FLORIDA DEPARTMENT OF EDUCATION (FDOE)
Request for Proposal (RFP Discretionary)

SECTION 1: GENERAL INFORMATION

Bureau / Office
Bureau of Family and Community Outreach

TAPS Number
22B037

Program Name
College Reach-Out Program (CROP)

Specific Funding Authorities
Section 1007.34, Florida Statutes (F.S.), College Reach-Out Program
Rule 6A-6.05282, Florida Administrative Code (F.A.C.)
2021 General Appropriations Act, Line 97
Catalog of State Financial Assistance (CSFA) number 48.028

Funding Purpose / Priorities
The purpose of the College Reach-Out Program is to increase the college access and retention of low-income and educationally disadvantaged students in grade six through grade 12. To accomplish this, project recipients are required to use funds to implement programs that will increase the academic performance and college readiness of student participants.

Total Funding Amount/Approximate Number of Awards
Funding for the College Reach-Out Program is contingent upon legislative appropriations in the General Appropriations Act for the Fiscal Year (FY) 2021.

Anticipated Appropriations for FY 2021: $1,000,000

Contract Period: This program will be competitive in year one (1). Years two (2) and three (3) will be contingent upon the annual legislative appropriations and the demonstration of successful progress and/or completion of the specified scope of

work and deliverables, as evidenced by the outcome results described in the Interim and End of Year reports.

The number of awards and the award amount will be based on the funding amount identified within the General Appropriations Act and the number of quality proposals approved and selected.

Although applicants may submit a proposal, the Florida Department of Education (hereinafter referred to as the "Department") will only consider proposals from qualified applicants that include current and relevant data to support their intent to implement program services that will strengthen the educational motivation and preparation of the identified target population.

Type of Award
Discretionary Competitive

Budget / Program Performance Period
September 1, 2021 through August 31, 2022

Target Population(s)
Low-income, educationally disadvantaged students in grade six through grade 12 who meet the specified criteria of a College Reach-Out Program participant as described in Rule 6A-6.05282, F.A.C.

Eligible Applicant(s)
Public community colleges, public state colleges, public state universities and private postsecondary institutions in Florida are eligible to apply. Consortia of two (2) or more institutions can apply together.

Application Due Date
Proposals are due in the Office of Grants Management via email to CROPGRANT2122@fldoe.org by the close of business on July 26, 2021, with original signatures.

Matching Requirement .
All project recipients are required to match the grant funds awarded at least one-to-one in cash or services, with cash being the preferred match.

Contact Persons
Program Contact	Grants Management Contact
Robin Phillips	Ms. Felicia Williams-Taylor, Director
CROP State Coordinator	Office of Grants Management
850- 245-9576	850-245-0717
Robin.Phillips@fldoe.org	Felicia.Williams-Taylor@fldoe.org

Assurances

The FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); 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, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

> **School Districts, Community Colleges, Universities, and State Agencies**
> The certification of adherence, currently on file with the FDOE 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 of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The Uniform Grants Guidance, UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: https://cfo.gov/cofar.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls

Governmental and Non-Governmental Entities must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found at http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls

Non-public entities are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency's financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found using the following link: https://portal.fldoesso.org/PORTAL/Sign-On/SSO-Home.aspx

Non-participation in the training program may result in termination of payment(s) until training is completed.

Funding Method
Advance Payment (Q)
Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, at least 90% of the amount advanced <u>must</u> be reported on the DOE 399 and supported by appropriate documents, including copies of invoices, timesheets, receipts, etc.

Quarterly Advance to Public Entity (S)
For quarterly advances of non-federal funding to state agencies and local educational agencies (LEAs) made in accordance within the authority of the General Appropriations Act. Disbursements <u>must</u> be documented and reported to FDOE at the end of the project period. The recipient <u>must</u> have detailed documentation supporting all requests for advances and disbursements that are reported on the final DOE financial report.

SECTION 2: FISCAL AND ADMINISTRATIVE REQUIREMENTS

<u>Fiscal Requirements</u>

All Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at http://www.fldoe.org/finance/contracts-grantsprocurement/grants-management/project-application-amendment-procedur.stml.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification. Copies of these forms are available online at http://www.fldoe.org/finance/contracts-grants procurement/grantsmanagement/department-of-edu-grants-forms.stml.

Project Award Notification Form (DOE 200) will indicate:
- Project budget amount
- Project period (start and end dates)
- Timelines for:
    – Last date for receipt of amendments
    – Incurring expenditures and issuing purchase orders
    – Liquidating all obligations
    – Submitting final disbursement reports

Note: Project recipients **<u>do not</u>** have the authority to report expenditures before or after the specified dates.

Budget Narrative (DOE 101S)
All applicants must use form DOE 101S, Budget Narrative, when developing their budget. The document includes instructions on how to complete the form. There is no page limit for the budget.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

Project Disbursement Report (DOE 399)
All project recipients must submit a completed DOE 399 form, Project Disbursement Report to the Florida Department of Education, Comptroller's Office by the due date as indicated on the Project Award Notification.

Project recipients who are on an Advance Payment (Q) funding method are required to complete and submit a Project Disbursement Report every quarter. Each submission must also include supporting documentation, the Detail of Salary Expenditures form (DOE 300), and the Detail of Monthly Transactions form (DOE 301).

Records Retention
It is the responsibility of all participating projects to retain all financial and program records for five (5) years from the last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.

Examples of the records that must be maintained include but are not limited to: invoices with check numbers verifying payment and/or bank statements, time and effort logs for staff, salary/benefits schedules for staff and other supporting documentation pertaining to all costs incurred for five (5) years. Records must be made available upon request.

Use of Program Funds
Allowable Expenses: Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Permitted expenses and use of funds may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Unallowable Expenses: Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)

- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, www.myfloridacfo.com/aadir/reference_guide/

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs

Chapter 1010.06 F.S. Indirect cost limitation. —State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt From Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link, https://www.flgov.com/wpcontent/uploads/orders/2020/EO_20-44.pdf

SECTION 3: PROGRAM REQUIREMENTS AND GUIDANCE

Student Participants

The legislative intent for the College Reach-Out Program is to increase the number of low-income, educationally disadvantaged students to enroll and complete a postsecondary education. A "low-income educationally disadvantaged student" is a student who possesses specific academic and economic factors that negatively influence their academic achievement and college access and readiness.
The academic and economic eligibility criteria for students to participate in the program include factors that relate to a student's cumulative grade point average; a student's performance on state standardized tests; a student's achievement in mathematics and science courses; a student's family's taxable income; and a student's family's receipt of temporary cash assistance or public assistance. A detailed description of the academic

and economic factors used to determine the eligibility of a student participant is listed in Rule 6A-6.05282, F.A.C.

Program Development and Design
A postsecondary educational institution selected to operate a program must incorporate activities that support the four (4) program goals: 1) Motivate students to pursue a postsecondary education; 2) Enhance students' basic learning skills and performance; 3) Strengthen students' and parents' understanding of the benefits of postsecondary education; and 4) Foster academic, personal, and career development through supplemental instruction.

To enhance the outcomes of program activities, all funded projects must implement program services with the following program components:
- Program Component 1: College and Career Planning
- Program Component 2: Financial Aid and Scholarship Awareness
- Program Component 3: Academic Enrichment and Supplemental Instruction
- Program Component 4: Family Engagement and Parental Involvement
- Program Component 5: Postsecondary Transition and Success
- Program Component 6: Postsecondary Retention and Attainment

Key Program Component 1: College and Career Planning
Students are considered college and career ready when they have the knowledge, skills and academic preparation needed to enroll and succeed in a postsecondary education and career.

The Department emphasizes the importance of college and career readiness in helping Florida students be prepared to complete the education and training they will need to succeed in a career and in the workforce

To support the intended design of the program and help student participants be readily prepared and successful in college and the workforce, **project recipients must develop and implement services and activities** *that will establish the necessary foundation for students to be college and career ready.*

Key Program Component 2: Financial Aid and Scholarship Awareness
A student's financial hardships can negatively impact their decision to pursue and complete a college education. The target population of the College Reach-Out Program includes low-income, educationally disadvantaged students who possess economic factors that indicate their eligibility and/or participation in financial assistance programs such as the National School Lunch Program that provides students free or reduced price school lunches.

The Florida Department of Education, Office of Student Financial Assistance (OSFA) serves as the administrator of Florida's scholarship and grant programs. The OSFA mission is to facilitate higher education access and services by providing exemplary

customer attention, comprehensive financial aid information, and convenient and efficient products.

To support the intended design of the program and strengthen students' and their families understanding of financial aid and scholarship opportunities, **project recipients must develop and implement services and activities** *that inform students and their families about the costs for college admission and the resources (fee waivers, scholarships and financial aid) available that may lessen the cost to enroll and complete a college education.*

Key Program Component 3: Academic Enrichment and Supplemental Instruction The target population of the College Reach-Out Program includes low-income, educationally disadvantaged students who possess academic factors that impact student learning and academic performance.

The Florida State Board of Education has set student achievement as one of the goals of the Florida Education System. The Board developed a strategic imperative for this goal that focuses on increasing the learning and high school completion of low-income and minority students. The efforts of the College Reach-Out Program will assist the state in achieving academic success for Florida students.

The implementation of academic enrichment and supplemental instruction should be designed to enhance the academic performance of students through a combination of services that include tutorial programs, peer mentorships, academic advisement and coaching, and academic, personal and career development opportunities through supplemental instruction.

To support the intended design of the program and help student participants reach their highest achievement toward academic excellence and college readiness, **project recipients must develop and implement services and activities** *that prepare students for the rigorous coursework to earn a high school diploma and complete a postsecondary education.*

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In order to meet future workforce demands, all students must have a solid foundation in science, technology, engineering, and mathematics (STEM). All project recipients should incorporate STEM activities within their programming operations to help student participants be better prepared to meet the national need for a STEM-educated workforce.

Key Program Component 4: Family Engagement and Parental Involvement
The target population of the College Reach-Out Program has been identified to possess characteristics that negatively impact their academic achievement and college access. While student participants and their academic achievement is the focus of the program, parental involvement is essential to the academic success of all students.

The Florida Department of Education, Bureau of Family and Community Outreach (BFCO) provides resources and technical assistance to families in an effort to increase family engagement. The Department recognizes that the academic success of a student is a responsibility shared by schools and their families. All of the information, trainings and resources provided by projects of the College Reach-Out Program must be specific and relevant to the financial resources, academic preparation, goals and interests of the students and families served.

To support the intended design of the program and increase family engagement and parental involvement with the education of student participants, **project recipients must develop and implement services and activities** _that will increase the knowledge and understanding of students and their families regarding the requirements needed to earn a high school diploma and complete a postsecondary education_.

Key Program Component 5: Postsecondary Transition and Success
The desired outcome for student participants of the College Reach-Out Program is to enroll and complete a postsecondary education. The students served in the program often encounter multiple challenges when it comes to academic achievement, college enrollment and degree attainment.

The Department recognizes the challenges of first-generation, low-income and minority students and how it may impact student achievement and college access. Although Florida has been a national leader in improving academic achievement for the students in this population, more work is needed to close the achievement gap between their peers and increase the number of low-income and educationally disadvantaged students that complete a postsecondary education.

To support the intended design of the program and improve the college access and degree attainment of the target population, **project recipients must develop and implement services and activities** _that will support the transition and preparation of students to enter and attend college_.

Key Program Component 6: Postsecondary Retention and Attainment
The primary purpose of the College Reach-Out Program is to improve the academic achievement and college readiness of low-income, economically disadvantaged students to attend and complete a postsecondary education.

Participating projects must establish and maintain continuous contact with student participants to assist and support them throughout their college experience. The students served in the program possess characteristics that are associated with the likelihood of them not attending and completing a postsecondary education. The efforts of all funded projects are to implement a program that will allow students to strengthen their skill set and build their confidence by addressing the barriers that may prohibit them from enrolling and completing a postsecondary education.

The Department supports the efforts to promote the seamless articulation and postsecondary education retention and attainment of high school graduates pursuing a postsecondary education. The implementation of effective services to support students from high school to college and throughout their postsecondary education experience is crucial to students' college and career success.

To support the intended design of the program and improve the postsecondary retention and success of student participants who are enrolled in college, **project recipients will work with the colleges and universities of student participants to develop proper procedures** *that will create a seamless transition for students to enroll **in** and successfully complete a postsecondary education.*

Most institutions have programs and initiatives in place to support the transition and matriculation of the target population. Project recipients should be aware of these programs and how they can use them to improve the retention and progression of student participants.

Dropout Prevention
The services provided through the College Reach-Out Program play an important role in strengthening the educational motivation and preparation of students to stay in school and earn a high school diploma. Project recipients must work with the schools of student participants to build effective relationships and supports to reclaim and maintain the attention and attendance of their students.

Personal Counseling
The Florida Department of Education, Safe and Healthy Schools Office is committed to the provision of safety measures and prevention programs that promote student academic achievement. To maximize the potential of students served by the College Reach-Out Program, all **project recipients must provide opportunities and resources for students** *to receive personal* counseling services.

Scope of Work and Services
- All project recipients must recruit students who meet the specified criteria of a CROP student participant as described in Rule 6A-6.05282, F.A.C. At least 60 percent of the students recruited must be in grades six to nine.
- All project recipients must disseminate information related to recruitment events and upcoming program activities to school districts, student participants, parents/guardians and community members within the service areas.
- All project recipients must assist student participants in selecting courses required for high school graduation and admission to a postsecondary educational institution.
- All project recipients must provide student participants a summer program that will incorporate opportunities for college and university students to interact with the participants as mentors, tutors and/or role models. Participating standalone

universities or consortia that includes a university must provide student participants with an on-campus summer program of at least one week in duration.

- All project recipients must establish an advisory committee composed of high school and middle school personnel, as well as community leaders, to provide advice and assistance in implementing the program.
- All project recipients must establish and maintain communication with student participants throughout their time in the program and should continue communication in an effort to support students with completing college and obtaining their college degree.
- All project recipients must work with targeted school districts to collect the required student data that can be used to track the academic performance and college readiness of student participants.
- All project recipients are encouraged to use its resources to meet the specified program standards to improve the postsecondary outcomes of student participants.
- All project recipients are required to meet program standards through the provision of services and activities that include academic and developmental instruction as well as career and personal counseling.

Snacks and Meals

The Project Application and Amendment Procedures for Federal and State Programs (Green Book) provides specific guidance regarding allowable and unallowable use of state funds. According to the guidance provided, **the use of state funds for meals and snacks is considered an unallowable expense**. Any project who receives funds to operate a College Reach-Out Program is encouraged to research and secure additional funds and other resources, such as federal, state and local resources, to support their efforts in accomplishing the program purpose, priorities and expected outcomes.

One of the available resources for projects to consider are the Child Nutrition Programs administered by the United States Department of Agriculture's (USDA), Food and Nutrition Service. These programs provide healthy food to students through programs that include the National School Lunch Program, School Breakfast Program, Afterschool Meals Program, Child and Adult Care Food Program, Summer Food Service Program and the Fresh Fruit and Vegetable Program.

The Afterschool Meals Program (AMP) is a sub-component of the Child Care Food Program. The AMP provides reimbursement for nutritious meals and snacks to students up to age 18 (and 19 if their birthday is during the school year) who participate in eligible afterschool programs located in low-income areas. This program is funded by the U.S. Department of Agriculture and is administered in Florida by the Department of Health, Bureau of Child Care Food Programs.

To learn more about this funding opportunity, contact the Florida Department of Health, Bureau of Child Care Food Programs at 850-245-4323. For additional information, including regulations, eligibility requirements and meal service/planning guides use the

following link: http://www.floridahealth.gov/programs-and-services/childrenshealth/child-care-food-program/Guidance/index.html.

Program Deliverables

All project recipients are required to submit deliverables and supporting documentation throughout the program period. Program deliverables may include reports, student signin sheets, and other documents as needed to verify the progress and performance of project recipients. The program manager will monitor the progress of each project recipient in completing the required deliverables and meeting the performance expectations and outcomes as described in the *Project Performance Accountability* form that is provided in this RFP and should be submitted with the project's proposal.

Program Evaluation

In accordance with Section 1007.34, F.S., all project recipients are required to complete and submit an Interim and End-of-Year report to the program office. Both of these reports include performance measures that relate to the academic performance and college readiness of student participants. Each submission will include the outcome results of the project recipient.

Measurable Outcome Results

The outcome results will determine the performance rating of the project recipient in increasing the academic performance and college readiness of student participants.

Program Outcome Expectations and Performance Ratings

Program Goal: To increase the academic performance and college readiness of student participants.

For student participants in grade six through grade eight

Objective 1: Student participants in grade six through grade eight will earn a "C" or better in English Language Arts (ELA), Mathematics and Science courses.

Measurable Outcome 1: *50 percent of student participants in grade six through grade eight will earn a "C" or better in English*

Language Arts (ELA), Mathematics, and Science courses at the end of the project period, as evidenced by report cards or progress reports of student participants.

For student participants in grade nine through grade 12

Objective 2: Student participants in grade nine through grade 12 will earn a cumulative GPA of 2.5 or above.

Measurable Outcome 2: *50 percent of student participants in grade nine through grade 12 will earn a cumulative GPA of 2.5 or above at the end of the project period, as evidenced by report cards or academic transcripts of student participants.*

Performance Ratings	Exemplary	Developing	Unacceptable
Student Growth Percentiles	More than 50 percent (50%) of students show high growth and no more than 10% show low growth	No more than 50 percent (50%) of students show low growth	More than 50% of students show low growth
Student Performance Goal Setting	Exceed Goal > 50 percent (50%) Meet Goal > 40 percent (40%) Did Not Meet Goal < ten percent (10%)	Exceed and/or Meet Goal > 50 percent (50%) Did Not Meet Goal = twenty one (21%) to forty-nine percent (49%)	Exceed and/or Meet Goal < 50 percent (50%) Did Not Meet Goal ≥ 50 percent (50%)

Financial Consequences
Per Chapter 215.971, F.S., financial consequences will be applied if a project recipient fails to submit and perform (meet) the minimum level of services (targets) as described in their approved application and *Project Performance Accountability* form that was submitted with their application. If the project recipient fails to comply with the requirements and program expectations, the project recipient will be subject to one or more of the financial consequences listed; a reduced payment, nonpayment, and/or termination of the contract.

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment or request the contractor redo the work or terminate the contract.

The contract manager will consider and assess all financial consequences based on the severity of the failure to perform and the impact of such failure on the ability of the project recipient to meet the timely and desired results. However, in the event that the minimum level of service or the performance targets/deliverables are not met by at least 50 percent of the established targets, and the appropriate progress is not resolved within two weeks of notification from the Department, the project recipient will be subject to a reduced payment amount of at least 25 percent for the identified quarter.

Return on Investment (State funded projects only)
The recipient is required to provide quarterly return on investment program activities reports to the Department. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following execution of the grant agreement, the recipient shall provide these quarterly reports to the Department within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports will be summarized and submitted to the Office of Policy and Budget and are requested so Legislative staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the Department as specified in the grant agreement for payment purposes, please note, that this return on investment report is separate and apart from those requirements.

All reports shall be submitted to the designated project manager for the Department.   All questions should be directed to the project manager.

Support for Strategic Imperatives
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.
http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.

SECTION 4: PROPOSAL NARRATIVE COMPONENTS AND SCORING CRITERIA

Narrative Components and Scoring Criteria
This section describes the areas that should be included in the narrative section of the application. In some cases, the **Instructions** include minimum standards. Applicants should consider this as such, and understand that proposing just the minimum standards may not result in a competitive application. Applicants should consider the information provided in Sections 1 through 3 of this RFP when developing a response for each Narrative Component. The *Reviewer Criteria* described will be used to score each section of the application. The standard scoring *Review Criteria* are based on a 100-point scale, with a minimum score of 70 points. For an application to be considered eligible for funding a score of 70 points must be earned. Applicants can also request Priority Points toward their Total Score as described in Section 5 of this RFP.
Narrative responses will be evaluated and scored using the criteria detailed below.

Narrative Component	Possible Points
1 Scope of Work/Project Abstract	Fixed Requirement (0)
2 Needs Assessment	12
3 Recruitment and Retention	12
4 Project Design and Implementation	36
5 Self-Assessment Plan	30
6 Project Budget	10
SUBTOTAL must average 70 or above to be further reviewed and considered for this funding opportunity	**100** (Total Possible Points)
PRIORITY POINTS	**9** (Possible Points)
FINAL TOTAL (SUBTOTAL SCORE + PRIORITY POINTS, as applicable)	109 (Possible Final Points)

1 Scope of Work/Project Abstract (Fixed Requirement)

The abstract must include a brief describe of the proposed project, including a description of the goals and objectives of the project. This section must also include an overview of the services the project will conduct to accomplish the expected outcomes of the program as described in the *Program Outcome Expectations and Performance Ratings* table in Section 3 of this RFA.

<u>Instructions</u>
Complete a short statement (about 100 words) that identifies the name of the agency; the number of students served; the names and locations of the districts and schools targeted; the grades of the students to be served; a description of the services to be offered; and a description of how the project will accomplish the program objectives and expected outcomes as described in Section 3 of this RFA. Applicants should draft the abstract as if the program was in place. Use present-tense verbs such as "provides", "serves" and "offers."

2 Needs Assessment (12 points) _____

This section must include data results that describe the academic needs of students within the population to be served. The needs assessment will allow applicants to systematically examine performance gaps and identify, understand, and prioritize the areas of concern that need to improve. The needs assessment must include data results on student attendance, academic performance (as measured by students' performance on state standardized tests), high school graduation and postsecondary enrollment rates. Current data in these areas can be found using the following link: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk12-public-school-data-pubs-reports/index.stml

<u>Instructions</u> Each response is worth up to 4 points.
1. Describe data results on student attendance, academic performance (as measured by students' performance on state standardized tests), high school graduation and postsecondary enrollment rates of the proposed schools and student population that the project will serve.

2. Provide a description of how the data discussed above compares to the state's data in thesame areas. State data can be found here: http://www.fldoe.org/accountability/data-sys/eduinfo-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

3. Provide a detailed description of the how the data (of proposed schools and students) reflects a need for the program and how the proposed project will address the identified areas of concern.

3 Recruitment and Retention (12 points) _____

Targeted Participants: Students
Rule 6A-6.05282, F.A.C., provides the criteria used to determine a student's eligibility to participate in the College Reach-Out Program.

Targeted Participants: Schools
According to Section 1007.34 (7)(b)(d), F.S., proposals that are submitted for consideration for the implementation of a program must identify the service area of the schools to be served.

Specifically, the proposals must include information on the criteria used to identify the schools that will participate in the program.

Retention: Students
According to Section 1007.34(4), F.S., postsecondary educational institutions that participate in the program must provide procedures for continuous contact with students from the point at which they are selected for participation until they enroll in a postsecondary educational institution. These procedures must assist students in selecting courses required for graduation from high school and admission to a postsecondary educational institution.

Instructions Each response is worth up to 3 points.
1. Provide a detailed description of how the proposed project will recruit students for the programand how the proposed project will use previous student participants to recruit new students for the program.

2. Provide a description of the methods and strategies the proposed project will use to ensureconsistent participation of students served in the program.

3. Provide a detailed description of the supports and programs available at their postsecondary institution for first time in college students, including a description of how the proposed project will communicate with other projects or non-participating institutions about the services and programs available to improve the retention and academic achievement of student participants beginning a postsecondary education.

4. Describe the methods and strategies to disseminate and share information about the proposed project, including a description of the events and material that the proposed project will use to inform school districts, schools and student participants about the calendar of activities that the proposed project will conduct throughout the program period.

4 Project Design and Implementation (36 points)　　　_____

According to Section 1007.34, F.S., an applicant must submit a proposal that describes program activities that support the following program goals:
1. Motivate students to pursue a postsecondary education.
2. Enhance students' basic learning skills and performance.
3. Strengthen students' and parents' understanding of the benefits of postsecondary education.
4. Foster academic, personal, and career development through supplemental instruction.

To enhance the outcomes of program activities, all funded projects must implement program services with the following program components:
• Program Component 1: College and Career Planning
• Program Component 2: Financial Aid and Scholarship Awareness
• Program Component 3: Academic Enrichment and Supplemental Instruction
• Program Component 4: Family Engagement and Parental Involvement
• Program Component 5: Postsecondary Transition and Success
• Program Component 6: Postsecondary Retention and Attainment

Instructions Each response is worth up to 6 points.
1. Provide a detailed description of the program activities the proposed project will conduct to support each of the program goals described in Section 3 of this RFA.

2. Provide a detailed description of how the proposed project will ensure student participants are selecting the appropriate courses for high school graduation and the admission to a postsecondary educational institution.

3. Provide a detailed description of how the proposed project will provide student participants with an on-campus experience during the summer.

4. Provide a detailed description of how the proposed project will provide student participants opportunities to interact with college and university students as mentors, tutors or role models throughout the program period.

5. Provide a detailed description of how the proposed project will establish an advisory committee as described in Section 1007.34, F.S.

6. Provide a detailed description of how the proposed project will collaborate with targetedschools and postsecondary institutions and provide services and activities that strengthen the educational motivation and preparation of student participants and enhance college access and student knowledge to increase the number of minority students that enter and complete a college education.

5   Self-Assessment Plan (30 points)   _____

Section 1007.34, F.S., indicates that an applicant must submit a proposal that includes an "evaluation component" or a description of how the proposed project will collect, maintain, retrieve and analyze project data. The data to be collected will be used to evaluate the progress and performance of the project in accomplishing the outcomes and required tasks as described in this RFP.

Instructions Each response is worth up to 6 points.
1. Provide a detailed description of the methods and procedures to be used by the proposedproject to collect, maintain, retrieve, and analyze project data.

2. Provide a detailed description of the performance data elements to be collected as it relates to the academic performance and college readiness of student participants.

3. Provide a detailed description of how the proposed project will measure success as it relates tothe performance targets and expected outcomes described in this RFP in Section 3, *Program Outcome Expectations and Performance Ratings table.*

4. Provide a detailed description of when and how often the proposed project will evaluate theirprogress toward achieving intended goals, objectives and outcomes regarding the academic performance and college readiness of student participants.

5. Provide a detailed description of the fiscal and tracking agents of the proposed project and the responsibilities of each institution as it relates to the collection, maintenance, assessment and reporting of project data.

6 Project Budget (10 points) _____

The Project Budget narrative component is in addition to completing the DOE 101S, Budget Narrative Form. The DOE 101S, Budget Narrative Form, is not included in the maximum page count for the Budget Narrative Component section, therefore multiple copies can be made to include all of the items that your project deems necessary to meet the needs of the program. The DOE 101S document includes instructions on how to complete the form.

When completing the DOE 101S, Budget Narrative Form, a detailed justification for any equipment purchase or rental for the proposed budget must be included.

Instructions Each response is worth up to 5 points.
1. Complete the ***Budget Narrative (DOE 101S)*** and include the proposed cost to support a successful implementation of the objectives and program activities that are described in in this RFP in Section 4, *Project Design and Implementation*.

2. Complete the **Institutional/Consortium Budget Forms** and include the proposed cost to support a successful implementation of the objectives and program activities that are described in this RFP in Section 4, *Project Design and Implementation*.

SECTION 5: PRIORITY POINTS

Priority points may be awarded after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation to support the criteria. It is the responsibility of the applicant to identify the priority area(s) they wish to be considered for. Priority points will only be considered when the applicant provides documentary evidence with their application for the identified priority area.

Competitive Preference Priority 1: Evidence that the application ONLY identifies targeted schools who have at least 70 percent of their student population participating in the free and reduced-price lunch program (FRL). Schools with the above criteria can be identified using the following link: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12public-school-data-pubs-reports/students.stml. (0 or 3 points)

Competitive Preference Priority 2: Evidence that the application identifies the students targeted to be students in grade six through nine. (0 or 3 points)

Competitive Preference Priority 3: Evidence that the application is joint by two or more eligible postsecondary institutions. (0 or 3 points)

SECTION 6: PROPOSAL SUBMITTAL REQUIREMENTS

Method of Answering Frequently Asked Questions or Providing Changes

Applicants will be able to submit questions regarding the RFP by email to Robin Phillips, Program Specialist, at Robin.Phillips@fldoe.org. The last day to submit questions is **July 21, 2021**. All questions and responses will be posted on program office webpage on **July 23, 2021**. The program office will not answer individual questions via phone or email.

Conditions for Acceptance

The requirements listed below MUST be met for an application to be considered for review:

1) Applications must be received in the Office of Grants Management by the specified due date in this RFP.

2) Eligible applicants must submit their completed applications to the Office of Grants Management via email to: CROPGRANT2122@fldoe.org.

3) In addition to the above submission requirement, please submit an electronic copy of completed application to Robin Phillips at Robin.Phillips@fldoe.org.

4) Application must include the following forms:

   • DOE100A, Project Application Form, with required signatures
   • DOE 101S, Budget Narrative Form
   • Institution/Consortium Cover Page
   • Institutional Signature Pages, with required signatures
   • Institutional/Consortium Budget Forms
   • Institutional Budget Justification Forms
   • Project Narrative Component Responses
   • Priority Point supporting documentation, optional if applicant meets criteria
   • Project Performance and Accountability Form, with measurable performance targets for the tasks/deliverables identified on the form

5) Include the assigned TAPS Number (22B037) on each of the required forms submitted with the application.

6) All required forms must have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.

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

   • An "electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
   • The Department will accept an electronic signature as a scanned or PDF copy of a hardcopy signature.

- The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

SECTION 7: Project Performance Accountability Information, Instructions, and Forms

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will track each project's performance based on the information provided and the stated criteria for successful performance **and** verify the receipt of required deliverables <u>prior to payment</u>.

Deliverables must:
- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service that supports the project toward the intended goal of the program;
- identify the minimum level of service to be performed;
- be <u>quantifiable</u>, <u>measureable</u>, and <u>verifiable</u> (how many, how often, duration); and
- be effective in producing the intended goal (as measured by the goals, objectives and outcomes described in the *Program Outcome Expectations and Performance Ratings form.*

<u>**Definitions**</u>
- **Scope of Work-** The major tasks that the grantee is required to perform.
- **Tasks-** The specific activities performed to complete the Scope of Work.
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work.
- **Minimum level of services-** Measurable target of services that the project intends to accomplish for the identified deliverable.
- **Evidence-** The tangible proof that the activity took place.
- **Effectiveness** – Successful demonstration of accomplishing the scope of work of a program.
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Methodology used to determine financial consequences.

Applicants must complete the *Project Performance and Accountability Form* with information related to the required tasks to be conducted and the minimum performance targets for each respective tasks/deliverables and timelines/due dates described on the form.

Each quarter projects are required to submit an updated *Project Performance and Accountability Form* **along with a completed** *Activity Report* **for the identified quarter.** The updated *Project Performance and Accountability Form* will include performance outcome results of the tasks/deliverables described in the *Program Activities Form* *provided in this section of the RFP.*

The Department's program managers will review each submission to verify that the project's activities/deliverables are progressing in a satisfactory manner that are consistent with the expectations of the program in accomplishing the intended goals, objectives, and outcomes as described in their approved application.

Program Activities Form

The submission of each Activity Report below must include Activity Sign-In Sheets (ACTss2022). Templates for all Activity Reports are included in Section 8 of this RFP.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date	Unit Cost
Activity Report: *Pre-planning efforts*	The project will focus on and provide a descriptive summary of pre-planning activities. The summary may include activities such as: recruiting students, marketing the program, meetings with the advisory committee members or establishing partnerships within the community to support the project with meeting the objectives of the program. The submission must also include measurable details of all of the activities conducted during the quarter that directly relate to the proposed tasks.	To fulfill the requirements for this task, projects must complete the document entitled **Q1CROP22.**	November 9, 2021	25 percent of the total award
Activity Report: *Tutoring and/or Academic support*	The project will focus on and provide a descriptive summary of tutoring services and/or any academic support activities that are provided to student participants to enhance their academics. The submission must also include measurable details of all of the activities conducted during the quarter that directly relate to the proposed tasks.	To fulfill the requirements for this task, projects must complete the document entitled **Q2CROP22.**	February 11, 2022	25 percent of the total award
Interim Report	Required by Section 1007. 34(10), F.S., each participating institution will submit an Interim Report that must contain program expenditures and specific performance measures of student participants. Each postsecondary educational institution will submit a report that must include the requested outcome results regarding the performance measures that are identified within this RFP. Report includes five sections.	To fulfill the requirements for this task, projects must complete the document entitled **IR22CROP.**		

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date	Unit Cost
Activity Report: *Parent Workshops*	The submission must include a descriptive summary of activities that focus on informing parents of the benefits of their student enrolling and completing a postsecondary education. The submission must also include a description of activities that inform parents of the academic requirements to earn a high school diploma. The submission must also include measurable details of all of the activities conducted during the quarter that directly relate to the proposed tasks.	To fulfill the requirements for this task, projects must complete the document entitled **Q3CROP22.**	May 10, 2022	25 percent of the total award
Activity Report: *Summer Program*	An on-campus academic summer program must be provided to student participants. Universities or consortiums involving universities must provide students with an opportunity to live on campus for at least one (1) week. This on-campus experience must also include opportunities for student participants to interact with college and university students as mentors, tutors, or role models. The submission must also include measurable details of all of the activities conducted during the quarter that directly relate to the proposed tasks.	To fulfill the requirements for this task, projects must complete the document entitled **Q4CROP22**.	July 15, 2022	25 percent of the total award
End-of-Year Report	Required by Section 1007. 34(11), F.S., <u>each postsecondary educational institution</u> will complete an end-of-year report on the effectiveness of their participation in the program. Each postsecondary educational institution will submit a report that must include the requested outcome results regarding the performance measures identified within this RFP.	To fulfill the requirements for this task, projects must complete the document entitled ***EOY22CROP***.		

Per Chapter 215.971, F.S.**,** financial consequences will be applied if the project recipient fails to submit and perform the minimum level of services required by the agreement.