



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau / Office

Bureau of Family and Community Outreach

Program Name

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

Specific Funding Authority(ies)

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

Funding Purpose / Priorities

The purpose of the program is to establish 21st CCLC programs that provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC programs must also engage adult family members, of actively participating students, through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention.

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

- (1) Provide opportunities for academic enrichment, including providing tutorial services, to help students (particularly those in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects of reading, mathematics and science
- (2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, 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 adult family members of students served by 21st CCLC programs opportunities for involvement, literacy and related educational development.

Total Funding Amount / Approximate Number of Awards

Approximately \$8,000,000

The number of awards and the award amount will be based on the final US Department of Education (USED) award notification and number of quality of proposals approved. It is estimated that the department will award 14-20 grant awards in this competition.

The award will be for five consecutive years pending additional funding from the Specific Funding Authority, satisfactory performance by the sub-grantees as evaluated by the program office in the Florida Department of Education and compliance with all grant requirements. The sub-grantees will be required to complete Requests for Application (RFA) and other requirements as outlined in this RFP for the four consecutive years.

Using the Funding Request Guide, each individual applicant may apply for an annual grant of a minimum of \$62,500 to a maximum of \$700,000.

Matching Requirement

One of the goals of this program is to continue activities beneficial to students and their families after the project period is over. The proposal should be structured in such a fashion that it becomes self-sustaining. Applicants will receive 100% of the funding for each of the first two years of the program, followed by 80% funding for each of the final three years. Therefore, the proposal should clearly demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. **Funded programs will not be permitted to reduce the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding.**

Budget / Program Performance Period

July 1, 2008 – June 30, 2009

Target Population(s)

Applications proposing services to schools with less than 40 percent low-income students will not be considered.

(1) Students: Students attending schools eligible for Title I school-wide programs, or living within the district-defined service area of such schools, are eligible to participate. The 21st CCLC program targets at-risk students from pre-kindergarten to twelfth grade who attend schools with a high concentration of students from low-income families. Title I status indicates that a school serves an eligible school attendance area in which not less than 40% of the children are from low-income families or not less than 40% of the children enrolled in the school are from such families.

(2) Adults and Families: In addition to students, the “No Child Left Behind” Act provides the opportunity for sub-grantees to serve adult family members of students actively participating in a 21st CCLC by providing educational services or activities appropriate for adults and/or services to advance the academic achievement of the actively participating student. **Programs must offer services to support parental involvement and/or family literacy.**

Eligible Applicant(s)

Funds under this program must be used to provide services and cannot exclusively support planning. The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

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

- Non-profit agencies
- City or county government agencies
- Faith-based organizations
- Institution of higher education
- For profit corporations

Individual public schools may not submit a proposal. Individual schools must apply through an LEA or other eligible entities and may be funded in only one application.

Applicants **shall not** propose to target student populations that are targeted by another existing 21st CCLC program. 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 2008-2009, the applicant may not identify students attending this school as a targeted population.

In accordance with federal guidance from the United States Department of Education, the Florida Dept. of Education encourages organizations to submit proposals which establish a partnership of at least one public school district and one non-school entity.

Applicants/participants can form a partnership or consortium to apply for the grant. In order to do so, the partnership or consortium must meet the following requirements:

1. The partnership or consortium must designate one of the applicants/participants to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
2. The applicant agency/fiscal agent must meet the following requirements:
 - Must be an eligible grant recipient as defined by Federal and State statutes.
 - Must receive and administer the grant funds and submit the required reports to account for the use of grant funds
 - Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner agrees to provide
 - Must be an active member of the partnership/consortium
 - Cannot act as a flow-through for grant funds to pass to other recipients
 - Is **prohibited** from sub-granting funds to other recipients
 - Must be responsible for the performance of any services provided by the partners, consultants, or other organizations and must coordinate how each plan to participate

Hours of Operation

According to the USED, the majority of community learning centers funded directly by the Department were open at least 15 hours per week. Based on analyses of the evaluation data of the 21st CCLC program and other afterschool programs, the FDOE believes that centers should be open at least three hours a day and at least four days a week.

As a result, each center in the proposal is **required** to be open for a minimum of:

- **Thirty-six (36) weeks of service per project year**
- **Four (4) after school and/or summer days per week**
- **Twelve (12) after school hours per week for student services** (Before School, Weekend, Holiday, and Adult Family Member services **do not** contribute to the 12 hour after school requirement).
- **One (1) hour per day for Before School services, if proposed**
- **Four (4) hours per day for Weekends, Holidays, and Summer services, if proposed**

The 21st Century Community Learning Center does not have to be located in an elementary or secondary school, but if an alternative facility is selected, it **must** be as available and accessible to participants as the students' local school, with resources such as computer labs, libraries, eating facilities, recreational areas, and study areas. The program **must** have appropriate equipment, security, resources, and a clear strategy for the safe transport of students to and from the center and home.

Application Due Date

April 25, 2008

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

Contact Persons

Program Contact

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Assurances

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

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

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

School Districts, Community Colleges, Universities, and State Agencies

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

Private Colleges, Community-Based Organizations, and Other Agencies

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

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

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

Narrative Components / Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are **Criteria**. *The bulleted, italicized criteria statements are used by proposal reviewers to assess and score each Narrative Component.*
- **The standard scoring Criteria are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**
- **The Priority Point narratives and attachments are not part of the 20- page maximum requirement. If earned, priority points can only be awarded after the 70 points score is achieved.**

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project, including general purpose, brief program design, target population, and intended outcomes.

The abstract **will not** exceed one (1) page. An opportunity to fully describe these items is provided in later sections of the proposal.

Criteria

- *The abstract is brief and describes the proposed project, program design, target population, and the intended outcomes.*
- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.*

2. Project Need

7 Points

Instructions

Identify the target population, the problem(s) to be addressed, and justify the need for the requested funds for students and their families. Explain how the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

The applicant must:

- identify the risk factors and indicators that contribute to the problem
- describe the impact of the problem on the target population and how this program will benefit the students and their families

Applicants must provide information regarding an evaluation of the community needs and available resources for the community learning center, as well as a description of how the program proposed to be carried out in the center will address those needs (including needs of working families). Data to validate the need may include, but is not limited to:

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

Provide a list of Title I eligible schools to be targeted. The template for the Title I Eligible Schools Table can be found in the *Required Forms* link for the 2008-2009 RFP. Place this table in **Appendix A. The Title I Eligible School Table is not included in the 20-page limit.**

Sample Title I Eligible Schools Table

School Name	School Number	School FCAT Grade 06-07	AYP 06-07 Yes/No	Grade Span of School	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students Targeted for 21 st CCLC

Criteria (Project Need)

- *The proposed project focuses on service(s) or otherwise addresses the identified needs of the targeted population.*
- *The application provides specific data that strongly supports each of the identified needs of the school. The most current and available data is proved and includes, but is not limited to the following: poverty rates in the communities to be served; percentage and/or rapid growth of limited English proficient students; percentage of Title I students; dropout rates; literacy rates and education levels in the community.*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *The Project Need narrative **clearly** details the specific needs of the community, target population, and families, to be addressed by the proposed program.*
- *The project explains the community need and the impact the program will have on the participants.*
- *The Project Need narrative clearly details the target population of students and their needs. Included, is the basic demographic information about the target population and information about the full range of their needs: academic, social, emotional, cultural and physical.*
- *The need is evident, compelling, and clearly linked to the outcome(s) of the project and supported by the data.*
- *The Title I Eligible Schools Table is complete with all information provided for each targeted school.*

3. Project Design and Implementation - Activities (A-H) 20 points

Federal legislation requires that 21st CCLC academic components are based on scientifically based research. The No Child Left Behind statute provides Principles of Effectiveness to guide applicants in identifying and implementing programs and activities that directly enhance student learning and performance.

All activities and services provided during the 21st CCLC project year must be aligned to specific objectives that contain an established set of performance measures aimed at ensuring high quality academic and enrichment opportunities.

The Project Design and Implementation - Activities (A-H) must address the needs of local schools and communities and be continuously evaluated using performance measures. In addition, each of the Project Design and Implementation- Activities (A-H), must be supported by the Goals, Measurable Objectives, Activities and Timeframe Table in section 4, page 12.

Design Requirements A-H

A. Remedial Education and Academic Enrichment- Reading: A strong reading component **must** be included and delivered by certified teachers. It should be creative, fun, designed to foster a love of reading, and outlined in lesson plans. Reading activities provided during the 21st CCLC program **should not** mirror the regular day school, however, should reinforce topics taught during the regular day school.

Instructions

(1) Describe the manner in which reading will be included as an integral program component. (2) Describe how the proposed project will address **Just Read, Florida!**. (3) Describe how the activities will complement the students' regular academic program and (4) include the teaching staff to student ratio.

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

B. Remedial Education and Academic Enrichment- Math and Science: A strong math and science component **must** be included and delivered by certified teachers. It should be creative, fun, engaging, and outlined in lesson plans. Math and science activities provided during the 21st CCLC program **should not** mirror the regular day school, however, should reinforce topics taught during the regular day school.

Instructions

(1) Describe how the proposed project will address the math and science initiatives of the FDOE through academic and/or enrichment activities. (2) Describe how the program will ensure that the science and math activities are creative, fun and engaging. (3) Describe how the activities will complement the students' regular academic program. (4) Include the teacher to student ratio.

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

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

Instructions

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

- D. Tutoring Services and Mentoring Programs:** Provide tutoring and homework assistance that will complement the students' regular academic program to improve student academic and social performance.

Instructions

(1) Explain how mentoring will be provided to improve student academic and social performance. (2) Describe how each center will recruit and utilize qualified volunteers for tutoring and mentoring programs. (3) Describe how the program will provide tutoring and homework assistance that will complement the students' regular academic program. Applicants are encouraged to utilize senior-citizen volunteers and peer tutoring.

- E. Programs that promote Parental Involvement, Family Literacy, and Related Educational Development:** Services designed to increase the involvement of parents in their child's education and/or to develop literacy or related educational skills that will enable family members to be supportive of the student's learning.

Instructions

Describe how centers will promote and provide one or more of the following: parental involvement, family literacy, and related educational development activities.

- F. Dropout Prevention:** As part of Florida's 21st CCLC initiative, applicants will implement at least one activity focused on reducing dropout rates in the targeted student population from the 15 effective strategies developed by the National Dropout Prevention Center/Network.

Instructions

(1) Describe and identify at least one activity focused on reducing dropout rates for targeted students. (2) Describe how 21st CCLC services will provide assistance to students who have been truant, suspended, or expelled.

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

- G. Service Learning:** Service learning is a teaching method that combines meaningful service to the community with curriculum based learning. When implementing the service learning project, an action plan must be created which features specific objectives to be achieved through each project.

Instructions

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

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

Learn & Serve America's National Clearinghouse

URL: http://www.servicelearning.org/what_is_service-learning/index.php

H. Character Education: The philosophy of character education is rooted in the belief that, in addition to academic attainment, a comprehensive educational experience includes the students' social, ethical, and emotional development.

Instructions

Describe how character education will be infused into the program to enhance student social, ethical, and emotional development.

Applicants may propose additional activities from the list below. Each activity must align to the measurable objectives for the above activities in *Goals, Measurable Objectives, Activities and Timeframe*, OR align to the measurable objectives that are specific to the additional activities selected.

The curricula that will be implemented for each additional program activity must be comprehensive and the activities must be designed to improve student performance. Provide a brief summary for any of the proposed additional activities listed below:

- ✓ Arts and music education activities
- ✓ Entrepreneurial education programs
- ✓ Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- ✓ Telecommunications and technology education programs
- ✓ Expanded library service hours

Criteria (Project Design and Implementation – Activities)

- *Each of the Project Design and Implementation - Activities (A-H) have been identified and described in the narrative.*
- *It is evident that Project Design and Implementation - Activities (A-H) narratives are comprehensive, effective based upon current knowledge from research and/or best practices, and likely to result in achievement of the objectives.*
- *It is evident that activities/methods are comprehensive and likely to result in achievement of objectives identified in the Goals, Measurable Objectives, Activities and Timeframes Table.*
- *All of the Project Design and Implementation – Activities (A-H) are aligned with, and are likely to successfully address, the specific needs of the target population.*
- *The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the “Just Read, Florida!” and Math and Science initiative.*

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

Instructions – there are three (3) components (A-C) in this section. All tables and narratives **are included** in the 20-page limit. **Do not** place the Goals, Measurable Objectives, Activities and Timeframe Table in appendices.

A. Complete the table below that contains the project's goals, measurable objectives, associated activities and activity timeframes. Identify the goals and objectives for each of the actives detailed in the *Project Design and Implementation - Activities (A-H)* and additional activities in Section 3.

Proposals must have at least four broad goals.

Goals (Global Outcomes): Program goals (e.g., “Improve Academic Achievement”, “Improve Student Behavior”, “Improve School Attendance”, “Improve Family Literacy”) are very broad, realistic and are derived from the needs assessment data. Goals **must** be numbered (i.e., “1”, “2”, “3”, “4”).

Measurable Objectives (Specific Outcomes): For EACH goal, the applicant **must** include specific, annual objectives that are measurable, quantitative, challenging (yet achievable), and that **can be measured** at the end of the project year. Within each measurable objective, applicants must identify anticipated measurements that will be used to assess project performance of the stated objective. Objectives **must** be numbered (i.e., 1.1, 1.2, 2.1, 2.2).

Within the first objective only, applicants **must** identify the standard to which “regularly participating students” is defined as either (1) attending the program 30 days or more, or (2) attending the program for 40% of total operational days.

For specific summer-only objectives (if proposed), applicants **must** identify “regularly participating students” as “attending the program for 40% of total summer operational days”.

Activities & Timeframe: For EACH objective, applicants **must** include **specific** activities that will clearly allow the program to progress towards and meet the stated objective(s) and that align to the activities described in Section 3: *Project Design and Implementation – Activities (A-H)*. Following each activity, the applicant **must** indicate the timeframe in which each activity will be occurring (e.g., “daily throughout the project year,” “monthly throughout the school year”, “weekly during third nine-weeks”, “daily during summer session”). Activities and timeframes **must** be identified using a **letter** system, where the letter will be used to identify all activities and timeframes implemented to meet objectives (i.e., “a”, “b”, “c”).

Identify Goals, Measurable Objectives, Activities, and Timeframes in an 11-point Arial font, single-spaced, **landscape** table with a blank line after each objective and activity. Align each timeframe with the corresponding activity. This chart **will be part of the 20-page limitation**.

Sample Goals, Measurable Objectives, Activities and Timeframe Table:

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

B. Following the table, provide narrative to describe how the goals and objectives are linked to the identified needs.

C. The applicant must provide a tentative weekly schedule of **activities** proposed for the participating students and their families. The schedule must clearly identify the provision of all required and additional activities detailed in Section 3. Applicants must comply with the required minimum operation (e.g., 12 hours per week, 4 days per week). The weekly schedule must be provided for EACH center/site in the grant application and a separate schedule must be provided for summer or extended-break operation (e.g., spring break).

Note: A brief discussion of program operational hours must be placed in the grant narrative and the detailed weekly schedule(s) must be placed in Appendix E of the proposal.

Criteria (Goals, Measurable Objectives, Activities, Timeframe)

- *The goals and objectives establish a set of performance measures that are quantifiable and that are used as the basis for the Evaluation Design.*
- *The applicant has identified realistic goals based on the needs assessment data.*
- *The objectives are measurable, quantitative, challenging, yet achievable, and address all expected outcomes of the proposed project.*

- *The applicant has written objectives for students that are performance based.*
- *The applicant has included measurement instruments for each objective.*
- *The applicant has included the standard to which “regularly participating” is defined in the objectives.*
- *The timeframes are specific, realistic, and will enable the program to achieve the measurable objectives within the project year.*
- *The applicant has identified activities that will enable program participants to meet the objectives and has provided a timeline of when each activity will be offered.*
- *The weekly schedule(s) is clear and contains all required activities from Section 3 and any identified additional activities.*
- *The weekly schedule(s) matches the timeframes indicated in the Goals, Measurable Objectives, Activities and Timeframe Table.*

5. Operational Design Requirements (A-F)

18 points

Explain in detail how program will provide the Operational Design Requirements (A-F)

- A. Students with Special Needs:** In accordance with State and Federal laws, children with special needs must be afforded the same opportunities as children in the general population. Eligibility for funding requires 21st CCLC programs to have the capacity to equitably serve students with special needs. Students with special needs include those who may be identified as Limited English Proficient (LEP), Homeless, Migrant, or with a physical, developmental, psychological, and sensory or learning disability that results in significant difficulties in areas such as communication, self care, attention or behavior, and are in need of more structured, intense supervision. No child may be excluded from the program, regardless of the level or severity of need, provided that they can be safely accommodated.

Instructions

Applicants must **(a)** identify the special needs in the targeted student population and **(b)** describe how students with special needs will be identified and served.

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

Bureau of Exceptional Education and Student Services

URL: <http://www.fldoe.org/ese>

- B. Student Safety:** Safety of students participating in the 21st CCLC program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff.

Instructions

Applicant must describe **(a)** how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), **(b)** how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable,

(c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center.

- C. Communication with Schools:** A plan for communication between the 21st CCLC program, the schools that students regularly attend, and the regular-day teachers is critical to ensure student needs are addressed in the 21st CCLC program. Communication plans will address how regular school information will enhance the 21st CCLC program.

Instructions

Applicant must describe the plan of communication between the 21st CCLC program, the schools that students regularly attend, and the regular-day teachers. Specifically, indicate how the following will be addressed:

- equitably serving non-public school students and their families
- eliminating barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. curriculum adaptation and/or modification and staff development)
- accessing necessary student records to monitor objectives **and** providing statewide evaluation data
- sharing information on student progress in the 21st CCLC program with both regular-day school staff and families of participating students

- D. Recruitment and Retention:** Recruitment and retention of children is integral to the implementation of the curricula and to the success of the 21st CCLC program.

Instructions

Applicant must (a) describe the process of recruiting the targeted students and (b) identify specific techniques and practices that the program will implement in order to ensure consistent and long term participation.

- E. Professional Development:** Professional development is an important part of any successful instructional program. Each program will have a professional development plan that is responsive to the needs of its staff. Provide evidence that the plan is being implemented. Regional technical assistance trainings and conferences sponsored by the FDOE may be scheduled throughout the project year. Conferences not endorsed by the FDOE for Florida's 21st CCLC programs **must** be pre-approved by Florida's 21st CCLC program office.

Instructions

Applicant must (a) identify the program plans for professional development for staff delivering program activities and (b) provide evidence of qualified staff (c) and appropriate student-to-staff ratios.

Each program must send at least three (3) active staff members, with one being the 21st CCLC Project Director, to the following conferences/trainings:

- New 21st CCLC Sub-grantee training (in-state)
- Florida's 21st CCLC State Conference (in-state)
- National 21st CCLC Summer Institute (out-of-state; no registration fee)
- FDOE Fiscal Management Training (in-state; no registration fee)

- F. Supplemental Meals:** Funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other resources. Depending on when the 21st CCLC program operates, a supplemental snack/meal must be offered to each student, each day and **no student shall be charged for costs associated with supplemental snacks/meals.**

Instructions

Applicants must describe **(a)** how the program will meet the nutritional needs of the participating students, **(b)** the snacks/meals that will be provided, and **(c)** how positive nutritional teaching will be incorporated within the context of the program.

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

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

Criteria (Operational Design Requirements)

- *The applicant describes and identifies all of the Operational Design Requirements.*
- *The Operational Design Requirements are specific, realistic, and consistent with the purpose of the program.*
- *All of the Operational Design Requirements are aligned with, and are likely to successfully address, the needs of the target population.*
- *Based on the services provided to Student with Special Needs, the applicant has identified appropriate activities in the Goals, Measurable Objectives, and Activities Table, and provided appropriate description in sections A-H of the Project Design and Implementation - Activities.*
- *The applicant clearly identifies how students will travel safely to and from the center.*
- *The applicant clearly identifies how safety of participating students will be maintained on-site and during off-site activities, how personnel hired will meet the minimum requirements set forth by the district, and how to ensure that personnel have all required and current licenses and certifications.*
- *The applicant clearly identifies how student records will be accessed and how student progress will be shared with regular-day school staff and families.*

6. Adequacy of Resources, Collaboration, and Sustainability Plan 10 points

One of the goals of this program is to continue activities beneficial to students and their families after the project period is over. Therefore, the proposal should be structured in such a fashion that it will become self-sustaining. Applicants will receive 100% of the funding for the first two years of the program, followed by 80% funding for the final three years.

Therefore, the proposal should clearly demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding.

Instructions

Applicants must provide a summary identifying the Federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources.

A. Applicant must provide a Partnership Summary that **(a)** identifies the current public/private partnerships, as well as a description of the services/contributions from these current public/private partnerships that will assist in meeting the program's needs and goals, and **(b)** describes a partnership plan to maintain and/or expand these partnerships. Place Commitment Letters in **Appendix B**.

B. Applicant must provide a **Summary of Partners Table**.

Provide a list of partners using the Summary of Partners Table found in the *Required Forms* link for the 2008-2009 RFP. The Summary of Partners Table and original copies of partners' letters of commitment must be placed in **Appendix B**, and are not included in the **20-page limit**.

SAMPLE OF SUMMARY OF PARTNERS TABLE

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
<i>Florida First Nation Bank Club</i>	<i>CBO</i>	<i>In-kind</i>	<i>\$1,500</i>	<i>Character Education – Teaching students real world concepts about banking and money management</i>

C. Applicant must provide a **sustainability plan** that describes **(a)** the plan to identify and develop new public/private partnerships; **(b)** how the program will evidence sustainability through commitments of sufficient in-kind/matching/support funds in years three (3) through five (5) and beyond to maintain both the size and scope of the project; and **(c)** the current and future plans for a 21st CCLC Advisory Board.

D. Applicant **must** create a **5-year budget spreadsheet** reflecting necessary support to offset the 20% budget decrease in year 3 through 5. The 5-year budget spreadsheet must be placed in **Appendix B**, and is not included in the **20 page limit**.

Criteria (Adequacy of Resources, Collaboration, and Sustainability Plan)

- *The applicant's sustainability plan will use effective and realistic means to maintain funding and continue the program.*
- *The applicant clearly describes and explains how the existing resources will be leveraged.*
- *The applicant describes how Federal, state, and local programs are combined for the most effective use of public resources.*
- *The applicant provides evidence of commitment from each of the partners listed on the **Summary of Partners Table** in **Appendix B**.*

- *The applicant includes multiple partners reflecting the community as a whole; a letter of commitment from each community partner detailing the roles and responsibilities of the partner is attached to the application.*
- *The letters of commitment, in **Appendix B**, clearly show substantial involvement of organizations and/or schools in the design of the program, and contain information that aligns with the Summary of Partners Table.*
- *In the **5-year budget plan** in **Appendix B**, the applicant provides evidence that the size and scope of the program will be maintained as federal funding decreases and ends in the fifth year.*
- *The applicant clearly describes the process used to identify partners and collaborators and their involvement in the development of the application.*
- *The Summary of Partners' Table is complete and clearly shows how each contribution will help support the program's needs and goals.*
- *The applicant describes a feasible plan to sustain the program after grant funding expires.*

7. Evaluation

13 points

To ensure quality programming and student performance, each 21st CCLC sub-grantee recipient **must** undergo continuous formative evaluations performed by an **external evaluator**. The program must utilize **no more than 5%** of total requested funding for evaluation efforts. The external evaluator must provide continuous assessment of progress toward providing high-quality academic and enrichment activities to meet the goals and objectives of the project. The evaluation **must** be based on the factors included in the *Principles of Effectiveness* and *Program Effectiveness*. The applicant must provide a description explaining how the results of the evaluation will be (1) used to refine, improve, and strengthen the program and/or to refine the performance measures; and (2) made available to the public upon request. The external evaluator **must** also provide a written statement certifying the accuracy of data submitted by the agency to the federal government (PPICS) and data collected through statewide efforts (see the "Reporting Outcomes" section of this RFP for information on data and reporting requirements).

Instructions

Describe the methods of continuously evaluating the measurable objectives set forth in Section 4: *Goals, Measurable Objectives, Activities and Timeframe*. Evaluation of measurable objectives will be based on the following performance indicators: (a) Academic Achievement, (b) Enrichment Outcomes, (c) Behavior, (d) Core Educational Services, (e) Enrichment and Support Activities, (f) Partnership, (g) Services, and (h) High-need Communities. The methods should clearly identify the instruments and method(s) for evaluating the project and the methods for data analysis.

Describe how the methods and outcomes of evaluation activities will be used to **continuously** refine, improve, and strengthen the program or activity outcomes, as well as to refine the performance measures. Programs must provide all data being collected for

continuous evaluation to the FDOE upon request and/or during site-visits by the University of Florida. Requests for such data will occur periodically throughout the year.

Program sites will be required to participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds by the University of Florida.

Criteria (Evaluation)

- *The applicant identifies when periodic evaluations will take place and how they will assess progress toward success in providing high quality activities to meet the goals and objectives of the project.*
- *The evaluation methods are comprehensive, reliable, and include an effective approach for using evaluation results that are likely to impact program progress and success.*
- *The methods for continuous evaluation clearly and effectively incorporate the requirements detailed in the Reporting Outcomes section of this RFP.*
- *The measurement instruments are aligned with the goals, measurable objectives, and outcomes of the proposed project and provide performance feedback permitting continuous assessment of progress toward achieving intended outcomes and measurable objectives.*
- *Methods of evaluation activities are explained and include an effective approach for using the results to refine, improve, and strengthen the program outcomes.*
- *The program uses no more than 5% of total funding for evaluation efforts.*
- *The program will utilize an external evaluator that will collect and analyze data for formative evaluation, as well as certify data submitted to the state and federal governments.*

8. Support for Strategic Imperatives

Fixed Requirement

Instructions

Describe how the proposed 21st CCLC project will incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives.

SBE Strategic Imperatives

URL: http://www.fldoe.org/strategic%5Fplan/pdfs/2005-07_StratPlan.pdf

Criteria (Strategic Imperatives)

- *The applicant has identified at least one of the SBE Strategic Imperatives.*
- *Each imperative identified aligns with program goals, measurable objectives, and activities.*

9. Dissemination Plan

2 points

Instructions

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

Criteria (Dissemination Plan)

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

10. Budget

10 points

Instructions

Budget Narrative

Applicants are encouraged to consider the number of students, the needs of the families, and the community when determining the funding level requested. Regardless of the size of the grant, proposed costs **must be reasonable and necessary** to carry out the program's purpose and objectives.

Describe how the management plan will achieve the objectives of the proposed project on time and within budget. Include clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Provide, in the narrative, and explain the following:

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

Budget Narrative Form (DOE101)

Although the expenditures itemized on the DOE101 are proposed expenditures, all items are subject to final negotiations with the FDOE. Once the DOE101 has been fully approved and the award notification (DOE200) issued, budget changes without prior approval from the FDOE will not be permitted.

Applicants **must** provide a detailed budget narrative (DOE101) that itemizes how grant funds will be used, as well as how funds from other sources will be used. If key personnel

or items needed to achieve the goals and objectives of the project are paid 100% from other funding sources, an *Account Title and Description* must be provided with a zero (\$0) amount identified in the *Amount* column on the DOE 101. Applicants must provide the rationale for salaried and hourly program staff identified in the DOE 101, if salaries are more than the comparable salaries in the site area. The applicant must provide a funding equation to describe how the budget line item amount was derived (e.g., 10 Certified Teachers x 4 hours/day x 5 days/week x 36 weeks/year x \$15.00 per hour = \$108,000).

The program manager and/or program director salary(ies) must be based on and reported using a percentage of time designated for 21st CCLC salaries. Within **Appendix E**, proof **must** be submitted showing salaries and hourly wages are commensurate in the demographic area of the proposed project.

Budget must include funds for at least three project staff members to attend the following professional trainings/conferences:

- New 21st CCLC Sub-grantee Training (in-state)
- Florida's 21st CCLC State Conference (in-state)
- National 21st CCLC Summer Institute (out-of-state; no registration fee)
- FDOE Fiscal Management Training (in-state; no registration fee)

Criteria (Budget)

- *The applicant explains why the expenses are reasonable and necessary, and how they relate to the project objectives and activities. The applicant explains how 21st CCLC funds will supplement and not supplant the proposed project.*
- *The required personnel, professional, and technical services and/or travel for the project are appropriate and adequately explained.*
- *The budget narrative should explain the amount of staff time provided to the project and show how salaries are paid from this project and/or other sources.*
- *Expenditures and how they relate to achieving the program objective(s) are clearly explained.*
- *It is evident that the expenditures are adequate to achieve objectives, but not excessive.*
- *Throughout the program narrative, all expenditures show linkage to the program and are explained in detail on the Budget Narrative Form DOE 101.*
- *Budget Narrative Form DOE 101 presents expenses that are reasonable, necessary, allowable, and related to project activities, objectives, and outcomes.*
- *The expenses on the DOE 101 are reasonable in relation to the number of students/family members to be served and to the anticipated results and benefits of the project.*
- *For salaried and hourly program staff identified in the DOE 101, a funding equation is provided describing how the budget line item amount was derived.*

- *The total DOE 101 funding amount matches the total funding amount from the Funding Request Guide.*
- *The applicant provides a percentage allocation of funding for expenses identified in the DOE 101 (including all positions and/or items) as compared to the total funding amount for the project.*
- *The applicant submitted a Site Budget Worksheet- Expenditures page for each site.*
- *The proposed per-site allocation is comprehensive and reasonable with clear evidence of supplementing and not supplanting.*
- *The applicant includes reasonable travel expenses for three (3) program staff (with one being the project director) to required 21st CCLC conferences/trainings.*

Priority Preference Points

The Priority narratives and attachments are not part of the 20 page limitation. If earned, priority points can only be awarded after the 70 points score is achieved.

Priority #1

2 points

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

To be viewed as a joint application, there **must** be evidence that (1) the LEA and at least one other organization collaborated in the planning and design of the program, (2) each organization has substantial roles to play in the delivery of services, (3) both share grant resources to carry out their roles, and (4) all partners have significant and ongoing involvement in the management and oversight of the program.

Criteria (Priority 1)

- Applicant clearly shows, in the priority narrative, that the site and at least one other organization collaborated in the planning and design of the program.
- Each collaborative partner has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and has significant ongoing involvement in the management and oversight of the program.
- Letters of commitment clearly show that organizations and/or schools were substantially involved in the design of the program.

Priority #2

2 points

Preference for funding will be given to qualified applicants offering 21st CCLC services to the high school students in the Title I eligible high schools. Applicant must prove that the high schools are eligible to receive 21st CCLC services.

Criteria (Priority 2)

Applicant submitted evidence of the High Schools Title I eligibility.

Priority #3

2 points

Preference for funding will be given to qualified applicants offering services in counties identified by the Florida Department of Health as “rural counties.” Information and a listing of rural counties may be viewed online at the following address:

<http://www.florida-arts.org/grants/RuralEconomicDevelopmentInitiative.htm>

Criteria (Priority 3)

Applicant submitted evidence of service provision in a rural county, as identified by Rural Economic Development Initiative of the Florida Department of Health.

Total Preference Points

6 points

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

On-line reporting required monthly to record expenditures. Federal Cash Advances will be made by state warrant or Electronic Funds Transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for Federal Cash Advance must be made on the Electronic Federal Cash Advance Request System. If at times, it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

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

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

21st CCLC PROJECT DELIVERABLES AND INVOICE FORM
 21st Century Community Learning Centers (FY 2008-2009)

A. Project Information

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

B. Performance Goals

(1) FY 2008-2009 21 st CCLC Deliverables	(2) Amount allocated		(3) Amount Requested	FDOE Only Amount Approved
Performance Deliverable #1 <i>(Suggested Allocation: 10% of total funding)</i>	\$	%	\$	
<p>July 1, 2008 - August 31, 2008</p> <p>Required:</p> <p><input type="checkbox"/> Implementation Plan</p> <p><input type="checkbox"/> Monthly Report(s)*</p> <p>And at least one of the following:</p> <p><input type="checkbox"/> Meeting Agenda(s)</p> <p><input type="checkbox"/> Dissemination and Marketing</p> <p><input type="checkbox"/> Student Attendance Lists</p> <p><input type="checkbox"/> Monthly Schedule(s)</p> <p><i>*Monthly reports are required for each month during the performance period.</i></p>				
Performance Deliverable #2 <i>(Suggested Allocation: 15% of total funding)</i>	\$	%	\$	
<p>September 1, 2008 – October 31, 2008</p> <p>Required:</p> <p><input type="checkbox"/> Enrollment Plan</p> <p><input type="checkbox"/> Monthly Report(s)*</p>				

<p>Sept. 1, 2008 – Oct. 31, 2008 (con't)</p> <p>And at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting Agenda(s) <input type="checkbox"/> Dissemination and Marketing <input type="checkbox"/> Student Attendance Lists <input type="checkbox"/> Monthly Schedule(s) <p><i>*Monthly reports are required for each month during the performance period.</i></p>				
<p>Performance Deliverable #3 (Suggested Allocation: 20% of total funding)</p>	\$	%	\$	
<p>November 1, 2008 – December 31, 2008</p> <p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adult Literacy Attendance (to date) <input type="checkbox"/> Monthly Report(s)* <p>And at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment Plan <i>Adult Literacy Program</i> <input type="checkbox"/> Dissemination and Marketing <i>Adult Literacy Program</i> <input type="checkbox"/> Monthly Schedule <i>Adult Literacy Program</i> <p><i>*Monthly reports are required for each month during the performance period.</i></p>				
<p>Performance Deliverable #4 (Suggested Allocation: 20% of total funding)</p>	\$	%	\$	
<p>January 1, 2009 – February 28, 2009</p> <p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> E-Confirmation of Mid-Year Report <input type="checkbox"/> Monthly Report(s)* <p>And at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Periodic Formative Evaluation(s) <input type="checkbox"/> Evidence of Program Modification to Address Student Needs <input type="checkbox"/> Student Attendance Lists <p><i>*Monthly reports are required for each month during the performance period.</i></p>				

Performance Deliverable #5 <i>(Suggested Allocation: 20% of total funding)</i>	\$	%	\$	
<p>March 1, 2009 –April 30, 2009</p> <p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Staff Training(s) <input type="checkbox"/> Monthly Report(s)* <p>And at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> End-of-Year Inventory Plan <input type="checkbox"/> Partnership Maintenance Plan <i>Maintaining partners during break</i> <input type="checkbox"/> Student Attendance Lists <input type="checkbox"/> Summer Component Implementation Plan (if applicable) <p><i>*Monthly reports are required for each month during the performance period.</i></p>				
Performance Deliverable #6 <i>(Suggested Allocation: 15% of total funding)</i>	\$	%	\$	
<p>May 1, 2009 – June 30, 2009</p> <p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer Component Schedule <i>(if applicable)</i> <input type="checkbox"/> Monthly Report(s)* <p>And at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dissemination and Marketing Plan(s) <input type="checkbox"/> 2009-10 Early Preparation Plan <input type="checkbox"/> Student Attendance Lists <p><i>*Monthly reports are required for each month during the performance period.</i></p>				

INSTRUCTIONS FOR PROJECT DELIVERABLES FORM:

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

Required Deliverables:

Each performance period includes two required deliverables, with one being a monthly report (see “Minimum Performance Standards” below). The second deliverable for each performance period is intended to demonstrate that the program has completed and delivered the specified requirements prior to requesting reimbursement. The specified deliverable must be completed PRIOR TO or DURING the performance period indicated, but reimbursement for the specified deliverable is not restricted to that performance period (e.g., adult literacy attendance is a required deliverable for Period 3, but the program may claim reimbursement for costs associated with associated activities throughout the project year).

Minimum Performance Standards (Monthly Reports):

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

Invoice Procedures

ALL agencies that are not paid through the Florida Department of Education, Electronic Federal Cash Advance Request System, and are paid by **Reimbursement with Performance**, must invoice for reimbursement. See instructions on the **Project Award Notification, DOE 200** to determine reimbursement requirements for awarded project(s).

Payment is rendered upon submission of a request for reimbursement submitted in accordance with applicable program requirements and instructions on the Project Award Notification (DOE 200) along with the following supporting documentation:

- (1) Completed "21st CCLC Project Deliverables And Invoice Form,"
- (2) Evidence supporting required and selected deliverables indicated on the 21st CCLC Project Deliverables and Invoice Form,
- (3) Completed DOE 399,
- (4) Copy of applicable Contractual Service Agreements / Purchase Order Forms, and
- (5) Supporting documentation of all allowable expenditures,

Submit invoices and all supporting documentation to:

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

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

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.

Unallowable Expenses:

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

Examples of Unallowable Expenditures:

- **Preparation of the Proposal:** *The costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*
- **Pre-Award Costs:** *Pre-award costs may not be charged against the contract. Funds can be used only for activities conducted and costs incurred after the start date of the contract.*
- **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.*
- **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)
- **Promotional or Marketing Items** (e.g., flags, banners)
- **Decorative Items**
- **Purchase of Facilities or vehicles** (e.g., Buses, Vans, or Cars)
- **Land acquisition**
- **Furniture**
- **Capital Improvements, Permanent Renovations;**
- **Supplanting federal, state, or local funds** (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- **Direct charges for items/services that the indirect cost rate covers;**
- **Dues to organizations, federations or societies**

Funds must include travel expenses for at least three persons, with one being the project director, to attend the following conferences/trainings:

- New 21st CCLC Sub-grantee Training (*registration fee of approx. \$150/person*)
- Florida's 21st CCLC State Conference (*registration fee of approx. \$200/person*)
- National 21st CCLC Conference (*no registration fee*)
- Regional Grant Fiscal Management Training (*CBOs, FBOs and private organizations only; no registration fee*)

No more than 5% of each year's budget may be spent on evaluation 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). For public agencies on Federal Cash Advance with negotiated indirect cost rates with the FDOE (e.g., Local Educational Agencies), the indirect costs are considered a part of said administrative costs.

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

- Applicants will have policies and procedures in place for procuring contractual services using 21st CCLC funds.
- Applicants will ensure that the vendor (i.e., contractor, consultant) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transactions with a federal department or agency. Verification may be accomplished through the Excluded Parties List System and one, or both, of the following: (1) collect a certification from the vendor or (2) adding a clause or condition to the contract with the vendor.

Excluded Parties List System: URL: www.epls.gov

- All contracts, regardless of contractual amount, will include a written agreement containing clear and specific language regarding services to be rendered, contract period, method of payment, and sanctions for non-performance.
- Contracts that are paid on a reimbursement basis or fixed rate for a specific period of time (i.e., monthly, quarterly) will require written progress reports to be submitted detailing the activities accomplished for the invoice period.
- Contracts with vendors will be procured in a manner that ensures a fair and reasonable price.
- Contracts exceeding \$25,000 will follow applicable procurement procedures and be competitively bid.
- Competitive contracts that result in fewer than two (2) bids will be supported by a detailed price and cost analysis.
- Non-competitive contracts (i.e., sole source) exceeding \$25,000 will be supported by a detailed price and cost analysis.
- All contract costs will be reasonable, necessary and allowable in accordance with state and federal laws, rules, and regulations.

Once an applicant is selected and approved to be a sub-award recipient of 21st CCLC funds:

- Submission of the contract(s) (those that are \$20,000 or more) must take place prior to the first invoice payment. If more than 70% of the total budget is allocated to contracted services, the project may be subject for a high risk audit

Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/offices/OCFO/grants/edgar.html>.

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

Grants Fiscal Management Training Requirement

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

Public agencies including school districts, other Local Education Agencies (LEAs), and institutions of higher education that are recipients of FDOE grants are strongly encouraged to attend, annually, Grants Fiscal Management Training offered by FDOE.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the Performance Expectation section, **pages 36-49**.

Reporting Outcomes

United States Department of Education:

As part of the US Department of Education's 21st CCLC Grant Program, Learning Point Associates has the task of collecting program data about funded 21st CCLC programs. Each agency must input information about individual 21st CCLC approved grants. This includes basic information such as contact information, objectives, grant partners, and other topics. Each year, grantees will be required to submit an Annual Performance Report (APR) that describes project activities, accomplishments, and outcomes. There will be two types of data collected on the APR: Descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the US Department of Education approximately two months before the anniversary date of the project, usually in April. The section of the APR containing achievement data will be submitted by all grantees on a due date to be set by the Department, usually in October. The Learning Point Associates will e-mail each program the password and user ID. Please note that if the applicant receives more than one 21st CCLC grant, the agency will receive, in separate e-mails, usernames and passwords for each grant. It is important to enter into the PPICS system, separately, the information associated with each grant.

Grantees are required to participate in any national evaluations that the USED may conduct of the program.

Data collected by the PPICS system may include the following:

- Detailed information on program operation (e.g., hours, daily attendance, days of operation);
- Student enrollment and attendance;
- Percent of students improving in standard measures of academic performance;
- A list of all feeder schools attended by students enrolled in the program, as well as percentages of all students from each feeder school;
- Tabulated results of teacher surveys provided to regular-day teachers of EVERY student;

- Detailed information on EACH activity provided at EACH site;
- Information on staffing levels and types used by the program in serving students; and
- Information on EACH partner and subcontractor involved with the grant.

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

University of Florida:

University of Florida has been contracted by DOE to collect program data on the Florida 21st CCLC funded programs. Program sites will be required to participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds by **University of Florida 21st CCLC staff**. The performance indicators and performance measures will be used to evaluate the effectiveness of Florida's programs. Each grantee must submit reports to the University of Florida with the following indicators:

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

The Florida Department of Education:

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

- Mid-Year Report: **January 30, 2009**
- Final Year Evaluation Report for program **without** 2009 summer program funded by 2008-2009 21st CCLC grant: **September 30, 2009**
- Final Year Evaluation Report for program **with** 2009 summer program funded by 2008-2009 21st CCLC grant: **October 15, 2009**

Mid-year data collected will be comprised of daily attendance, program objectives, technology survey, staff development survey, and general site operation survey from August 2008 through December 2008. The Final Year Report will be an independently generated summative evaluation report from each project, and final attendance.

All Reports will be submitted to the online reporting system and grantees will be expected to submit a hard copy of the full evaluation report to:

Lani Lingo
Florida Dept of Education
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Notice of Intent-to-Apply

The due date to notify the Program contact person Lani Lingo of Intent-to-Apply is **April 20, 2008**

This notification can be sent via <http://data.fldoe.org/cs/default.cfm?officeID=75>. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant in assuring receipt of answers to frequently asked questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to apply.

Method of Answering Frequently Asked Questions (FAQs)

The last date that questions will be answered is **April 18, 2008**.

Questions concerning the RFP process or the 21st CCLC program should be submitted on the Department of Education's 21st CCLC website located at:

<http://data.fldoe.org/21Century/questions/>.

Method of Review

A peer review process will be used to evaluate the 21st Century Community Learning Centers (CCLC) competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race/ethnicity, and geographic locations.

Project proposals are screened by Florida Department of Education (FDOE) program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed.

Peer reviewers will receive appropriate training on the program's purpose, the selection criteria, and the scoring rubric.

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

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers representing experienced afterschool, educational professionals, and stakeholders from Florida and around the country.
- The Program Office will drop the highest and lowest scores and average the three remaining scores.
- The Program Office ranks the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

- Proposals with a final score of less than 70 are not eligible for priority preference points.
- Awards will also be geographically distributed throughout the state to the degree possible, while still selecting only high-quality proposals.
- 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.

The FDOE reserves the right to negotiate grant award amounts and funding purpose/priorities with all sub-grantees and retains the right to refrain from making awards to agencies for funding based on past performance and non-compliance.

Conditions for Acceptance / Substantially Approvable Form

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

- Application is received within DOE **no later than the close of business on the due date.**
 - Application includes required forms:
 - DOE 100A Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.
 - DOE 101- Budget Narrative.
- NOTE:** Applications signed by officials *other than the appropriate agency head* must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs,” (if not already on file in the DOE Comptroller’s Office).
 - Private Colleges, Community Organizations, and Other Agencies **must submit:**
 - (1) A list of the current board of directors and Articles of Incorporation;
 - (2) A copy of the organization’s current budget;
 - (3) A copy of the organizations Chart of Accounts;
 - (4) *A copy of the institution’s or agency’s most recent annual audit report (if available) prepared by an independent Certified Public Accountant licensed in the state of Florida; and
 - (5) Proof of eligibility to operate a business in Florida.

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

Other Requirements

- **Funding Request Guide**

Proposals without the Funding Request Guide will not be reviewed. The program **MUST** use the **Funding Request Guide** to determine the requested amount of funding. The amount requested **cannot** exceed the amount obtained through the Guide. Place the Funding Request Guide in **Appendix E**.

- **Site Budget Worksheets**

Applicants must complete the Site Budget Worksheets which consist of **(a)** Agency profile (one per project), **(b)** Site Profile (one per proposed site), and **(c)** Expenditures (one per proposed site). Place all Site Budget Worksheets in **Appendix E**.

The Site Budget Worksheet- Site Profile must include:

- The site name, address, and contact for each proposed site;
- The number of students served on a **daily basis** in each program proposed (i.e., before school, after school, Saturdays, extended break operation, and summer). The total number of students from ALL worksheets **must be** equal to or greater than the total number of students identified on the *Funding Request Guide*;
- The beginning and ending dates of each program proposed (i.e., before school, after school, Saturdays, extended break operation, summer) need to be based on the approved school district calendar. Applicants must accurately identify the total number of days each proposed program will operate; and
- Program starting and ending times and the days of the week the proposed program will operate.
- Place **Site Budget Worksheet- Site Profile** in **Appendix E**.

- **General Education Provisions Act (GEPA)**

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, **a one page summary description of the plan proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.**

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

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

- **Equitable Services for Private School Participation**

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, **the applicant must submit a detailed plan of action for providing consultation for equitable services to private school children and teachers within the Local Education Agency(ies) service area.**

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

Place the plan of action for providing consultation for equitable services to private school children and teachers and certification of Private School Participation in **Appendix C**.

- Signed submission of the “**Statement of Assurance for Evaluation Data**” in **Appendix C**.

- Signed submission of the “**21st CCLC Program Assurances**” in **Appendix C**.
- **21st CCLC Advisory Board**
To ensure broad-based community, school, and student involvement and support, all 21st CCLC grantees are required to establish a local 21st CCLC Advisory Board composed of students, teachers, parents, community agencies, and the private sector. A minimum of two (2) meetings per year must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but are not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is ten (10) to 15 members; **at least two parents and two students must participate**. Sub-award recipients are required to retain documentation of board meeting minutes and attendance lists. Provide a narrative description on how the 21st CCLC Advisory Board will be established. Place the narrative in the **Appendix C**.

Technical / Formatting and Other Application Submission Requirements

- Submit **one non-bound application proposal with original signatures** and **six (6) copies** of the complete application proposal. **Application proposals submitted without the required copies will not be reviewed;**
- Do not submit CDs, DVDs, newspaper clippings, and/or agency manuals;
- Do not bind or spiral the original application;
- Margins- *1” –top, bottom, left and right;*
- Narrative responses must be:
 - double-spaced
 - page numbered
 - single-sided
 - portrait setting (Goals, Measurable Objectives, Activities, and Timeframes Table, can be landscaped [see the corresponding sections of the narrative for more requirements related to each table])
 - 12-point Arial font

There is a **20-page maximum** for the required scoring section. The application narrative (i.e., components one through ten (1 – 10) will be no more than 20 pages in length, double-spaced, 12 point Arial font, portrait, and single sided. **Commitment letters, required forms or attachments, as outlined in the appendices, are not part of the 20-page maximum.**

Application must be submitted to

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

Project Performance Accountability

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

This information will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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