



21st Century Community Learning Centers 2016-17 Requests for Proposals Training

February 2016



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Ive B. Vintimilla
21st CCLC State Director

Kimberly Berry
21st CCLC Program
Development Unit

Tonetta Scott
21st CCLC Research &
Evaluation Unit

Agenda

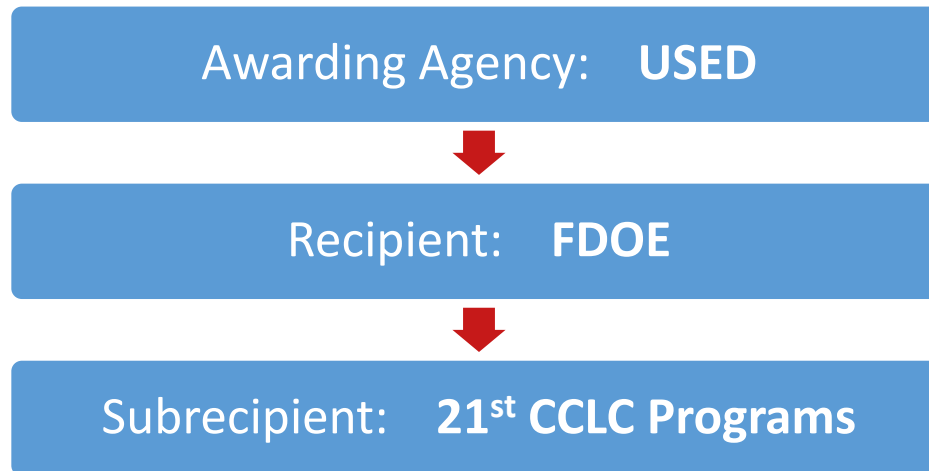
- Introductions and Overview of 21st CCLC
- Program Requirements
- Evaluation Requirements
- Fiscal Requirements
- Proposal Development
 - Needs Assessment
 - Narrative
 - Budget
 - Web-based System
- Proposal Submission
- Questions

Today we will cover many RFP items – but not all – and provide technical assistance on how to respond to the RFP. Applicants are responsible for reading and complying with all the RFP requirements.

www.FLDOE.org

21st CCLC Overview:

- Funded through the US Department of Education (USED)
 - Elementary and Secondary Education Act (ESEA), as amended (Title IV, Part B)
 - Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
- Managed by the Florida Department of Education FDOE
 - Bureau of Family and Community Outreach (BFCO)



21st CCLC Purpose:

The creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program:

- helps students meet state student standards in core academic subjects, such as reading and math;
- offers students a broad array of enrichment activities that can complement their regular academic programs; and
- offers literacy and other educational services to the families of participating children.

21st CCLC Target Population:

- students attending:
 - kindergarten through 12th grade in Florida schools:
 - eligible for Title I School-Wide Program services, and/or
 - where at least 40% of the student body comes from low-income families as demonstrated by free and reduced-price lunch status,
- their adult family members

21st CCLC Services:

- Student Services:
 - Before School Programs
 - After School Programs
 - School Break Programs
 - Summer Programs

Limited to out-of-school time

FDOE does not fund summer only programs

- Adult Family Members Services:
 - Parental Involvement
 - Family Literacy

Geographic Diversity Expansion TAPS 17B036

- \$10 Million
- Limited to Target Counties

Baker	Hendry	Okeechobee
Calhoun	Jackson	Putnam
Charlotte	Jefferson	St. Johns
Citrus	Lafayette	Santa Rosa
Dixie	Lee	Union
Escambia	Levy	Walton
Glades	Madison	Washington
Hamilton	Martin	
Hardee	Nassau	

Statewide TAPS 17B030

- \$20 Million
- Statewide
No restrictions on program location within Florida

21st CCLC Funding

- The *maximum* single award is \$500,000.
- The *minimum* single award is \$62,500.
- The maximum combined total funding an agency may receive through this RFP is \$1,500,000.00.
- The maximum combined total funding across all 21st CCLC programs, whether they are new or continuing awards will not exceed:
 - \$2.5 million or
 - the total amount across all 21st CCLC projects held by an agency as of August 1, 2015, whichever is higher.

21st CCLC Funding (continued)

- Program period is August 1, 2016 – July 31, 2017.
(The program effective date will be August 1, 2016, or the effective date of the DOE 200 Award Notification, whichever is later.)
- Grants are awarded for five (5) years.
- FDOE uses a non-competitive Request for Applications (RFA) for years two (2) through five (5).
Funding is contingent upon:
 - FDOE receiving funds from the USED
 - Program performance

21st CCLC Funding (continued)

- There is 20 percent reduction in funding for years three (3) through five (5).

Grant Year	Program Year	Example Amount
Year 1	2016-17	\$100,000
Year 2	2017-18	\$100,000
Year 3	2018-19	\$80,000
Year 4	2019-20	\$80,000
Year 5	2020-21	\$80,000

- Applicants must maintain the same level of services throughout all the years of funding independently of these planned reductions.

21st CCLC Funding (continued)

- Applicants should submit a reasonable (as defined by the FDOE and USED) request.
- Maximum amounts that may be requested are based on the proposed program operations.
- The web-based RFP system will calculate the amount based on information provided by the applicant.

21st CCLC Funding (continued)

- Calculations are based on a cost per hour per student:
 - Before School: \$2.00 per hour, per student
 - After School: \$4.00 per hour per student
 - Weekend/Holiday/School Break: \$4.50 per hour, per student
 - Summer: \$4.50 per hour, per student
- These rates consider all other required services and activities, for example:
 - Adult family member services
 - Program website
 - Evaluation activities
 - Advisory Board
 - Student transportation
 - Professional development
 - Attendance at program meetings and trainings

... and others as described in the RFP.

Assurances

Applicants must complete, sign and submit these assurances with their application as indicated in Section 8.5 of the RFPs.

- **General Terms, Assurances and Conditions for Participation in Federal and State Programs**
 - 2 C.F.R. 200, Uniform Grant Guidance
 - Other applicable federal requirements
 - State regulations and laws pertaining to expenditure of funds
- **21st CCLC Subrecipient Assurances**
 - Requirements governing the operation of a 21st CCLC program in Florida

Risk Analysis

All agencies will be required to complete the Risk Analysis and gain approval from the FDOE before a project award is issued.

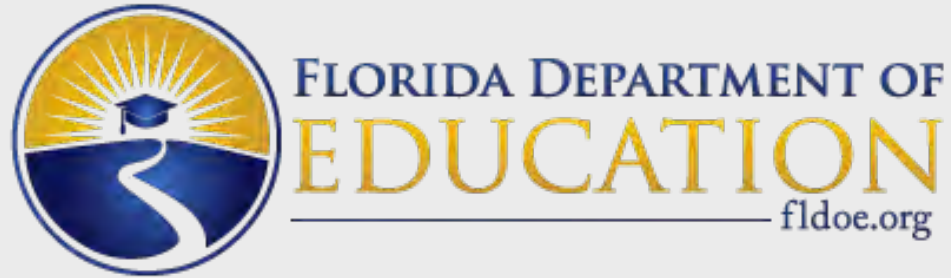
- **Form DOE 610 is used for school districts, state colleges, state universities, and state agencies**
- **Form DOE 620 is used for other governmental and non-governmental entities, as appropriate**

Important Dates

**Notice of Intent due:
March 4, 2016**

**Last day to submit questions:
21stCCLCRFP@fldoe.org
March 11, 2016**

**Proposals due:
5:00 p.m. EST, March 23, 2016**



Program Requirements and Guidance

Approved Program Activities - RFP Section 2.2

ESEA Sec. 4025(a) identifies the approved activities for a 21st CCLC program.

- remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- mathematics and science education activities;
- arts and music education activities;
- entrepreneurial education programs;
- tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

Approved Program Activities (continued)

- programs that provide after school activities for English language learners that emphasize language skills and academic achievement;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended or expelled to allow the students to improve their academic achievement; and
- drug and violence prevention programs, counseling programs and character education programs.

Florida Priority Areas

- Literacy and Language Arts
- STEM (Science, Technology, Engineering and Mathematics)
- College and Career Readiness
- Dropout Prevention
- Enrichment Activities
- Project Based Learning
- Specialized Services for High School Students **New*

Student Attendance

- 21st CCLC programs are not drop-in programs.
- Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement in the program.
- Attendance must be recorded and reported for each student served.
 - *21st CCLC has specific requirements on how attendance is documented.*

Times and Frequency of Service Provision

- 21st CCLC programs may only offer services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and school breaks including fall, winter, spring and summer breaks.
- Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members.
- To best serve the children of working families, centers should establish consistent and dependable hours of operation.

Afterschool Programming Minimums

- Programming must begin within one (1) week of the school start date and continue through at least one (1) week before the end of the school year.
- In determining the program hours, afterschool programs should consider the time needed for students to transition from the regular school day to the afterschool program, including transportation time if the program is not on the school site. This transition time is not to be included in the program hours.

Afterschool Programming Minimums (continued)

- Projects serving elementary school students must operate for a minimum of:
 - 12 hours per week (Monday through Friday)
 - four (4) days per week (Monday through Friday)
 - Projects serving elementary in rural areas may request a lower number of service hours per week but must provide at least ten (10) hours per week. **Requires FDOE review and approval.*
- Projects serving middle and high school students must operate for a minimum of:
 - nine (9) hours per week (Monday through Friday)
 - three (3) days per week (Monday through Friday)

Summer and Other Programming Minimums

- Summer projects must operate for a minimum of:
 - six (6) weeks (4 weeks for high school)
 - four (4) hours per day (Monday through Friday)
 - four (4) days per week (Monday through Friday)

Applicants cannot propose a program that operates solely during the summer.

- Non-school day programs such as school breaks, weekends and holidays, must provide a minimum of:
 - four (4) hours per day.
- Each student in the program must be afforded the full breadth of programming each week listed above.
- Programs must serve the same students on a daily basis.

Students with Special Needs

- Students with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.
- Students with special needs include those who may be identified as English language learners (ELLs), homeless, migrant, or with a physical, developmental, psychological and sensory or learning disabilities, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured supervision.

Equitable Services for Private School Participation

- Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.
- 21st CCLC programs must offer equitable services to students and their teachers or other educational personnel attending private schools located within their service area.

Supplemental Meals

At a minimum, 21st CCLC programs must provide supplemental snacks/meals as follows:

- Afterschool
 - daily nutritious snack
 - daily dinner if program extends four (4) hours or more
- Before school
 - daily nutritious breakfast
- Non-school days
 - Morning programs: one meal and one snack
 - Afternoon programs: one meal and one snack
 - Day-long program or any program lasting six (6) hours or more: two meals and one snack

Snacks/meals cannot be purchased with 21st CCLC funds.

Coordination with the Regular School Day

- Program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities.
- The program plan and activities must implemented to support what the students are learning during the regular school day.
- To support appropriate coordination with the regular school day, proposals can only target a maximum of four schools per site AND the proposal must target a minimum of 10 students per school.

Services for Adult Family Members of 21st CCLC Students

- Services must be:
 - meaningful and ongoing.
 - designed to provide adult family members with the tools necessary to support their student's academic achievement goals.
- Services that are situational or non-recurring do not fulfill the requirement.
- A minimum of six meaningful activities must occur throughout the year.
 - Develop a plan to serve the adult family members based on the needs of the community served which generally exceed this minimum requirement.

Services for Adult Family Members of 21st CCLC Students

- Examples of services that may be funded by 21st CCLC include:
 - English language learners (ELL) classes,
 - literacy and numeracy classes,
 - General Educational Development (GED[®]) test preparation classes,
 - computer classes,
 - citizenship preparation classes, and
 - social services and other services that help the family member support the educational goals of the student.

Staffing

- All 21st CCLC staff and contractors must be cleared through a Level II background screening.
- 21st CCLC sites must maintain at least one staff member on site at all times with CPR and First Aid certification.
- Programs must identify one program director to administer the program. This individual will serve as the primary contact for FDOE in all matters related to the 21st CCLC program.

Staffing (continued)

- Each site must identify a site coordinator for each proposed site.
 - For one-site programs, the program director and the site coordinator are typically the same individual.
- Programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data.
- Academic activities must be supervised and provided by a certified teacher.

Student to Adult Ratios

- It is recommended that sites have student to adult ratios that are no more than 10 students to one instructional staff person (10:1) for all academic activities.
- Personal enrichment ratios should be no more than 20:1.
- Proposed ratios should be appropriate for the target student population.

Professional Development

- Programs must have a professional development plan that is responsive to the needs of its staff and appropriate to achieve the program objectives.
- Subgrantees should plan to attend the 2016-17 After School Kick-off Conference hosted by the Florida After School Alliance:
 - Orlando World Center Marriott (\$120/night)
 - August 1, 2016: New Programs/New staff
 - No registration fee, no meals provided
 - August 2-3, 2016: Administrative and instructional staff training (1 admin staff and 1 instructional staff/project)
 - Registration will be \$250/person, breakfast and lunch provided

Facilities

- All 21st CCLC programs must take place in a safe and easily accessible facility comparable to the students' school.
- Proposed facility must be as available and accessible as the students' local school.
- Facility must have sufficient resources needed to provide the proposed and required activities.
(computer lab, library, eating area, recreational area including outdoor space, and study area)
- Facility must have sufficient space to secure and maintain equipment and resources.

Facilities (continued)

- The FDOE will not approve applications that:
 - expand services at an operating 21st CCLC program site,
 - propose to provide services at a site that already houses a 21st CCLC program regardless of the agency operating the site, or
 - propose a site in close proximity to a site currently operating a 21st CCLC program.

Facilities (continued)

Childcare Licensing

- The 21st CCLC program sites must comply with 402.26-319 F.S. This Florida Statute together with Rule 65C-22.008 of the Florida Administrative Code, define child care and set forth the requirements for licensing.
- Contact the Florida Department of Children and Families for licensing questions.

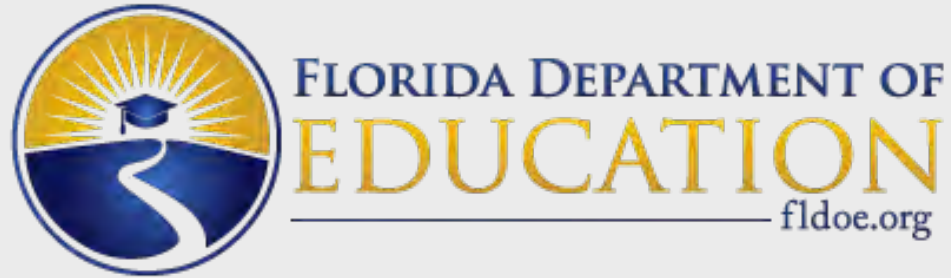
Advisory Board

- Programs are required to establish a local 21st CCLC Advisory Board comprised of at least:
 - two (2) parents,
 - two (2) students (if middle and/or high school students are served),
 - one (1) regular school day teacher from each target school, and
 - a diverse group of members of community agencies and the private sector.
- The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded.

Community Awareness & Dissemination of Information

- Applicants must give notice to the community of its intent to submit a proposal and provide for public availability and review of the proposal and any waiver request(s) after submission.
- **Programs must maintain a program website, which includes:**
 - a program description,
 - the program address,
 - the target schools,
 - hours of operation,
 - contact information for the site coordinator, and
 - a copy of the approved grant narrative.

The website must be active within one month of receipt of the notification of the award.



Program Evaluation Requirements and Guidance

Program Evaluations

- Evaluation plans must meet Principles of Effectiveness described in ESEA SEC. 4205(2).
 - Provides data establishing the need for expanded learning programs
 - Uses established set of performance measures
 - High-quality academic enrichment
 - Other developmental opportunities
 - Backed by scientifically-based research that provides evidence of effectiveness

Program Evaluator

- Identify an independent program evaluator.
- Evaluator can be an individual, agency, or organization with **no vested interest in the operations** of the 21st CCLC program.
- These individuals connected with the applicant cannot be program evaluators:
 - Grant writer(s)
 - Partners
 - Family members
 - Participants
 - Entities/individuals that provide trainings to 21st CCLC staff
 - Employees whose performance or wages are dependent on the program

Program Objectives

- Evaluation plan must ensure continuous progress toward achieving proposed goals and objectives.
- Program objectives must be S.M.A.R.T.:
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**ealistic
 - **T**imely

Two Types of Objectives

- Statewide Standard Objectives
 - Student Academic Objectives
 - Academic Benchmark Objectives
- Applicant-Specified Objectives
 - Personal Enrichment
 - Arts and Culture
 - Health and Nutrition
 - Behavior and Problem-Solving
 - Dropout Prevention and College and Career Readiness
 - Family Member Performance

Minimum Objectives Required by Age Groups Served

	Objective Domain	Elementary Only	Middle Only	High Only	Elementary and Middle	Middle and High	All Grades (K-12 th)
Statewide Standard Objectives	1. English/Language Arts	1	1	1	1	1	1
	2. Mathematics	1	1	1	1	1	1
	3. Science	1	1	1	1	1	1
	4. Academic Benchmarks	1	1	2	2	2	3
Applicant-Specified Objectives	5. Personal Enrichment 1*	1	1	1	1	1	1
	6. Personal Enrichment 2*	1	–	–	1	–	1
	7. Dropout Prevention and College and Career Readiness	–	1	1	1	1	1
	8. Family Member Performance	1	1	1	1	1	1
Total Number of Objectives		7	7	8	9	8	10

Objective Assessments

- An objective can have multiple assessments.
- Objective assessments measure change in student and family member performance during the program year.
- Data is collected for all participating students at least three times per year (pre, mid, post).
 - Quantitative (Numerical) Data

Academic Objectives

Academic objective should have:

- One objective with one assessment per area in:
 - English/Language Arts
 - Mathematics
 - Science
- Standard language and methods provided to applicant.

Academic Benchmark Objectives

	Third Grade Promotion	Algebra I End-of-Course Exam	High School Graduation
Elementary School	X		
Middle School		X	
High School		X	X

- Elementary School – One objective with one assessment
- Middle School – One objective with one assessment
- High School – Two objectives with one assessment per objective
- Standard language and methods provided to applicant

Personal Enrichment

- Objective Domains selected by applicant:
 - Arts and Culture
 - Health and Nutrition
 - Behavior and Problem-Solving
- Program serves elementary students:
 - Two objectives
 - One assessment per content area
- Program serves secondary students:
 - One objective
 - One assessment

Dropout Prevention and College and Career Readiness

- Objective Domains selected by applicant:
 - Dropout Prevention
 - College/Career Readiness
 - Entrepreneurship
- Program serves elementary students:
 - Not applicable
- Program serves secondary students:
 - One objective
 - One assessment

Adult Family Member Performance

- Objective Domains selected by applicant:
 - Family Literacy
 - Parental Involvement
- All Programs:
 - One objective
 - One assessment

*Objective must be performance-based,
not participation-based.*

Measurable Objectives and Assessments Review Criteria

- Proposed objectives:
 - Align with the needs and gaps identified in the Needs Assessment section.
 - Meet or exceed the minimum requirements of the RFP.
- The benchmark for each objective is reasonable and challenging for the target population and well-supported by valid research.
- Data collection plan is appropriate, well documented and likely to result in access to the appropriate data.

Above and Beyond the Minimum Requirements

- Applicant may also specify optional objectives and assessments beyond those minimally required.
- Additional data collection may be proposed beyond that required for assessing objectives.

Evaluation Data Collection and Reporting Deliverables

- Baseline Data Submission
- Mid-Year Data Submission
- Formative Evaluation Summary
- End-of-Year Data Submission
- Stakeholder Survey Data
- Summative Evaluation Report
- Federal Data Collection and Reporting

Due dates are specified in Section 9 of the RFP.

Data Reporting Requirements

- Includes individual student data for each objective assessment for each participating student
- Must use required reporting format provided by the FDOE
- Baseline
 - Collected within 2 weeks of enrollment
 - Measures starting point
- Mid-year
 - Collected at the end of the 2nd grading period
 - Measures progress towards objectives
- End-of-Year
 - Collected at the end of the program year
 - Measures achievement of objectives

Stakeholder Survey Data

- Survey data collected from:
 - participating students
 - their adult family members
 - school day teachers
- Examines stakeholder perceptions and impacts of the program
- Must use approved surveys provided by the FDOE

Formative Evaluation Summary

- Examines continual progress toward achieving objectives to inform program decisions
- Reports data-driven program decisions
- Provides evidence of programmatic changes based on the formative evaluation findings
- Must use required reporting format provided by the FDOE

Summative Evaluation Report

- Summarizes annual evaluation findings
- Includes reporting for summer and academic year

Two types:

- Comprehensive Summative Evaluation Report
 - Due in Years 2 and 5
- Brief Summative Evaluation Report
 - Due in Years 1, 3, and 4

Federal Data Collection and Reporting

- In accordance to the USED's requirements, each agency implementing a 21st CCLC program must input information and data annually into the 21st CCLC Annual Performance Report (21APR) federal data collection system regarding their approved and funded 21st CCLC grants.
 - Once the 2016-2017 data collection requirements are released by the USED, awarded subrecipients will be provided with specific information on the federal data collection and reporting requirements.



Fiscal Requirements

Governing Regulations

The fiscal and administrative management requirements for 21st CCLC programs are defined by:

- Education Department General Administrative Regulations (EDGAR)
- FDOE Green Book
- Other applicable federal, state and local regulations

21st CCLC Program Expenditures

- Program expenditures are reported to the FDOE using form DOE 399.
- Supporting documentation for expenditures is required for all funding methods. (e.g., payroll records, contracts, invoices, cancelled checks, bank statements)
 - Expenditures that are not documented are deemed unallowable.

Program Income

- Refer to Section 4.3 of the RFP.
- FDOE *strongly discourages* charging fees.
 - 21st CCLC programs may not charge fees without prior FDOE approval.
 - There is an established process to request authorization to charge fees.
 - Programs that plan to charge fees must clearly describe their plans to do so in the application.
 - Including this information in the application does not indicate FDOE approval even if the application is funded.

To charge fees, programs must receive explicit FDOE approval.

Funding Methods

- Federal Cash Advance
 - Public Entities, only as authorized by the FDOE
- Reimbursement with Performance
 - Community- and faith-based organizations and any other non-public school district entities

Independent of the funding methods, all funded agencies must maintain evidence of expenditures and evidence of performance.

Required Deliverables

- All funded subrecipients will be required to upload evidence of deliverables and activities. For example:
 - Daily Attendance (reporting and sign-in/out sheet)
 - Agendas
 - Adult family member activities sign-in sheets
 - Reports
- Refer to Section 9 of the RFP for documentation that will be required each month as evidence that the program is meeting the program deliverables.

Financial Consequences

- In accordance with 215.971(c), F.S., financial consequences will apply if the subrecipient does not achieve the minimum performance standards as described in this RFP.
- 2 C.F.R. Part 200.338, states, “ [...] If the Federal awarding agency or pass-through entity determines that if noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:
 - a) Temporarily withhold cash payments [...].
 - b) Disallow [...]all or part of the cost of the activity or action not in compliance.
 - c) Wholly or partly suspend or terminate the Federal award”

Refer to Section 9 of the RFP for specific financial consequences.

Allowable Expenditures

- Refer to Section 4.7 of the RFP.
- Refer to the Uniform Grant Guidance.
§200.403, Factors affecting allowability of costs.
- In general, we cannot readily respond to questions regarding whether a cost is allowable since there are many factors.

Unallowable Expenditures

- Refer to Section 4.8 of the RFP.
- Unallowable expenditures are any expenditure that does not meet the “Factors affecting allowability of costs.” (2 CFR 200)
- Some common examples of unallowable expenditures for 21st CCLC programs in Florida are:

Pre-award & proposal preparation • Cell phones • Meals
Decorations • Advertisement • Gaming consoles
Incentives • Furniture • Tuition • Capital improvements
Clothing/uniforms • Entertainment*

**The list is not all inclusive.*

Supplement, Not Supplant

The 21st CCLC federal award includes the “supplement, not supplant” provision. As such, 21st CCLC funds cannot be used to support:

- activities currently supported with other funds, or
- state or local mandates or requirements.

Applicants seeking to supplement an existing non-21st CCLC program must clearly and thoroughly describe it on their application.

Non-duplication of Effort

Applicants must ensure that 21st CCLC resources do not duplicate other federal, state or local programs or resources.

Records Retention

All records must be maintained for five (5) years from the end of all program activities, or longer if there is an investigation or audit.

Administrative Costs

- See Section 4.17 of the RFP.
- Administrative costs are capped at six percent (6%) of the total award amount (proposed amount for RFP).
- Administrative costs includes both indirect costs and general and administrative costs.

Evaluation Costs Cap

- See Section 4.18 of the RFP.
- Evaluation costs are capped at five percent (5%) of the total award amount (proposed amount for RFP).
- Evaluation costs includes:
 - Assessment tools
 - Evaluation and assessment trainings
 - Data collection activities
 - Recording and maintenance of data
 - Purchase of data collection and evaluation systems
 - Data analysis
 - Report writing
 - Other evaluation related activities

Procurement

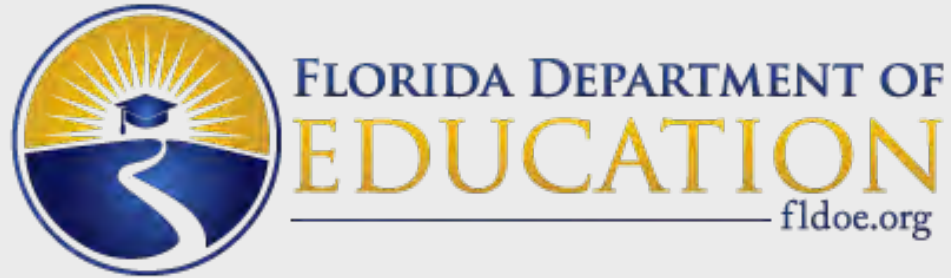
- See Section 4.19 of the RFP.
- Applicants must follow procurement rules and regulations of the state of Florida and the policies of their agency.
- Applicants must ensure vendors and contractors are not debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from transactions with a federal or state department or agency.
- The *Reference Guide for State Expenditures* is a great resource for more information.

General Education Provisions Act (GEPA)

- Equitable access to, and participation of students, teachers and other program beneficiaries with special needs
- Applicants must complete and submit a GEPA Statement using the form provided.

Equitable Services for Private Schools

- Equitable services for private school children and teachers
- Timely and meaningful consultation



Scope of Work/Narrative Components and Scoring Criteria

Proposal Section	Maximum Score
Project Abstract	Fixed (0 points)
Needs Assessment	7 points
Program Evaluation	15 points
Applicant's Experience and Capacity	10 points
Partnerships, Collaboration and Sustainability	8 points
Program Plan	35 points
Budget	25 points
Subtotal	100 points
Priority Points	10 points
Maximum Application Score	110 points

Some Basic 21st CCLC Terms

- **Center:** also identified as “site” or “facility.” This is the physical location where the students are present participating in the 21st CCLC program.
- **Target School:** school attended by the students during the regular school day.
 - When the 21st CCLC program takes place at the school attended by the students, the school is both the site or center AND the target school.

Scope of Work Instructions in the RFP

- **Instructions:**

- What information should be included in the section
- Respond to the questions provided

- **Review Criteria:**

- Review parameters
- Used by the reviewers to score the proposal

Scope of Work – Project Abstract or Summary

- **Draft last**
- **Use action verbs (provides, serves) rather than “proposes to...”**
- **FDOE will use to describe the project**

Scope of Work – Needs Assessment

- Required in the NCLB Act:
 - “an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families)”
 - “be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities”

Scope of Work – Needs Assessment (cont.)

- Use objective data
 - School Data
 - District Data
 - Census Bureau Data
 - Community Assessments
- Gain an understanding of the community:
 - What services are available in the community?
 - What services are not available?
 - What are the risk factors impacting the students' educational achievements?

Scope of Work – Needs Assessment (cont.)

- Engage stakeholders through strategies such as meetings, surveys, focus groups
 - Regular day school leadership (e.g., principal)
 - Regular day school teachers and counselors
 - Private school(s) leadership
 - Parents
 - Students
 - Community leaders
- Keep the documentation supporting that the needs assessment was completed.

Scope of Work – Evaluation Plan

- Section 3. of the RFP
- Describe:
 - How the evaluation activities will be completed
 - Who is responsible for the evaluation activities:
 - Program staff
 - Independent evaluator
 - When the activities will take place (timeline)
 - How the results will be used to improve program quality
 - How the results will be shared with the community

Applicants must attach documentation to support that the program will have access to the appropriate student data (e.g., data sharing agreement with the target schools).

Scope of Work – Applicant’s Experience and Capacity

The require is, “...the applicant must demonstrate that it has experience, or promise of success...”

Address each area separately:

- Administration and Fiscal Management
- Program Implementation
- Program Evaluation

Attach an organizational chart that graphically describes how the 21st CCLC program would fit within the applicant’s organization.

Scope of Work – Partnerships, Collaboration & Sustainability

Community Notice

- The requirement is, “...the community to be served must be advised of the applicant’s intent to submit an application for a 21st CCLC program ...”
 - Who was notified? How? When?
 - What documentation do you have?
- 21st CCLC Website
 - Plan to develop, launch, maintain
 - Information that will be posted
 - Who will be responsible

Scope of Work – Partnerships, Collaboration & Sustainability (continued)

Partnerships

- Consider the requirements:
 - Supplement, not supplant
 - Non-duplication of efforts
- Describe:
 - Who are the partners?
 - What, specifically, will they contribute?

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions.

Scope of Work – Partnerships, Collaboration & Sustainability (continued)

Collaboration with the Regular School Day

- The requirement is, “...the 21st CCLC program must be designed and carried out in collaboration with the schools attended by the students served.”

Address each area separately:

- Consultation during the development of the application
- Continued collaboration

Attach letters from each of the schools attended by the targeted students. Letters must clearly identify the school’s role and collaboration commitment (e.g., data sharing agreement, point of contact).

Scope of Work – Partnerships, Collaboration & Sustainability (continued)

Sustainability

The requirement is, “...the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends.”

- Strategies for sustainability
- Strategies to maintain service levels and quality in years 3 through 5
- Strategies to sustain the program after the 5 years

Scope of Work – Program Plan

Target Students

- Refer to RFP Section 1.5, Target Population
- Student Demographics
- Student Risk Factors
 - Is the program going to give priority to a special group?

Applications that include non-eligible schools will not be considered.

A maximum of four schools may be targeted by each center.

Scope of Work – Program Plan (continued)

Recruitment and Retention

- Address both:
 - How will program reach the target population?
 - How will the program encourage sustained participation?
 - Come regularly to the program
 - Attend the program from beginning to end

Attendance is a key are of program performance and will impact program funding.

Scope of Work – Student Program Activities

For each activity the applicant must identify:

- A description of how the activity is expected to improve student academic achievement as required by ESEA Section 4204(b)(2)(B)
- Lead staff responsible for the activity (e.g., certified teacher, teacher aide, counselor, volunteer, contractor)
- Staff to student ratios (volunteer cannot be considered in the ratios)
- How often and for how long the activity will typically be offered
- Programs proposing to serve a wide range of grades must identify what activities will be offered to each grade range.

Scope of Work – Student Program Activities (cont.)

Academic Enrichment Activities

- Homework Help
 - Strategies to coordinate with the regular school day teachers.
 - Plan to engage those students that do not have homework.
- Academic Enrichment
 - Describe each activity to be provided.
 - Refer to the Approved Program Activities in RFP Section 2.2
Describe how the activities will:
 - incorporate the Florida Standards,
 - Be developed in coordination with the regular school day teachers and support the regular school day, and
 - address the different learning styles and needs of the students.

Scope of Work – Student Program Activities (cont.)

Other Enrichment Activities

- Identify and describe what enrichment activities will be included as part of the program plan,
 - Refer to the Approved Program Activities in RFP Section 2.2,
 - Describe how these activities support the students' success, and
 - Described how they were designed to meet the needs identified in the Needs Assessment.
-
- Specialized services to high school students
 - type of services,
 - how those will be offered,
 - how often, and
 - by whom.

Scope of Work – Student Program Activities (cont.)

Include:

- “A day in the afterschool program” description detailing transitions, environment, materials, adult supervision, group sizes and any other pertinent information.
The reader should get a clear understanding of the afterschool experience.
- Sample schedule for each component proposed

Complete a Center Profile for each proposed site on the web-based system.

Each application can include up to four (4) centers.

Applications that include summer only programs will not be considered.

Scope of Work – Adult Family Member Activities

Services for adult family members of participating students.

For each activity the applicant must identify:

- Lead staff responsible for the activity
- How often and for how long the activity will be offered
- How is the activity tailored to the grade of their student participant and linked to the Needs Assessment
- The strategies to engage adult family members

Include a schedule of Adult Family Member activities.

Complete the “Adult Family Member Services” section of the Center Profile(s) on the web-based system.

Scope of Work – Staffing Plan and Professional Development

Address both:

- Staffing Plan

- Address program and administrative duties (see Section 2.10)
- Applicant employees versus contractors
- Disclose all familial relationships in their staff and contractors

Include organizational charts:

- For the agency (where is the 21st CCLC program housed)
- For the proposed 21st CCLC program

- Professional Development

- Training plan
- Qualifications of trainers
- After School Kick-off Conference attendance and dissemination of the information received

Scope of Work – Program Center(s)

- See Section 2.11
- Describe both the indoor and outdoor areas including size and amenities and how the different areas would be used for the proposed program activities.
- Describe how the facility provides an appropriate and safe environment.
- Describe where the facility is located in relation to the students' schools and their homes.
- Indicate how students and their adult family members can access the facility(ies).

Scope of Work – Safety and Student Transportation

Address both:

- Student Safety
 - appropriate supervision,
 - staff screening, qualifications and professional development activities.
 - processes to receive the students and release them
 - how the students will transition from one activity to the next.
 - Special process for emergencies, fieldtrips, or other situations

Scope of Work – Safety and Student Transportation

Address both:

- Student Transportation

How will the students will travel from the school to the 21st CCLC center and from there to their homes?

- If transportation is provided by the program:
 - processes to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, trained and screened.
- If transportation is not provided:
 - how students are accessing the program and going home in a safe and appropriate manner.

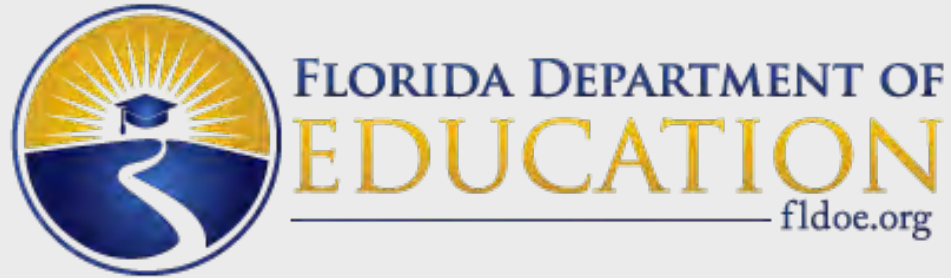
Consider operations during the fall and winter months.

Scope of Work – Dissemination Plan

- How will the 21st CCLC program will disseminate information about the program, including its location, to the community in an understandable and accessible manner?
- How is the dissemination plan is appropriate for the community being served by the 21st CCLC program?
- Describe the plan to design, launch and maintain a 21st CCLC program website.

Priority Points

- See Section 7 of the RFP.
- Priority points will be awarded only to agencies scoring 70 or above.
- Applicants must request priority points and indicate which priority areas apply by completing the Priority Points form.
- Applicants must submit documentation to support that the proposed program meets the criteria to receive priority points.



Budget Narrative Development

Budget Narrative

- Must use the department's form DOE 101S
- Worth 25 points of the possible 100 points
- No page limits
- Upload the completed form in an editable format to the RFP web-based system

Budget Narrative Form (DOE 101S)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

- A) Name of Eligible Recipient/Fiscal Agent: _____
- B) DOE Assigned Project Number: _____
- C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY



Today, we are going to cover these columns

Percent of Column 6 allocated to project (100%)

For FDOE Use Leave Blank

Enter Agency Name, for example:
ABC Kids, Inc.
School Board of Goodwill County

Accuracy is very important!
Enter TAPS number as identified on
RFP Cover:
17B030 – Statewide
17B036 – Geographic Diversity
Expansion

Leave Blank

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

- A) Name of Eligible Recipient/Fiscal Agent: _____
- B) DOE Assigned Project Number: _____
- C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY

Function and Object Columns

- Requires account information for each proposed cost based on the agency's general ledger
 - School Districts use the FDOE Red Book

Recommendation: Work with your comptroller/accounting staff

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: _____

B) DOE Assigned Project Number: _____

C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY

Account Title and Narrative Column

Three key parts must be included:

- Account title (name) from the agency's general ledger
 - Narrative description of the proposed costs
- Funding formula identifying how cost was calculated

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: _____

B) DOE Assigned Project Number: _____

C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY

Account Title and Narrative

The Account Title. This is the name given to the account on the agency's general ledger. For LEAs, the account titles may be found in the FDOE Red Book.

The Narrative. This is the description of what is being “purchased” with the funds. This narrative must give a good picture (to several different parties) of how the funds are being used.

Funding Formula. This is a mathematical expression describing how the costs were calculated.

Account Title and Narrative (continued)

The questions to be answered here are:

What is being purchased?

Services, materials, equipment, etc.

What is the purpose of the expenditure?

Description of how the expenditure supports the program objectives

How much is being purchased?

Number of staff positions, number of hours, number of widgets, etc.

How was the total cost derived?

Funding formula that describes the rationale used to calculate the total for the line item

Account Title and Narrative (continued)

When developing the budget and completing this part, applicants should consider the following:

Are the costs reasonable?

Defined as “what a prudent person would do”

Are the costs necessary?

Items without which the 21st CCLC program objectives cannot be achieved

Are the costs allocable to the program?

The costs directly benefit the 21st CCLC program

The information included in this section should support a “Yes” response to the questions.

Costs by Type

Administrative

Refer to Section 4.17 of the RFP.

- Capped at 6% of the award
- Generally management activities not related to the direct service of students (personnel management, fiscal activities, monitoring compliance, etc.)
- ***Identify in bold italics both the amount and percentage, as appropriate***

Evaluation

- Capped at 5% of the award
- Activities related to the evaluation of the project (developing evaluation plan, data collection, etc.)
- ***Identify in bold italics both the amount and percentage, as appropriate***

Direct

- All activities related to the direct service of students and their adult family members

Salaries

- **Indicate the position title clearly and in bold format.**
- Indicate staff credentials if required for the position. (e.g., certified teachers)
- Clearly describe the major tasks to be performed by the position.
- Include a funding formula.

Salaries: Typical Major Tasks

- Classroom and activity leaders, including PBL
- Supervision of students
- Collect and record data
- Coordinate program evaluation activities
- Prepare and submit deliverables
- Plan and lead Advisory Board meetings
- Plan and lead adult family member activities
- Supervise student sign-in/out
- Coordinate with the regular school teachers

A reviewer should also be able to identify who will perform all the proposed activities not included above.

Salaries: Funding Formula

Salaried Employees

Annual salary x percentage allocated to the program

The allocation must be reasonable for the activities performed.

Hourly Employees

Hourly wage x hours per day x number of days

The number of hours and days must be similar to those of the program service hours and days.

Salaries Sample

Full Time (FT) Salaries. *Position Title.* Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)
Amount/pay period x number of pay periods x % allocation =
\$ amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee
\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

Salaries Sample

FT Salaries. *Program Director.* Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)
Amount/pay period x number of pay periods x % allocation =
\$ amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee
\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

Salaries Sample

FT Salaries. *Program Director.* Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)

Amount/pay period x number of pay periods x % allocation =
\$ amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee

\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

Description

Salaries Sample

FT Salaries. *Program Director*. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)

Amount/pay period x number of pay periods x % allocation =
\$ amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee

\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

Salaries Sample

FT Salaries. Program Director. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)

Amount/pay period x number of pay periods x % allocation =
\$ amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee

\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

Salaries Sample

How about administration and evaluation duties?

The employee in our example spends 20 hours per week on 21st CCLC. Let's suppose he spends 5 hours working on payroll (administrative), 5 hours working on data collection (evaluation) and 10 hours in the classroom working with the students. Then the funding formula would be:

Annual Salary: \$24,000, 12-month employee

\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

25% Administration = \$3,000

25% Evaluation = \$3,000

Salaries Sample for Hourly Employees

PT Wages. *Certified Teachers.* Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of rationale used to calculate hours.

Number of positions x hourly wage x numbers of hours/day x number of days = \$ amount charged to 21st CCLC

2 certified teachers x \$25/hr. x 3 hrs./day x 180 days = \$27,000

1 certified teacher x \$25/hr. x 2 hrs./day x 10 days = \$500

2 certified teachers x \$25/hr. x 5 hrs./day x 20 days = \$2,500

FTE Position

Information in this column is only needed for salary and wages line items.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

- A) Name of Eligible Recipient/Fiscal Agent: _____
- B) DOE Assigned Project Number: _____
- C) TAPS Number: _____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY

Calculating FTE

FTE = Full Time Equivalent

40 hrs./week x 52 weeks in a year = 2080 hours/year

These numbers are the “standard” but some organizations have a different definition of full time:

- 10 month employee may be based on 44 weeks
- 11 month employee may be based on 48 weeks
- 37.5 hours per week may be based on 1950 hours

Check the definition of full time for your organization. If it is different from the standard (2080 hours), make sure you note that in the description.

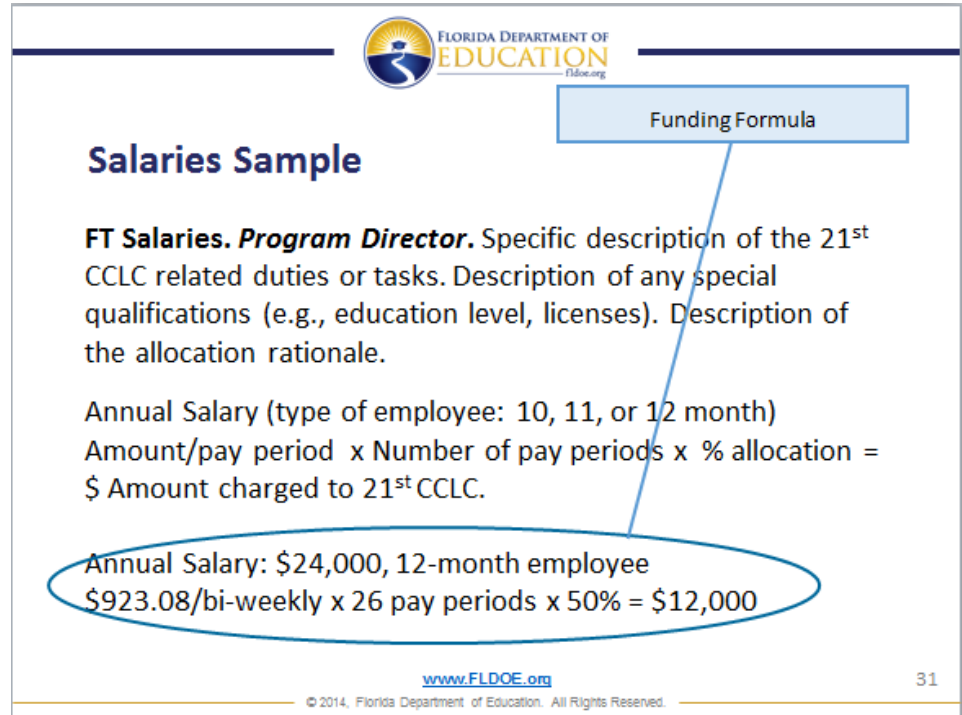
Calculating FTE


From our salary example:

The annual salary is \$24,000

The cost of the time spent on the 21st CCLC program is \$12,000

$$\text{FTE} = 12,000 / 24,000 = \mathbf{0.5 \text{ FTE}}$$



 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Funding Formula

Salaries Sample

FT Salaries. Program Director. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)
Amount/pay period x Number of pay periods x % allocation =
\$ Amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee
\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

www.FLDOE.org

© 2014, Florida Department of Education. All Rights Reserved. 31

Calculating FTE

From our hourly example:

We will use the number of employees, hours per day and number of days to calculate FTE.

Salaries Sample for Hourly Employees

PT Wages. Certified Teachers. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of rationale used to calculate hours.

of positions x hourly rate x # of hours/day x # Days =
\$ Amount charged to 21st CCLC

2 certified teachers x \$25/hr. x 3 hrs./day x 180 days = \$27,000

1 certified teacher x \$25/hr. x 2 hrs./day x 10 days = \$500


2 certified teachers x \$25/hr. x 5 hrs./day x 20 days = \$2,500

Calculating FTE

From our hourly example:

$$\begin{aligned}
 &2 \text{ certified teachers} \times 3 \text{ hrs./day} \times 180 \text{ days} = 1080 \text{ hours} \\
 &1 \text{ certified teachers} \times 2 \text{ hrs./day} \times 10 \text{ days} = \quad 20 \text{ hours} \\
 &2 \text{ certified teachers} \times 5 \text{ hrs./day} \times 20 \text{ days} = \underline{200 \text{ hours}} \\
 &\qquad\qquad\qquad \text{Total Hours} = 1300 \text{ hours}
 \end{aligned}$$

$$\text{FTE} = 1300 / 2080 = \mathbf{0.625 \text{ FTE}}$$



Salaries Sample for Hourly Employees

PT Wages. Certified Teachers. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of rationale used to calculate hours.

of positions x hourly rate x # of hours/day x # Days =
\$ Amount charged to 21st CCLC

2 certified teachers x \$25/hr. x 3 hrs./day x 180 days = \$27,000
 1 certified teacher x \$25/hr. x 2 hrs./day x 10 days = \$500
 2 certified teachers x \$25/hr. x 5 hrs./day x 20 days = \$2,500

www.FLDOE.org

© 2014, Florida Department of Education. All Rights Reserved. 33

Amount

This should reflect the total of all costs included in the “Account Title and Narrative” column.

Use only whole numbers.
\$500.00, not \$499.57

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: _____

B) DOE Assigned Project Number: _____

C) TAPS Number: _____

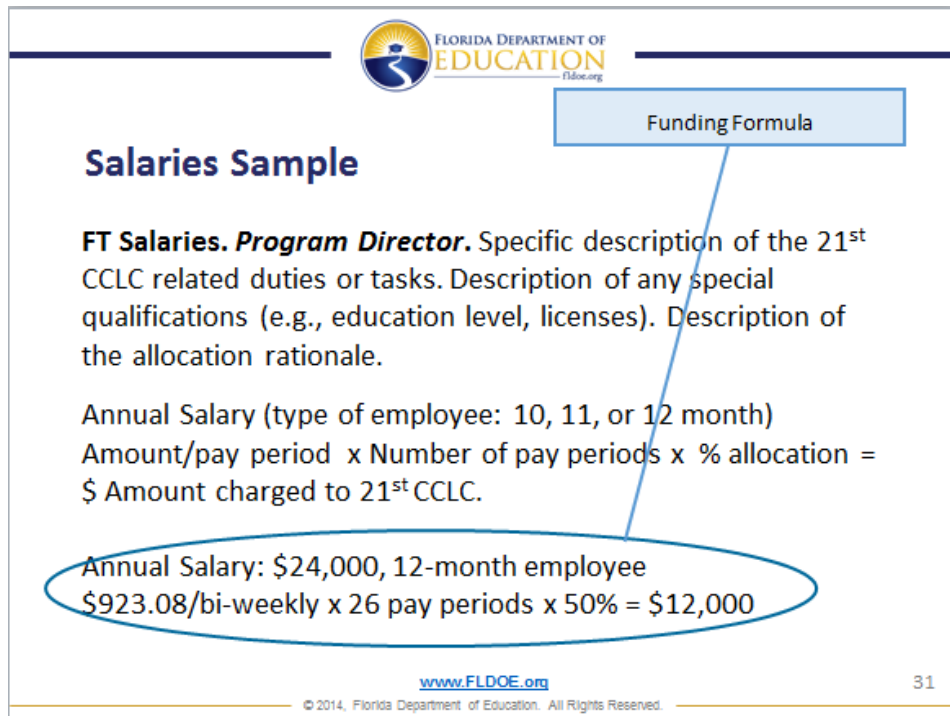
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY


Amount

From our salary example:

Since for salaried staff we will list only one staff type per line item, the “amount” is usually clearly identified in the funding formula.

Amount = \$12,000



 FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Funding Formula

Salaries Sample

FT Salaries. Program Director. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of the allocation rationale.

Annual Salary (type of employee: 10, 11, or 12 month)
Amount/pay period x Number of pay periods x % allocation =
\$ Amount charged to 21st CCLC.

Annual Salary: \$24,000, 12-month employee
\$923.08/bi-weekly x 26 pay periods x 50% = \$12,000

www.FLDOE.org

© 2014, Florida Department of Education. All Rights Reserved.


31

Amount

From our hourly example:

The total amount will be the sum of all the individual calculations:

$$\text{Amount} = \$27,000 + \$500 + \$2,500$$
$$\text{Amount} = \mathbf{\$30,000}$$



Salaries Sample for Hourly Employees

PT Wages. Certified Teachers. Specific description of the 21st CCLC related duties or tasks. Description of any special qualifications (e.g., education level, licenses). Description of rationale used to calculate hours.

of positions x hourly rate x # of hours/day x # Days =
\$ Amount charged to 21st CCLC

2 certified teachers x \$25/hr. x 3 hrs./day x 180 days = \$27,000
1 certified teacher x \$25/hr. x 2 hrs./day x 10 days = \$500
2 certified teachers x \$25/hr. x 5 hrs./day x 20 days = \$2,500

www.FLDOE.org

© 2014, Florida Department of Education. All Rights Reserved. 33

Fringe Benefits

- Indicate each benefit and how the cost was determined.
- List the benefits immediately after each position or type of position.
- A full description of the benefit is not necessary for customary costs (FICA; Worker's and Unemployment Compensation Insurance; Life Insurance; Short and Long Term Disability Insurance; Health, Dental, and Vision Insurance; Retirement) but all other benefits should be clearly described.
- Identify which position receives the benefit.

Fringe Benefits Funding Formula

Rate-based benefits

Salary/wage x fringe rate/percentage x program allocation

Periodic benefits

Periodic cost x number of periods x program allocation

- The cost distribution for fringe benefits must be in accordance with the salary distribution.
- Fringes associated with positions that perform administrative or evaluation duties must be identified in ***italics and bold format.***

Fringe Benefits Sample

Fringe Benefits. *Social Security.* Calculated at 7.65 % of salaries

$\$12,000 \times 7.65\% = \918

25% Administration = \$230

25% Evaluation = \$230

Fringe Benefits. *Retirement.* ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.

$\$12,000 \times 5\% = \600

25% Administration = \$150

25% Evaluation = \$150

Fringe Benefits Sample

Fringe Benefits. Social Security. Calculated at 7.65 % of salaries

$\$12,000 \times 7.65\% = \918

25% Administration = \$230

25% Evaluation = \$230

Fringes Benefits. Retirement. ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.

$\$12,000 \times 5\% = \600

25% Administration = \$150

25% Evaluation = \$150

Fringe Benefits Sample

Fringe Benefits. Social Security. Calculated at 7.65 % of salaries

$\$12,000 \times 7.65\% = \918

25% Administration = \$230

25% Evaluation = \$230

Fringe Benefits. Retirement. ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.

$\$12,000 \times 5\% = \600

25% Administration = \$150

25% Evaluation = \$150

Fringe Benefits Sample

Fringe Benefits. Social Security. Calculated at 7.65 % of salaries

$\$12,000 \times 7.65\% = \918

25% Administration = \$230

25% Evaluation = \$230

Fringe Benefits. Retirement. ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.

$\$12,000 \times 5\% = \600

25% Administration = \$150

25% Evaluation = \$150

Fringe Benefits Sample

Fringe Benefits. Social Security. Calculated at 7.65 % of salaries

$\$12,000 \times 7.65\% = \918

25% Administration = \$230

25% Evaluation = \$230

Fringe Benefits. Retirement. ABC, Inc. offers employer match for retirement contributions up to 5% of salaries to all full-time employees following the completion of the probation period.

$\$12,000 \times 5\% = \600

25% Administration = \$150

25% Evaluation = \$150

Final notes of Salaries and Wages:

The allocation to 21st CCLC must be reasonable:

- Hours per day must be similar to program hours.
Some staff may have some time before and after the program hours for setup and take down of program. The number of staff and the length of time that would be considered allocable depends on many factors. (e.g., size of the program, complexity of the program, type of site)
- Number of days must be similar to program days.
Additional days may be added for other program activities such as planning, professional development, reporting, etc. These days should be clearly identified in the narrative.
- Allocation of FT staff should be appropriate for the program components.

Materials & Supplies

- Indicate the type of materials to be purchased, how the materials will be used and by whom.
- Include the standard language as appropriate:
“... for the exclusive use of actively participating 21st CCLC students...”
“...for the exclusive use of actively participating 21st CCLC students and their adult family members...”
- Materials should align with the proposed activities.
- Remove open-ended language such as “etc.” and “including, but not limited to.”

Materials & Supplies

- The purchase of food is not allowed under this award. Limited expenditures in this area may be allowable as part of a culinary program and with proper documentation supporting the expenses. If approved, you must include the following standard language:

“Culinary class supplies will be restricted to raw materials and utensils for instructional purposes only and will be documented at a minimum with a lesson plan, recipe and attendance roster. All culinary class purchases will be reasonable and necessary to achieve program objectives and will comply with all applicable requirements and guidelines established by local, state and federal regulatory agencies regarding safe food preparation, licensing and inspections.”

Materials & Supplies

- Separate consumables from educational materials:
 - Consumables: paper, pencils, glue
 - Educational Materials: Books, workbooks, curricula

- Do not include equipment in this line item even if it is minor equipment.

Materials & Supplies Funding Formula

- The funding formula should describe how the line item total was calculated.
 - Use a funding formula that is aligned with the cost type
 - It is acceptable to estimate the costs of student materials on a reasonable amount per student
 - It is acceptable to estimate the costs of staff or administrative materials on a reasonable amount per staff or FTE
- Costs associated with administrative or evaluation tasks must be identified in ***italics and bold format***.

Materials & Supplies Funding Formula Samples

ABC Curriculum

\$100/set for 25 students x 4 sets = \$400

Consumable student supplies

Estimated at \$20/student x 100 students = \$2,000

Consumable supplies for certified teachers

Estimated at \$300/teacher x 0.625 FTE = \$188

Consumable office supplies for program administration

Estimated at \$200/Staff x .5 FTE = \$100

100% Administration = \$100

Equipment

- Equipment may be capital or non-capital.
- Indicate the type of equipment to be purchased, how it will be used and by whom.
- All equipment must be secured. Attractive, “pilferable” equipment must be secured and tracked by subrecipients.
- Include the standard language as appropriate:
“... for the exclusive use of actively participating 21st CCLC students...”
“...for the exclusive use of actively participating 21st CCLC students and their adult family members...”

Equipment Funding Formula

- Use an estimated but reasonable cost per item.

Number of items x cost per item

- Costs associated with administrative or evaluation tasks must be identified in ***italics and bold format***.

Note: A cost analysis must be included in the application as an attachment for the following cost items:

- salaries of the agency leadership positions if any portion of that salary is included in the program budget.
- equipment with a unit cost of \$1,000 or more.
- contractors with an agreement totaling \$5,000 or more on an annual basis.

Transportation

- Transportation may be paid as several individual costs (e.g., salaries and fringes of the drivers, use of the buses) or at a flat fee per mile or trip.
- Entities cannot contract with themselves to provide transportation (or any other activity/service).
- Include the standard language as appropriate:
“... for the exclusive transportation of actively participating 21st CCLC students...”
“...for the exclusive transportation of actively participating 21st CCLC students and their adult family members...”

Transportation Funding Formula

Drivers

- Follow the instructions for salaries and fringe benefits.

Fees (e.g., per trip or per mile)

- For internal rates, your organization must have a well-documented process to develop the rate and the rate must be applied consistently across programs. The agency must also have a method to review and audit the rate periodically. FDOE reserves the right to review before approval.
- For contracted transportation providers, follow the instructions for contractors.

Fieldtrips

- Fieldtrips may be an allowable expense only if they are necessary to achieve the program objectives.
- Include standard language:
“Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones.”

Field Trips

- Field trips may be an allowable expense only if they are necessary to achieve the program objectives.
- Include standard language:
*“Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. **Tickets will be purchased only from educational centers of the field trip destination.** Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones.”*

Field Trips

- Field trips may be an allowable expense only if they are necessary to achieve the program objectives.

- Include standard language:

*“Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. **Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones.**”*

Field Trips

- Out-of state field trips are NOT allowable unless prior specific approval is received from the FDOE.
Including an out-of-state field trip in the narrative description or the budget is not sufficient. The program must request and receive specific authorization from the FDOE.
- Overnight field trips are not allowable.

Field Trips Funding Formula

- Estimate costs based on the venues and the number of 21st CCLC students and teachers.

Admission cost x number of students

Admission cost x number of teachers

Remember:

Is this trip necessary?

Can we achieve the objectives without the trip?

Is there a less costly alternative?

Contracted Services

- Each contract should be listed in a separate line item unless the contracts are very similar (e.g., contracted instructors)
- Include the qualifications, if appropriate (e.g., certified teachers). For evaluators, credentials should be included in the narrative and only referenced (e.g., “See Section X.X of the narrative”) in the budget.
- Describe the services to be performed by the contractor.
- Indicate the deliverables (e.g., number of classes, reports) and the cost of each deliverable.

Contracted Services Funding Formula

- Must be based on how the payments are defined in the agreement between your agency and the contractor. A copy of the agreement may be requested by the FDOE.

Contracted staff (e.g., teachers)

Number of staff x cost per hour x hours per day x number of days (formula is similar to that of the hourly staff)

Services (e.g., evaluator)

Amount per deliverable

Each deliverable must be fully described and must be aligned with the proposed program.

Indirect Costs

- Only entities that have an indirect cost rate negotiated with the FDOE can charge indirect costs (LEAs).
- Public universities and colleges may charge indirect cost as specified in the FDOE Green Book.
- The indirect cost rate used cannot exceed the negotiated rate.
- Confirm current Indirect Cost rate and plan using the FDOE Comptroller's Office web page.
- Indirect cost cannot exceed the 6% administrative cap.

Indirect Costs

- If a program indicates they are willing to waive or reduce the amount of indirect costs, they must provide written confirmation from the school district's comptroller.
- If the indirect cost amount is below the 6% administrative cap, the program can include other administrative costs in the budget (up to the 6% cap).

Indirect Costs Funding Formula

- Indicate approved Plan (A or B)
- Indicate approved rate
- Involve your agencies comptroller

IDC Rates: <http://www.fldoe.org/comptroller/icr.asp>

- Include stock language requested by the Comptroller's Office:

The states negotiated indirect cost rate is at __%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 6% administrative cap.

Total of DOE 101S

- Include total Administrative and Evaluations Costs and percent of award for each:

Administrative: \$_____ (___%)

Evaluation: \$_____ (___%)

(Administrative costs are capped at 6% of the award and Evaluation costs are capped at 5% of the award.)

- Double check the summation
- Cannot exceed award

The budget is:

- ✓ ***A fiscal document***
- ✓ ***An estimate of the cost of implementing the program plan***

***Are the proposed costs
reasonable, necessary and allowable ?***

Web-Based System:

<http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>

- ***Will open on February 23, 2016***
- ***Navigation Demonstration***

Important Dates

**Notice of Intent Due:
March 4, 2016**

**Last day to submit questions:
March 11, 2016**

**Proposal due:
5:00 p.m. EST, March 23, 2016**



www.FLDOE.org



www.FLDOE.org