request;
3. 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); and
4. How the results of the evaluation will be used to refine, improve, and strengthen the program and/or to refine the performance measures.

Programs must provide all data being collected for formative evaluation to the FDOE upon request and/or during site-visits by the 21st 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. [See the *Formative and Summative Evaluation Requirement* section of the RFP Supplement for information about minimum requirements \(pg. 11\).](#)

Criteria:

- *The goals and objectives establish a set of performance measures that are quantifiable and used as the basis for the evaluation plan.*
- *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 evaluation methods 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 identified performance measures and data sources are sufficient in depth and breadth to adequately assess progress towards program goals and objectives.*
- *The program provides detailed data collection methods that will provide the requisite data to assess progress towards program goals and objectives.*
- *The proposed timeline is likely to produce timely guidance for quality assurance and continuous improvement of the 21st CCLC program.*

- *The methods for formative and summative evaluation clearly and effectively incorporate the requirements detailed in the **Reporting Outcomes** section of this RFP (pg. 27-28).*
- *The program demonstrates the capacity to conduct formative and summative evaluations and/or proposes the use of an external evaluator with demonstrated expertise in such evaluation methodology.*
- *The qualifications of the proposed evaluator (or staff members supporting the evaluation) suggest the program will receive a comprehensive evaluation by a capable and experienced evaluator.*

10. Dissemination Plan

2 Points

All 21st CCLC programs and sub-grantee agencies are required to disseminate understandable and accessible information about 21st CCLC, such as the location of services and proposed activities. The purpose of disseminating information is not to recruit students into the program, but rather to inform the communities and stakeholders about the importance and promise of this federal afterschool program. When possible, this should include disseminating promising practices and data-based success of the program.

Instructions:

Describe the methods and strategies that will be used to disseminate and share information about the 21st CCLC project to appropriate populations (e.g., students, parents, schools, community members, etc.). The plan should also include a description of how the program will share information so the program's best practices might be replicated statewide.

Criteria:

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities.*
- *The methods and strategies used to share the program's services and best practices are innovative and will clearly benefit the target population.*

11. Budget

10 Points

Grantees must use program funds to supplement, not supplant, other federal, state, and local funds or existing afterschool programs. Therefore, 21st CCLC funds cannot be used to replace existing programs, activities and/or services. Applicants are not permitted to propose a budget in excess of that allowed by the **Funding Request Guide (See Funding Request Guide in the RFP Supplement)**. Regardless of the size of the grant, proposed costs must be **reasonable, necessary and allocable** to carry out the program's purpose and objectives. 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:

There is **no grant narrative section** for the budget. Instead, applicants must prepare and submit a **DOE101S (Budget Narrative Form)** reflecting objectives and costs of the proposed project. Ensure that the budget includes a detailed line item description for every allowable cost necessary to carry out the goals and objectives of the proposed project. It is advisable to consult with the financial office of the applying agency prior to submitting the application. All items are subject to final negotiations with the FDOE. Upon approval of the

DOE101S and issuance of the award notification (DOE200), budget changes without prior written approval from the FDOE are not permitted.

The budget narrative (DOE101S) must **itemize** and **detail** 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 101S. 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 DOE101S.

No more than 5% of the total budget may be spent on activities related to facilities and administration of the 21st CCLC grant, and no more than 5% of the total budget may be spent on evaluation costs. **Funding Request Guides** (one per site) and **Site Profile Worksheets** (one per site) must be provided in **Appendix B**.

Criteria:

- *The **Budget Narrative Form (DOE101S)** presents expenses that are realistic, accurate, clearly relate to and reflect project activities, objectives, and outcomes.*
- *The **Budget Narrative Form (DOE101S)** is completed with **Object Codes and/or Function Codes**.*
- *Expenditures are reasonable and clearly justified.*
- *The required personnel, professional and technical services, and/or travel for the project are reasonable, and are clearly and adequately explained.*
- *For salaried and hourly program staff identified, a funding equation is provided describing how the budget line item amount was derived.*
- *The total DOE101S funding amount is equal to or less than the **sum** of all **Funding Request Guide(s)**.*

Priority Preference Points

Priority 1: 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 to receive priority points. Information and a listing of rural counties may be viewed online at the following address: http://www.florida-redi.com/Pages/Rural_Designation.aspx

Criteria (Priority 1):

- *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 21st CCLC students will be provided services in the identified rural county sites.*

Priority 2: Services to Middle and/or High School Students 2 points

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; however, they may submit a separate proposal to include elementary school students.

Criteria (Priority 2):

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

Pre-Award Requirements

Applicants chosen for funding will be required to submit the following information and forms prior to receiving the grant award. These items are not required prior to selection for funding, but the applicant should be familiar with the requirements associated with program assurances and GEPA (see below).

21st CCLC Program Assurances

The 21st CCLC Program Assurances can be found on the forms page of the 21st CCLC FDOE website, found at <http://hfp.ufl.edu/afterschoolflorida/downloads.php>. The applicant must complete and sign the 21st CCLC Program Assurances prior to receiving funding. By signing the assurance, the program assures and agrees that this application complies with the funding purpose of the 21st CCLC programs, in accordance with statutes and regulations.

Program Performance and Accountability Forms (pages 41-52 of this RFP)

Applicants must complete and provide the five project performance and accountability forms if selected for funding: (1) deliverables; (2) training, technical assistance and dissemination; (3) student performance; (4) service delivery; and (5) evaluation. These forms provide a standardized format for applicants to use in preparing their proposals/applications for discretionary funds. Therefore, programs are encouraged to consider these forms when completing the competitive proposal. The intent of this process is to assure proper accountability for the use of federal and state funds.

Weekly Schedule

Applicants must provide a weekly schedule which aligns to the activities described in Narrative Components 5-7 **of this RFP (pg. 11-15)**. Applicants must comply with the required minimum operation (e.g., 12 hours per week, 4 days per week). The sample weekly schedule must be provided for **each** center/site in the application and a separate schedule **must** be provided for before school, weekend, and holiday operation (as applicable).

Private School Participation Form

In accordance with P.L. 107-110, Elementary and Secondary Education Act (ESEA), as amended, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, a successful applicant must complete and sign the 21st CCLC private school participation form. The form can be found on the forms page of the 21st CCLC FDOE website, found at <http://hfp.ufl.edu/afterschoolflorida/downloads.php>.

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 from all successful applicants. The applicant must submit, upon request, a signed, one-page summary describing the process of ensuring equitable access to and participation of students, teachers, and other program beneficiaries with special needs.

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

Assurance for Evaluation Data

The 21st CCLC data assurance can be found on the forms page of the 21st CCLC FDOE website, found at <http://hfp.ufl.edu/afterschoolflorida/downloads.php>. The applicant must complete and sign this form prior to receiving funding.

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, amount of operation, or activities.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to, purchase orders, payroll records, contracts, invoices with check numbers verifying payment, canceled checks, and/or bank statements. All or any of this documentation **must** be available upon request. Following selection and approval to be a sub-grant recipient of 21st CCLC funds, the applicant **must submit** any major contracts (those that are \$20,000 or more) **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.

Funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs* (FDOE Green Book) and the General Assurances for Participation in Federal and State Programs.

FDOE Green Book & General Assurances: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports to FDOE

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.

Program Fees and Program Income

The intent of the 21st CCLC Program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, the FDOE strongly discourages charging fees to these low-income students and families. Programs proposing fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. Any income collected from fees must be used exclusively to fund 21st CCLC activities approved in the grant application. Programs intending to charge fees must clearly indicate this in the grant application, and must submit quarterly reports using the **Program Income Form**. All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees.

Unallowable Expenses

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

Examples of Unallowable Expenditures:

- **Personal digital assistants (PDAs):** cell phones, smart phones, or other digital devices can no longer be purchased with project funds. This includes the costs to support such devices.
- **Preparation of the Proposal:** Costs to develop, prepare, and/or write the 21st CCLC proposal may not be charged to the grant directly or indirectly by either the agency or 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.
- **Attractive Items:** Items such as, but not limited to, Game systems (but not limited to: Wii, Nintendo, Play station, etc.), iPads, iPods 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
- **Decorative, Advertisements, Promotional or Marketing Items:** e.g., flags, banners
- **Purchase of Facilities or Vehicles:** e.g., buses, vans, or cars
- **Land Acquisition**
- **Furniture:** e.g., tables, chairs, desks, etc.
- **Kitchen Appliances:** e.g., refrigerator, microwaves, stoves, tabletop burners, etc.
- **Tuition**
- **Capital Improvements and Permanent Renovations:** e.g., playgrounds, buildings, etc.
- **Supplanting federal, state, or local funds:** e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds.
- **Direct charges for items/services already covered by indirect costs allocation**
- **Dues** to organizations, federations or societies for personal benefit.
- Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReq/edgar.html>.

NOTE: This is **not** an all-inclusive list of non-allowable expenses. Questions about non-allowable expenses can be e-mailed to Lani Lingo at lani.lingo@fldoe.org.

Administrative Costs including Indirect Costs:

Federal Cash Advance projects with negotiated indirect cost rates with the FDOE are capped at the applicant's approved negotiated rate or 5% whichever is greater.

Limit on Facilities and Administrative (F&A) 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, depending on other related positions). For public agencies on (e.g., local educational agencies) of the

indirect costs are considered a part of said administrative costs. Administrative costs can be indirect or direct costs.

F&A costs include, but are not limited to, the following:

- Administrative and support personnel (e.g., program assistants, non-teaching assistants, secretaries, bookkeepers, payroll processors, support staff, clerical staff, assistant directors, executive directors, district coordinators, corporate executives, 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 may not be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) may not provide any other district or organizational services.
- Compensation to members of non-profit organizations, trustees, directors, associates, officers, or other immediate families thereof. A determination must be made and documented that such compensation is reasonable for the actual services rendered.
- Compensation to 21st CCLC staff (e.g., site coordinator) not providing face-to-face student services for any hours worked beyond the hours of actual 21st CCLC student services, except for the project director. For instance, full-time site coordinators would 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). If necessary and reasonable, a daily total of one hour may be included for program preparation.
- 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.
- Landline and wireless telephone communication.
- Internet charges not **solely** used by actively participating 21st CCLC students during the 21st CCLC operational hours **only**.
- Rental of facilities, buildings, grounds, etc.
- Building maintenance, repairs, and all utilities (e.g., water, sewage, electricity, gas).
- Insurance (excluding personnel benefits; e.g., facility insurance, etc.) must be prorated appropriately.
- All postage (except postage for mailing evaluations or data, which are evaluation costs).
- 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, site coordinator, and/or other staff identified as administrative. Such costs for individuals identified as partially administrative will have an equal percentage identified as 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 funds may not be used to pay for full audit costs unless 21st CCLC is the only source of funds). Audit costs may only be claimed by agencies expending in excess of \$500,000 in federal funds per year.

- Indirect costs (eligible agencies only).

NOTE: This is **not** an all-inclusive list of administrative expenses. If you have questions about facilities and 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.

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

On-line reporting **is required monthly to record expenditures. Failure to comply with the monthly reporting may result in jeopardizing future and/or current funding.** 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 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) **are required** to maintain all deliverables and evidence of activities as required by the **Reporting Outcomes** section (pg. 27-28) and the **Project Deliverables and Invoice Form** (pg. 32) for submission to the FDOE upon request.

Reimbursement with Performance (Community-Based Organizations, 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 **Project Deliverables and Invoice Form** (pg. 32). 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.

Required Deliverables

Each performance period (month) requires the submission of multiple deliverables to the FDOE: 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 specified deliverables 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** template provided by the FDOE at <http://hfp.ufl.edu/afterschoolflorida/downloads.php>.

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 RFP/RFA (e.g., each program must adhere to the reporting outcomes and all evaluation requirements in the RFP/RFA).

Reimbursement Requirements

All agencies that are not paid through the FDOE 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 documented completion of specified performance objectives as identified in the **Performance-Based Project Deliverables and Invoice Form (pg. 44-51)**. 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 RFP/RFA. Failure to submit and/or complete required deliverables for any performance period may result in payment being held until appropriate deliverables are submitted.

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

**Office of the Comptroller
Florida Department of Education
325 West Gaines Street, Room 924
Tallahassee, FL 32399-0400**

Procurement Services

In accordance with Florida statutes and federal regulations, applicants **must** comply with the state and their agency procurement requirements. Applicants must ensure that the vendor (e.g., contractor, consultant) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transactions with a federal 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: www.epls.gov

Professional Development and Training Requirement

Professional Development Plan

Each program **must** have a professional development plan that is responsive to the needs of active 21st CCLC staff. All sub-grantees are required to attend workshops and trainings offered by the FDOE or another entity contracted for this purpose by the state. Workshops and trainings are designed to improve the quality of the program and provide assistance to the staff for continuous improvement. Programs **must** send at least three (3) individuals, including the program director, to the following:

The 2011 Florida Afterschool Conference on October 3-7, 2011 in Orlando, Florida

- **October 3, 2011 - Mandatory Training** for All Finance and Project Directors conducted the Department of Financial Services.
- **October 4, 2011 – Mandatory 21st CCLC Program Training** for Project Directors and/or Coordinators conducted by Comptroller Office and Program Office.
- **October 5-7, 2011 – 2011 Florida Afterschool Conference** for all afterschool providers conducted by Florida AfterSchool Alliance and 21st Century Community Learning Centers.

Grant Fiscal Management Training Requirement

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

Programs are permitted to attend other conferences and trainings related to afterschool programming and do not require prior state approval for such professional development. However, evidence of disseminating the content of the conference and/or training to other active 21st CCLC staff is required for reimbursement requests. Agencies on the Cash Advance and Reporting of Disbursements System (e.g., school districts) will have to maintain such evidence and make it available as requested by the FDOE.

Project Performance Accountability Requirements

FDOE's program managers will track each project's performance based on the information provided in the **Project Performance Accountability Forms** (Deliverables, Training and Technical Assistance, Student Performance, Service Delivery, Third-Party Evaluator, if applicable). As a condition of receiving 21st CCLC funds at the amount calculated by the **Funding Request Guides** and/or proposed in the DOE 101 (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.

Reporting Outcomes

United States Department of Education (USED)

As part of the USED 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 approved and funded 21st CCLC grants. This includes basic information such as contact information, objectives, grant partners, and other topics.

Each year, sub-grantees are also 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 USED approximately two months before the anniversary date of the project, usually in April. The section of the APR containing achievement data will be submitted by all grantees on a due date to be set by the USED, usually in October. Learning Point Associates will e-mail each program the password and user ID. Sub-grantee-User modules are typically completed by 21st CCLC grant sub-grantees.

Data collected by the Profile and Performance Information Collection System (PPICS) includes the following:

- Detailed information on program operation (e.g., hours, daily attendance, days of operation)
- Student enrollment and attendance
- Percent of students improving in standard measures of academic performance
- A list of all feeder schools attended by students enrolled in the program, as well as percentages of all students from each feeder school
- Tabulated results of teacher surveys provided to regular day teachers of every student
- Detailed information on each activity provided at each site
- Information on staffing levels and types used by the program in serving students
- Information on each partner and subcontractor involved with the grant

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

The Florida Department of Education (FDOE)

FDOE requires each sub-grantee to submit monthly attendance reports and operational data twice a year, online. Each grantee will be expected to submit data by the following dates:

Monthly Attendance Reports (Due on the 15th day of each month)

Monthly Attendance Reports will identify the 21st CCLC component(s) being offered, the number of students in 21st CCLC attendance each day, and the number of 21st CCLC program hours for each day of the month. A monthly report must be submitted for each site and for each month. Student attendance record must be made available upon request. The current template can be obtained at: <http://hfp.ufl.edu/afterschoolflorida/monthly.php>.

Monthly Attendance Reports must be emailed to the 21st CCLC Administrative Team's Director of Evaluation and/or submitted utilizing an online submission process. The report is due the 15th day of each month, covering the prior month of operation (e.g., August 2011 data is submitted by September 15, 2011).

Mid-Year Data Collection (Due January 30, 2012)

Mid-year data will be comprised of progress towards program objectives, technology survey, partnership table, staff development survey, and general site operation survey from summer 2011 through December 2011. All monthly attendance reports not submitted by the 15th of each month must be included with the mid-year data. Information on current requirements (2011-2012) can be found at: <http://hhp.ufl.edu/afterschoolflorida/data.php>.

End-of-Year Data Collection (Due July 31, 2012)

End-of-year data will be comprised of student attendance reports (monthly reports from January through the end of the academic year), indication of achievement of program objectives, reporting of overall operations, final partnership table, teacher surveys on each student, student satisfaction surveys, and parent satisfaction surveys. Data collection worksheets to assist in the collection of required data for PPICS and the FDOE end-of-year data collection can be obtained at: <http://hhp.ufl.edu/afterschoolflorida/downloads.php>.

Summative Evaluation Report (Due August 31, 2012)

The requirements for the Summative Evaluation Report are indicated in the **Formative and Summative Evaluation section of the RFP Supplement (pg. 11)**. Information can also be found at: <http://hhp.ufl.edu/afterschoolflorida/summative.php>. All data will be submitted electronically and sub-grantees are required to submit a hard copy of the final summative evaluation report to:

21st CCLC Program Office
Florida Department of Education
Bureau of Family and Community Outreach
Attention: Lani Lingo
325 W. Gaines Street, Suite 544
Tallahassee, FL 32399-0400

Notice of Intent-to-Apply

The due date to notify the program contact person of Intent-to-Apply is **May 27, 2011**.

This notification may be sent as an e-mail or fax message with the subject line “**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. In addition, 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 FDOE's 21st CCLC website at: <http://data.fldoe.org/21Century/questions/>.

The last date that questions will be answered is **May 20, 2011**. All questions and answers will be posted on the aforementioned website.

Application Review Process

The review of proposals will be a two-stage process:

Stage 1: FDOE Pre-Review

Applications submitted by the required deadline will undergo a pre-review process by the FDOE. This pre-review will ensure that the application meets basic requirements prior to

entering the competitive peer review process. In addition to any other requirements detailed within this RFP, the following minimum requirements must be met for an application to enter the competitive peer-review process:

- Applicant submitted the proposal using the online system.
- One original proposal submitted to the FDOE included all required forms, all narrative components, and appendices in the order outlined by the **RFP Checklist**.
- The proposal meets all conditions for acceptance and requirements outlined in the **Technical and Formatting** and **Conditions for Acceptance** sections on pages 30-31 of this RFP.
- Amount requested **does not** exceed the amount indicated on funding request guides.
- DOE100A and all forms requiring signature have been included and signed by the superintendent or agency head of the organization.
- Proposal from CBO/FBOs included signed General Terms, Assurances and Conditions for Participation in Federal and State Programs.

Applications cleared for review will proceed to the second stage and be distributed for competitive peer review. Failure of the FDOE to identify non-compliance with requirements during the pre-review process does not relieve the program from meeting all requirements contained in this RFP. If the FDOE determines that a submitted application does not meet **all** requirements contained within the Request for Proposal, the **FDOE retains the authority to remove a submitted application from consideration after peer review, regardless of the score obtained from the review process.**

Stage 2: Competitive Peer Review

A peer review process will be used to evaluate the 21st 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 drops the highest and lowest scores, and averages the three remaining scores.
- 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 Program Office ranks the proposals in order from highest to lowest score.
- FDOE staff review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- FDOE will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- Awards are subject to the availability of funds.
- 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.

Based on Budget and Technical review of the recommended proposals, The FDOE may recommend the funding amount greater or less than the amount requested.

Conditions for Acceptance:

The requirements listed below **must** be met for applications to be considered for review:

- 2) Application is received in FDOE within the timeframe specified by the RFP.
- 3) Application includes required forms: **DOE 100A - Project Application Form**
- 4) 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).
- 5) All required forms have the assigned TAPS number included on the form.
- 6) All required forms have original signatures by an authorized entity.
- 7) Private colleges, community organizations, and other agencies **must submit**
 - A copy of the organization’s current budget,
 - A copy of the organization’s board of directors,
 - A copy of the organization’s or agency’s most recent annual audit report prepared by an independent Certified Public Accountant licensed in the state of Florida.
 - Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)

***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**.

NOTE: Applications signed by officials other than the appropriate agency head identified above **must** have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Technical and Formatting Requirements

ALL applicants must the following by the close of business on Tuesday, May 31, 2011

- Submit the application through the online application system (email applications and hard-copy applications will **not** be reviewed);
 1. DOE100A – Project Application Form (*Signed*)
 2. Completed RFP Checklist
 3. Completed Priority Preference Worksheet
 4. Submission of the original signed certification signifying compliance with the “General Assurances for Participation in federal and state programs,” (For school district - if not already on file with the FDOE Comptroller).
- E-mail proposal and/or faxed proposal. These **will not** be reviewed.

- Do not submit CDs, DVDs, newspaper clippings, and/or agency manuals. supplementary materials, additional appendices and attachments are not allowed, will not be reviewed, and will not be returned
- Do not include tabs, covers, or other items that prevent photocopying

In addition to the required above four (4) forms, private colleges, community organizations, and other non-school district agencies also must the following;

- A copy of the organization's current budget; applicant **must provide** evidence of financial stability and capacity to provide proposed services;
- A copy of the organization's board of directors;
- A copy of the organization's or agency's **most recent** annual audit report prepared by an independent Certified Public Accountant licensed in the state of Florida;
- Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State);
- E-mail proposal and/or faxed proposal. These **will not** be reviewed.
- Do not submit CDs, DVDs, newspaper clippings, and/or agency manuals. supplementary materials, additional appendices and attachments are not allowed, will not be reviewed, and will not be returned
- Do not include tabs, covers, or other items that prevent photocopying.

Application must be submitted to:

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

Attachments

- RFP Check List
- DOE 100A, Project Application Form
- DOE 101S, Budget Narrative Form
- Priority Preference Worksheet
- Title I Eligible Schools Table
- Agency Profile Worksheet
- Site Profile Worksheet
- Funding Request Guide
- General Terms, Assurances and Conditions for Participation in Federal and State Programs
- 21st CCLC Program Assurance Form
- 21st CCLC Data Assurance Form
- Private School Participation Form
- Performance Based Project Deliverables and Invoice Form

Project Performance Accountability Information, Instructions, and Forms

**NOTE: The following pages are included in the RFA (DOE 900 D) template.
The forms are to be completed by the applicant. Instructions follow each form. See additional NOTE at bottom of page.**

The Department of Education has developed a standardized format for applicants to use in preparing their proposals/applications for discretionary funds. The intent of this process is to assure proper accountability for the use of federal and state funds. The Department has implemented a web-based Grants Management System and the information provided about each funded project will be entered into this system. The Department's program managers will track each project's performance based on the information provided of the approved project in this section.

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.

NOTE: 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 following the ***Project Performance Accountability*** pages.

Deliverables Form

Deliverables: 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: Deliverables Form

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

(1) For each deliverable to be completed by the project, enter the name of the deliverable and provide a brief description in Column (1). The name should be identified from the following list. The description should indicate the purpose of the deliverable, including the target audience, and should indicate the type of content to be provided in the deliverable. For example, “Brochure for parents of retained students explaining options for assistance.” Any required reports should also be included in this section.

Announcement Brochure CD Rom Curriculum Database Database Analysis Display DVD Evaluation Instrument Guidelines Instructional Materials	Lesson Plans Manual Needs Assessment Newsletter Policy Paper Poster Public Service Announcement Report Report Format Screening Device Software	Survey Teacher’s Guides Technical Assistance Paper Training Materials – Handout Training Materials – Presentation PowerPoint) Training Modules - Online Video Website Workbook Other
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(2) For each deliverable identified in Column (1), in Column (2) 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.

ADA Compliant Appropriate for Duplication Appropriately Organized Attractive Content Accurate Content Complete Design and Content Appropriate to Intended Audience	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	Review by DOE Staff Review by Other Entity Sufficient Copies Provided Translated into Appropriate Languages User-Friendly Other
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(3) In Column (3), provide the date when the deliverable will be complete. Interim dates for drafts, review, etc., should also be provided as applicable.

Training, Technical Assistance, and Dissemination Form

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

Applicant Instructions: Training, Technical Assistance, And Dissemination Form

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 the name of the activity and provide a brief description in Column (1). 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."

Coaching Conference Coursework at Institutions of Higher Education Dissemination through the Media Dissemination Through Internet Distance Learning Distribution of Media (Software, Videos, CD ROMs, etc.)	Distribution of Printed Material Exhibits Follow-up to Training Activities In-service Training Mentoring One-On-One Training	On-Site Technical Assistance Preservice Training Seminars Telephone Technical Assistance Workshop(s) Other
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(2) For each activity identified in Column (1), in Column (2) specify all of the proposed standards that should be used to determine whether the activity 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 "Participant Feedback Indicative of Usefulness," the descriptions should outline how participant feedback will be gathered and assessed.

Appropriately Organized Content Accurate Content Complete Delivery Appropriate to Content and Audience Design and Content Appropriate to Intended Audience	Use of Consultants Follow-up Data Indicative of Effectiveness Format Consistent with Content and Intended Audience Grammatically Correct Meets Technical Specifications	Participant Feedback Indicative of Usefulness Replicable User-Friendly Other
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(3) In Column (3), provide the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Analysis of Requests and Responses Anecdotal Data Contracts Evaluation Summaries List of Participants	NRS Report Observation by DOE Staff Participant Competency Evaluations Participant Feedback Summaries Peer Review Purchase Orders	Self-Reporting Sign-in Sheets Travel Itineraries Verification of Dissemination to Target Audiences Other
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(4) In Column (4) 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

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

Applicant Instructions: Student Performance Form

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 the name of the performance from the following list and provide a brief description in Column (1). 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."

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	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	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
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(2) For each student performance item identified in Column (1), in Column (2) 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.

Anecdotal Data AYP Determination Disciplinary Referrals FCAT GED Data	Graduation Data Observation Participation Records Placement Data Portfolios	Progress Monitoring Promotion Data School Grades Standardized Tests Suspension/Expulsion Data Other
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Applicant Instructions: Student Performance Form

Student Performance (continued):

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

Agreements	NRS Report	Self-Reporting
Analysis of Requests and Responses	Observation by DOE Staff	Sign-in Sheets
Anecdotal Data	Participant Competency Evaluations	Travel Itineraries
Contracts	Participant Feedback Summaries	Verification of Dissemination to Target
Evaluation Summaries	Peer Review	Audiences
List of Participants	Purchase Orders	Other

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

Service Delivery Form

Service Delivery: 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: Service Delivery Form

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. The description should 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.”

Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School)	Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Adult Literacy Activities Career, Technical Education Interagency Collaboration Mentoring	Neighborhood Self-Sufficiency Through Collaboration Participation in Defined Program (e.g., After-School) Referrals for Other Services Statewide Leadership Activities Student Evaluation/Assessment Other
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(2) For each service identified in Column (1), specify from the following list all of the proposed standards 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 “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.”

Mentoring Is Appropriate to Identified Needs Participation Rate Meets Established Minimums Quality of Service Meets Generally Accepted Guidelines	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	Specified Agencies Collaborate Students Evaluations/Assessments Are Administered Appropriately Units of Service Meet Established Minimums Other
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(3) Provide in Column (3), the information/materials which will be provided (or otherwise available) to document the performance of the project.

Agreements Anecdotal Data Attendance Records Case Records Contracts List of Participants	Meeting Agendas Meeting Minutes NRS Observation by DOE Staff Participant Feedback Summaries	Purchase Orders Sign-in Sheets State-Approved Assessments Travel Itineraries Other
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(4) Provide in Column (4), the critical timelines for service delivery including initiation and termination dates, for example.

FORMAL THIRD PARTY EVALUATION FORM

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

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

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.

All Aspects of Project Compliance Review Formative Evaluation	Outcome Assessment Process Review	Selected Elements of Project Summative Evaluation
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(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.

Board/Commission/Task Force Consultant Firm DOE Funded Project	Governmental Agency Independent Entity Selected by Project Individual Consultant	Institution of Higher Education Selected Peer Reviewers Other
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(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.