



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

**Bureau / Office**

Bureau of Family and Community Outreach

**TAPS Number**

25B030

**Program Name**

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) – 2024-25 Statewide

**Specific Funding Authority(ies)**

CFDA # 84.287 P.L. 114–95, Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESEA) – Title IV, Part B.

**Funding Purpose / Priorities**

This program supports the creation of 21st CCLC programs that provide high-yield 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 academic standards in core academic subjects, such as English Language Arts (ELA) and mathematics; offers students a broad array of high-yield enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

**Total Funding Amount**

The total funding amount available is \$15,000,000 contingent on FDOE’s 2024 Federal Award. The funding minimum for an individual award is \$75,000. The funding maximum is \$500,000 per single award. The estimated number of awards ranges from 20 to 30.

**Type of Award**

Discretionary Competitive

Research and Development (R&D)  Yes or  No

**Budget / Program Performance Period**

The program performance period is for four (4) years from August 1, 2024, to July 31, 2028. Awards are issued annually contingent upon demonstrated successful implementation consistent with approved performance expectations and adherence to all fiscal and programmatic requirements and funding for this purpose remains

available. The first budget for programs recommended for funding will be issued for a budget period of August 1, 2024, to July 31, 2025, contingent upon a successful budget and technical review.

**Target Population(s)**

The eligible target population is students in grades prekindergarten through 12 and the adult family members of those students. Priority is placed on students in high-poverty (as defined under ESEA Section 1114) and low-performing schools (as defined under ESEA Section 1003) or schools identified by their local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes.

**Eligible Applicant(s)**

Eligible applicants are LEAs, community-based organizations, Indian tribe or tribal organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), other public or private entities (including a faith-based or for-profit private entities) or a consortium of two or more such agencies, organizations, or entities. (ESEA Section 4201(b)(3)).

An entity may not apply on behalf of another. The applicant completing the Project Application form (DOE 100A) must be the operator of the 21st CCLC program.

**Application Due Date**

May 31, 2024

**The due date refers to the date of receipt in the online grant application system. The project effective date will be the date that the application is received meeting conditions for acceptance, or the budget period specified in the Project Award Notification, whichever is later.**

**Matching Requirement**

None

**Contact Persons**

**Program Contact**

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21st CCLC State Director  
850-245-9209

[Contobia.HorseyAdams@fldoe.org](mailto:Contobia.HorseyAdams@fldoe.org)

**Grants Management Contact**

Michael Lesley  
Office of Grants Management  
850-245-0717

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**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 FDOE, 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 <https://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xlsx>

### **Grants Management Training**

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**

### **Federal Cash Advance (Public Entities only as authorized by the FDOE)**

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

### **Reimbursement with Performance**

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

### **Fiscal Records Requirements and Documentation**

Applicants must complete a Budget Narrative form, DOE 101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

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-grants-procurement/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.

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

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.

### **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. Allowable expenditures 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.

In accordance with 2 CFR 200.403, costs must meet the following general criteria in order to be allowable under federal awards:

- Be necessary and reasonable for the performance of the 21st CCLC program.
- Be allocable to the 21st CCLC program.
- Conform to any limitations or exclusions set forth 2 CFR 200, Subpart E, Cost Principles or in the Federal award as to types or amount of cost items.
- Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the subrecipient.
- Be accorded consistent treatment (A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost).
- Be determined in accordance with generally accepted accounting principles (GAAP).
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior period.
- Be adequately documented.

### **Unallowable Expenses:**

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not a comprehensive 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 except for intentionally designed activities for participating students and their families.
- 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 or permanent installations of equipment
- 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 [https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337\\_2](https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_2).

### **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](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) or the Reference Guide for State Expenditures, [https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337\\_2](https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_2).

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 at:

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.

### **Administrative Costs including Indirect Costs**

#### **School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

#### **State Agencies, Public Universities and State Colleges**

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to include all typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

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.

**Twenty-first (21st) CCLC Program Requirement:** To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record equipment with a unit cost of \$1,000 or more on the Budget Narrative Form (DOE 101s). All 21st CCLC programs must also record and track all “attractive” items purchased with 21st CCLC funds. Attractive items are those that can be easily removed from the program and repurposed (e.g., cameras, laptops, tablets and other electronics). All 21st CCLC programs must have a process to secure all program equipment and supplies.

**State Requirement:** According to Rule Chapter 69I-72.002, F.A.C., “All tangible personal property with a value or cost of \$1,000 or more and having a programmed useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes.” According to Rule, Chapter 69I-72.003, Recording of Property, “A physical inventory of the property must be taken and the results reconciled with the property records at least once yearly.”

**Contractors:** All 21st CCLC programs may use contracts to fulfill some of the needs of the program. Contractors can provide ancillary services to the program but cannot provide or be responsible for the program. Contracts may be an allowable expense but cannot account for more than 25 percent of the total budget amount. Individual subcontracts with certified teachers and transportation costs are exempt from this limitation and must be clearly labeled in the budget. Applications that exceed this cap will be disqualified from the competitive RFP process.

All 21st CCLC subrecipients cannot further subgrant the 21st CCLC program or any part thereof. Prior to entering into a relationship with any outside entity, funded agencies should complete a subrecipient and contractor determination as described in 2 C.F.R. Part 200.330 and maintain documentation to support that the determination was completed prior to engaging the outside entity.

All relationships with contractors must be based on a written agreement that clearly identifies the scope of work to be completed by the contractor; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations. Contracts that exceed \$5,000 must have a cost analysis included in the application.

### **Administrative Cost Percentage**

For 21st CCLC programs, administrative costs are capped at 10 percent of the award amount. Administrative costs include both indirect costs and general administrative costs. For example, a \$200,000 program could spend up to \$20,000 in the administration of the program.

### **Program Income**

The intent of the 21st CCLC grant is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, the FDOE does not allow the charging of fees or activities that generate program income.

### **Program Donations**

Programs may not solicit donations from students and/or their family members.

### **Supplement, Not Supplant**

All 21st CCLC awards include the federal “supplement, not supplant” provision. As such, 21st CCLC funds may not be used to supplant (i.e., replace) existing programs or funding. Any expenditures that supplant existing programs or funding are not allowable.

All 21st CCLC funds can only be used to supplement an existing non-21st CCLC program. Subrecipients seeking to supplement an existing program must clearly describe how the 21st CCLC funds will supplement and not supplant other funds.

### **Non-duplication of Effort**

Cooperation and communication between agencies are essential to ensure the efficient use of available resources. It is the responsibility of the subrecipients to ensure 21st CCLC resources do not duplicate the services available through other federal, state or local programs or resources.

### **Program Evaluation Costs**

All 21st CCLC projects must complete an evaluation of the program. No more than 3 percent of each year's budget may be spent on program evaluation costs.

### **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/wp-content/uploads/orders/2020/EO\\_20-44.pdf](https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf)

### **For Federal Programs - General Education Provisions Act (GEPA)**

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to:

<https://oese.ed.gov/files/2021/10/General-Education-Provisions-Act-GEPA-Requirements-Section-427-ED-GEPA-427-Form.pdf>.

### **For Federal Programs – Equitable Services for Private School Participation – If Applicable**

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local educational agency(ies) service area. For details, refer to:

<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.



## Narrative Section

### Scope of Work/Narrative Components and Scoring Criteria

#### **Project Design/Scope of Work**

The proposal must be completed in the online system used by the Department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The Department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community.

Each section of the application will be weighted as follows:

<b>Sections</b>	<b>Points</b>
1. Project Abstract/Summary	3
2. Applicant's Experience and Capacity	3
3. Evaluation of Community Needs	5
4. Community Notice/Dissemination of Information	5
5. Partnerships and Collaboration	10
6. Target Population, Recruitment and Retention	5
7. Times and Frequency of Service Provision	10
8. Local Level Evaluation	10
9. Authorized Program Activities	15
10. Staffing, Volunteers and Professional Learning	10
11. Facilities	3
12. Safety and Student Transportation	3
13. Program Budget	15
14. Sustainability	3
<b>TOTAL Possible Points</b>	<b>100</b>

#### **Section 1: Project Abstract/Summary (3 points)**

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two 21st CCLC program sites. Applicants may need to complete the abstract once they have completed the application as the operations and activities may change as they complete the application.

#### Instructions

Develop a short statement (no more than 500 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program were in place. Use present-tense verbs such as "provides", "serves" and "offers."

## Review Criteria

Did the applicant:

- Briefly describe the program’s general goals and objectives; provide a short description of the program activities and how they will contribute to student success; and contain an overview of the services to be offered to the adult family members of the students served?
- List the dates, days and hours of program service?
- Show the grade levels and number of students to be served at each targeted school listed?
- Match the information entered on the site profile worksheet?

### **Section 2. Applicant’s Experience and Capacity (3 points)**

Applicants for 21st CCLC funding should have experience in providing out-of-school time programming using public funds. While the Department welcomes all applicants, those who have experience operating programs that use public funding to accomplish program goals may be better positioned to be successful in the implementation of this program. Applicant capacity may be demonstrated by such characteristics as the establishment of a board of directors who oversees the activities of the agency without any vested financial interest in program operations. Applicant capacity may include the existence and implementation of policies and procedures that employ auditable systems to properly account for the use of public funds.

In addition to administrative and fiscal capacity, agencies who successfully implement a 21st CCLC program should have experience in using data to develop and implement educationally supportive programming for students and families. Applicants should be familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families.

## Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program. If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

## Review Criteria

Did the applicant:

- Describe what experience the applicant has in managing public funding and specifically, federal funding?
- Describe what experience the applicant has in operating a 21st CCLC program?
- Describe the qualifications of the applicant’s leadership and the organizational structure available to support the 21st CCLC program?

### **Section 3. Evaluation of the Community Needs (5 points)**

In accordance with ESEA Section 4205(b)(1)(A), a 21st CCLC program must meet the measures of effectiveness required in the law by being “based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.” Each 21st CCLC program should conduct a needs assessment that uses quantitative and qualitative data from a variety of sources to identify the need for the program overall and the academic and personal enrichment needs of the students and their family members.

In accordance with ESEA Section 4204(b)(2)(D), the 21st CCLC program must be designed and carried out in collaboration with the schools attended by the students served. Within the needs assessment, programs should

also review the SIP of each of the target schools and identify ways the 21st CCLC program may support the improvement plan. The SIP for schools in Florida can be found at <https://www.floridacims.org/districts>. All 21st CCLC programs must be developed in active collaboration with the schools the participating students attend. Collaboration means that both the applicant and the target school will work together to reach the program's goals and objectives. Applicants should work with the target school(s) to inform them of the intent to submit a proposal to work with the students attending the target school(s).

The needs assessment should also include consultation with eligible private schools. The USED defines consultation as involving communications and discussions between the applicant and private school officials on "key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in" the 21st CCLC program. Consultation must be "meaningful," meaning it provides the opportunity for all parties to present their views, have those views seriously considered, and allow for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel.

### Instructions

Use the Know Your Schools portal to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the 21st CCLC program. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

### Review Criteria

Did the applicant:

- Describe how the applicant conducted an evaluation of the community needs and available resources for the 21st CCLC program and a description of how the proposed program will address those needs (including the needs of working families)?
- Describe, at minimum, the results of the English Language Arts (ELA) and mathematics assessment data at the target school?
- Identify gaps between subgroups in assessments, acceleration, discipline and attendance, and graduation and postsecondary as appropriate?
- Summarize survey results from the community and teachers which capture reasons that students and families may be struggling in the community?
- Identify at least three elements of program activities that students and families would like to see in a 21st CCLC program?
- Identify assets and gaps in assets in the community?
- Describe how the applicant's needs assessment aligns with the areas of focus in the target schools' School Improvement Plan (SIP) and/or Title I Schoolwide Program Plan?

### **Section 4. Community Notice/Dissemination of Information (5 points)**

In accordance with ESEA Section 4204(b)(2)(L), the community to be served must be advised of the applicant's intent to submit an application for a 21st CCLC program and must have access to the proposal after it is submitted. ESEA and the Education Department General Administrative Regulations (EDGAR) require that

21st CCLC funded programs provide equitable services to eligible private school students, teachers and other education personnel. Consultation to private schools must be “timely,” meaning adequate notice of the consultation is provided allowing all parties to be well prepared for the consultation. The consultation should occur with sufficient time for the applicant to consider the items identified in the consultation and include them in their proposal as appropriate.

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local educational agency(ies) service area. For details, refer to: <https://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Community notice involves efforts to notify the community of the intent to submit a proposal. This notice should include the target schools, the private schools in the surrounding area and the local community. Programs must also disseminate understandable and accessible information about the program including a description of the services and the program location (ESEA Section 4204(b)(2)(A)(iii)). The dissemination plan should include informing the community of promising practices and data-based successes of the 21st CCLC program.

The 21st CCLC programs must maintain a program web page. The program’s web page must include program information including a program description, the program’s address, the target schools, hours of operation and contact information for the site coordinator. A copy of the approved grant narrative must be posted on the web page. A section of the web page must be devoted to reporting ongoing progress towards the proposed goals and objectives. The web page shall be updated at a minimum twice a year or if the required program information changes. The web page must be active within one month of the beginning of the program.

In accordance with ESEA Section 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools that meet the criteria in the Target Population section on page 2 of this RFP.

### Instructions

In the text box, describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Describe how the 21st CCLC program will disseminate information about the program to the community in an understandable and accessible manner. Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program. Describe how the program will engage the adult family members of the students attending the program.

### Review Criteria

Did the applicant:

- Describe how the applicant informed the community of their intention to submit a proposal in response to this RFP?
- Describe how the proposal will be available to the community following its submittal?
- Describe how the applicant will disseminate information about the 21st CCLC program (including its location) to the community in a manner that is understandable and accessible?

- Identify what information will be available through the 21st CCLC web page and who will be responsible for its maintenance and update?

### **Section 5. Partnerships and Collaboration (10 points)**

In accordance with ESEA Section 4204(b)(2)(C), applicants must demonstrate how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Applicants may use partners to help coordinate the use of resources and implement components of programming that are not paid for with 21st CCLC funds. Partnerships are vital to the success of a 21st CCLC program as resources from the local community are necessary to drive the activities of an effective 21st CCLC program.

At a minimum, all programs that operate outside of the school day should have a partnership or agreement that ensures that snacks and meals are provided to all students. Since 21st CCLC funds cannot be used to purchase snacks or meals, directly or indirectly, programs must establish partnerships with other agency departments or external providers to provide snacks and meals to students enrolled in the program. 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Students or their families cannot be charged for any costs associated with supplemental snacks/meals directly (e.g., fees) or indirectly (e.g., requests for donations).

Additionally, ESEA Section 4204 (b)(2)(D) states that 21st CCLC programs must be designed and carried out in collaboration with the regular school day attended by the students participating in 21st CCLC activities. Collaboration means that both the applicant and the target school will work together to reach the program goals and objectives. To achieve active collaboration, funded programs are required to maintain constant communication with the schools the participating students attend to ensure that program activities support the learning that occurs during the regular school day. For example, academic enrichment should reinforce the concepts learned in the classroom. In order to determine the concepts being learned in the classroom, programs should actively communicate and collaborate to design 21st CCLC program activities based on content the students are currently covering.

The 21st CCLC programs must provide comparable services to private school students, teachers, and other education personnel. In general, services would be considered “comparable” if the program provides services and benefits to private school students, their teachers, and other educational personnel that are similar in both quantity and quality in comparison to the services and benefits provided to public school students, their teachers, and other educational personnel; addresses and assesses the specific needs and educational progress of public and private school.

Programs should also be cost effective and purposeful and utilize resources properly. Applicant expenditures should be reasonable and primarily targeted to the provision of direct service of students. Costs allocated to the 21st CCLC program must be tracked separately from other federal, state and local funds. ESSA 4204(b)(2)(C) requires a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources.

#### Instructions

In the proposal, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally, describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify any partnerships the applicant has secured to support the proposed program. Identify each partner and describe their tangible contribution to the program. Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

### Review Criteria

Did the applicant:

- Clearly describe the partnership plan for meals and/or snacks?
- Describe any partnerships the applicant has secured to support the proposed program?
- Identify each partner and describe their contribution to the program and how the partnership will work?
- Contain a completed Partners Table?
- Contain documentation such as Letter of Commitment or Memorandum of Understanding (MOU) from the proposed partners identifying contributions and do these letters clearly articulate their support of the program and identify their tangible contributions?
- Describe the partnership between the LEA, a community-based organization, and another public entity or private entity, if appropriate?
- Describe what strategies the applicant has developed to continue meaningful collaboration with the schools attended by the targeted students?
- Identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels?
- Demonstrate how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources?

### **Section 6: Target Population, Recruitment and Retention (5 points)**

In accordance with ESEA Section 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools that meet the criteria in the Target Population section on page 2 of this RFP.

Applications that include non-eligible schools will not be considered. A maximum of four schools may be targeted by each proposed center.

Go to the Know Your Schools portal at <https://edudata.fldoe.org/>. Use the search bar to find the school(s) you wish to serve. Determine if the school is eligible by reviewing the School Accountability Summary or LEA identified support list. If the school has been identified for support, review the Population and Enrollment tab to determine the Student Count. Based on the student count and the other areas that have been identified during the needs assessment, determine how many students are expected to be served at the 21st CCLC program site each day.

Students enrolled in 21st CCLC programs must attend the target school(s). 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. 21st CCLC programs are not drop-in programs. Students are expected to participate in 21st CCLC programs on a regular basis. Positive outcomes for students are strongly linked to a higher

number of days of participation in a quality program. Programs must implement strategies to maximize the number of participation days for each student. Programs must report student data for all students who attend for one (1) hour or more in the program.

Attendance must be recorded and reported for each student served. All programs must have a formal sign-in and out process that records the arrival and dismissal time of each student individually. All 21st CCLC programs must report attendance using the state's online data collection system EZReports.

### Instructions

In the text box describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied.

Additionally, describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. The applicant needs to describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day.

Finally, applicants must describe how the program will engage the adult family members of the students attending the program. This description should include what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

### Review Criteria

Did the applicant:

- Describe the targeted students including what schools they attend and their grade levels?
- Describe any priority given during enrollment to any specific students, and if so, the priority and how it will be applied; e.g., certain students or certain grade levels?
- Describe how students with special needs will be served?
- Describe how eligible students will be identified?
- Describe what strategies will be used to reach those students and enroll them in the 21st CCLC program?
- Include information on how their families will be reached and engaged in programming?
- Describe what strategies the program will implement to ensure that students consistently attend the 21st CCLC activities and participate in the whole array of activities?

### **Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)**

21st CCLC programs must offer services during non-school hours or periods when school is not in session, including before school, after school, weekends and school breaks including teacher planning days, 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.

The minimum operation requirements are as follows:

### Afterschool (Required)

Afterschool programming is a required component of every 21st CCLC program. Proposals that do not propose afterschool programming will be disqualified for review. Many programs are successful with student

recruitment when they start within one week of the school start date. To best serve the children of working families, programs should start at the beginning of the school year. Award amounts are based on the provision of services, therefore awards may be subject to reduction of funds based on actual operations. Early release days are included under afterschool programming.

Programs serving PreK and elementary students' afterschool must operate a minimum of:

- Ten (10) hours per week (Monday through Friday)
- Four (4) days per week (Monday through Friday)

It is recommended that PreK and elementary programs operate a minimum of two and a half hours per day, allowing at least one-half hour for homework and tutoring, one hour for academic enrichment and one hour for personal enrichment. Programs serving middle and high school students' afterschool must operate a minimum of:

- Eight (8) hours per week (Monday through Friday)
- Four (4) days per week (Monday through Friday)

It is recommended that middle and high school programs operate a minimum of two hours per day, allowing at least one hour for homework, tutoring and academic enrichment and one hour for personal enrichment, dropout prevention or college and career readiness activities. It is recommended that all programs end by 6:00 p.m. These recommendations consider the academic needs of students and the scheduling needs of working families.

#### Summer (Recommended)

Summer programming is a recommended component of the 21st CCLC program. All students are at risk of summer learning loss when they are not engaged in programming during the summer break. Summer learning loss is more severe in low-performing students. To best serve the children of working families, summer programs should be offered for an extended period of time. Many adult family members may make alternate summer arrangements or not enroll students at all if the summer program does not offer enough hours of coverage for working families.

Summer programs for all grade levels must operate for a minimum of:

- Four (4) hours per day (Monday through Friday)
- Four (4) days per week (Monday through Friday)

In order to engage middle and high school students, summer programming should be designed with postsecondary planning needs of the students in mind and include such topics as industry certifications, college preparation, career preparation, internships and apprenticeships.

#### Before School (Optional)

Programs may propose a before school component in addition to the afterschool component. If offered, programming must offer 21st CCLC program activities in addition to serving breakfast. Before school components should operate for a minimum of one hour.

#### Teacher Planning Days, School Breaks (Fall, Winter, Spring), Weekends and School Holidays (Optional)

Programs should provide a minimum of four (4) hours of programming per day if proposing to operate on teacher planning days, school breaks, weekends and/or holidays. Each student in the program must be afforded the full breadth of programming each week (e.g., a program cannot serve boys on Monday and girls on Tuesday). Programs must be designed to serve the same students on a daily basis.



### Adult Family Member Education (Required)

In accordance with ESEA Section 4201(a)(3), 21st CCLC programs must “offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.” For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. Programming must be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals. The Adult Family Member Education schedule should include activities that help adult family members become active participants in and a strong support system for the student’s academic endeavors.

A minimum of five (5) meaningful educational activities must occur throughout the year. The first activity should include a parent information session reviewing the 21st CCLC program requirements and activities. The other four (4) activities must occur at least quarterly. At least one (1) of these activities must focus on family counseling or mental health awareness resources. Programs are encouraged to develop a plan to serve the adult family members based on the needs of the community served which generally exceed this minimum requirement.

### Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include up to two (2) sites.

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

### Review Criteria:

Did the applicant complete a:

- Site Profile Worksheet for each proposed site that meets the minimum requirements of the RFP?
- Sample afterschool, adult family member education, summer, before school and weekend/holiday(s) schedules (where applicable)?
- Sample schedules that match the times and/or frequency of services as indicated?
- List of the adult family member education activities that include literacy and other related topics?
- List of educational activities designed to help adult family members help students achieve academically?
- List of adult family member education activities centered on counseling and mental health resources?

### **Section 8: Local Level Program Evaluation (10 points)**

All 21st CCLC subrecipients are required to participate and provide data as requested to the USED and FDOE. Subrecipients are required to undergo periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success ESEA Section 4205(b)(2)(A). Subrecipients must frequently review and utilize data collected for continuous improvement for student success. Subrecipients are required to post a summative report for its partners and the public identifying the annual outcomes of the program ESEA Section 4205(b)(2)(B)(ii).

The local level program evaluation data required to be collected and reported annually includes the following Government Performance and Results Act (GPRA) indicators:

- Measure 1: Growth in reading and language arts and mathematics on state assessments
- Measure 2: Grade point average improvement
- Measure 3: School day attendance rate improvement
- Measure 4: Decrease of in-school suspensions
- Measure 5: Teacher-reported engagement in learning

Additionally, FDOE requires additional program objectives which complement the GPRA outcome measures. This alignment assists in minimizing program data collection and maximizing service delivery. Data is required to be reported monthly, quarterly and annually through the state's data collection system EZReports.

As data submission is a requirement of the grant and critical for the continuous improvement process, subrecipients are required to have a signed data sharing agreement with the targeted school or school district for the collection of the required data.

### Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

### Review Criteria

Did the applicant describe:

- If applicable, how the applicant will work with the district/target school to obtain a data sharing agreement?
- The activities and proposed timeline for the local level program evaluation process?
- How the evaluation results will be shared with the community?
- What experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data?
- What pertinent experience the applicant has in using evaluation data to improve program plans in an effort to improve program quality?

### **Section 9: Authorized Program Activities (15 points)**

ESEA Section 4205(a) identifies the approved activities for a 21st CCLC program. This section states the following:

Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

(A) the challenging State academic standards and

(B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

- (3) literacy education programs, including financial literacy programs and environmental literacy programs;
- (4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- (5) services for individuals with disabilities;
- (6) programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- (7) cultural programs;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) parenting skills programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- (12) drug and violence prevention programs and counseling programs;
- (13) programs that build skills in science, technology, engineering, and mathematics, including computer science, and that foster innovation in learning; and
- (14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Homework assistance and tutoring should be offered as part of the afterschool programming. If a classroom, school, or district does not give homework to students, an alternative academic enrichment activity should be scheduled in the absence of homework.

### Instructions

Each program must create and upload a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should describe how the 21st CCLC program will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence.

### Review Criteria

Did the applicant:

- Outline a schedule for each program component that includes the start and end time for each activity and which activity will be offered?
- Describe how each proposed activity is aligned to ESEA Section 4205(a) authorized activities?
- Describe how the activities will meet the measures of effectiveness described in ESEA Section 4205(b)?
- Describe how the activities are expected to improve student academic achievement as well as overall student success as described in ESEA Section 4205(b)(2)(B)?
- Describe how the applicant will provide a demonstration that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students outlined in ESEA Section 4204(b)(2)(I)?

## **Section 10: Staffing, Volunteers, and Professional Learning (10 points)**

A well-developed and trained staff is key to the success of a 21st CCLC program. All programs are required to have an organizational structure that can support both high program quality and compliance with federal, state, and local rules and regulations as well as 21st CCLC program requirements.

Each application must have a main contact to interface with the FDOE about the 21st CCLC program. The main contact can be a grant manager, or project director. Each 21st CCLC program site must have a site coordinator working at least 30 hours per week. A full-time site coordinator is preferable. The site coordinator collaborates with the target school and community to find resources to provide enrichment to students and families in the program.

Academic enrichment must be supervised by a certified teacher, defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate, preferably a teacher certified within the grade levels and content areas being taught. Academic enrichment activities are those that are designed and implemented to improve the student's performance in the core subjects (e.g., mathematics, English language arts, science) as well as homework assistance and tutoring. Other programming can be facilitated by paraprofessionals, activity leaders or youth development workers. Volunteers may help support students participating in 21st CCLC programs. If the program is utilizing volunteers, it must have a plan to train, encourage and appropriately use these qualified persons (ESEA Section 4204(b)(2)(M)).

All 21st CCLC staff and contractors must be cleared through a Level II background screening as described in Chapters 39, 402 and 409, F.S. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in Chapters 39, 402 and 409, F.S.

All 21st CCLC sites shall maintain at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. In order to meet this requirement, programs should ensure that at least two staff members are certified per site.

All 21st CCLC grants must have a professional learning plan responsive to its staff's needs. The plan should address the training needs of the staff charged with administering the program and the staff delivering the activities. All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application.

### Instructions

In the text box provided, describe the staffing structure of the 21st CCLC program. Outline the positions that will be hired in the 21st CCLC program. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the 21st CCLC program staff. If the 21st CCLC program is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

### Review Criteria

Did the applicant:

- Provide a staffing structure that would adequately meet the ratios in the site profile worksheet?

- Provide a staffing structure that would allow the implementation of a 21st CCLC program with fidelity and goes above and beyond a basic afterschool program?
- Include robust qualifications and duties in the position descriptions provided?
- Include applicant plans to use volunteers in activities carried out through the 21st CCLC program, the applicant describes how it would encourage and use appropriately qualified persons to serve as the volunteers?
- Describe the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities described?
- Include professional learning aligned with the program activities and the students to be served by the proposed program?

### **Section 11: Facilities (3 points)**

The 21st CCLC program centers operating out of school time programs must comply with Chapters 402.26-402.319, F.S. This Florida Statute, together with Rule 65C-22.008, F.A.C., defines childcare and sets forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. Local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements.

Programs operated by a public or a non-public school at their centers and serving children in kindergarten (5-year-olds) and grades one or above, shall not be deemed to be childcare per Chapter 402.3025, F.S., and as such will not need to provide licensing information or documentation.

All other applicants must describe how they will meet the requirements of licensing for each proposed center and provide documentation to support compliance as follows:

- Provide a copy of the valid childcare license for each proposed site. The terms of the license must be in line with the application. For example, the number of children to be served must be the same or less than the number identified in the license, and the license must be in the name of the agency applying under this proposal. OR
- Provide a copy of the valid exemption from the DCF or their local licensing agency. The copy of the exemption must include a copy of the licensing survey as provided to the licensing agency. The terms of the exemption must be in agreement with the application.

If the operation of the program changes in order to comply with the 21st CCLC program after the exemption was granted by the DCF, the program must be re-evaluated by the DCF to determine if licensure would be required based on these changes.

Applicants in the process of securing the required documentation must fully describe the status of the process at the time of the application including the projected date when the documentation (i.e., license(s) or exemption letters) will be available.

A valid license or exemption must be received by the 21st CCLC program office by July 31, 2024. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2024, will not receive an award under this RFP.

The FDOE does not make licensing determinations or provide exemptions or waivers. Only DCF or the appropriate local licensing agencies have the legal authority to do so. The FDOE reserves the right to confirm the accuracy of the information and documentation provided with the DCF or the appropriate local licensing agency.

### Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment. If the applicant meets this criteria and does not have a license or exemption letter, please upload a plan for the program to be licensed by the July 31, 2024, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

### Review Criteria

Did the applicant:

- Describe in detail, the facilities including both the indoor and outdoor areas including size and amenities (e.g., eating area, library, basketball court) and how they would be used for the proposed program activities?
- Include where the facility is located in relation to the students' schools and their homes?
- Include how students and their adult family members can access the facility(ies)?
- Include information on whether the center has a license or exemption from DCF, if applicable?

### **Section 12: Safety and Student Transportation (3 points)**

In accordance with ESEA Section 4204(b)(2)(A)(ii), students must be able to travel safely to and from the 21st CCLC program center and home. Student safety is paramount to the FDOE and 21st CCLC programs, which must be designed and delivered in a manner that safeguards students. Programs must also have a clear strategy for the safe transportation of students to and from the school, the 21st CCLC facility (if off-site), and their home.

### Instructions

In the text box, describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, fieldtrips or other situations as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

### Review Criteria

Did the applicant describe:

- How the students participating in the program will travel safely from the school to the 21st CCLC center and from the center to their homes?
- A safety plan for emergencies, field trips, etc.?
- The qualifications of the transportation staff?
- What processes will be in place to ensure student safety including appropriate supervision, staff screening, background checks and qualifications and professional learning activities?

### **Section 13: Program Budget (15 points)**

The budget for the 21st CCLC should reflect expenditures that focus on direct services for the needs of the students and families in the program. These include staffing that provides direct support to students, materials and curriculum for learning and enrichment activities, transportation needs for students and professional learning for staff. A minimal amount of funds may be dedicated to overhead and administration; however, 21st CCLC funds are supplemental funds and subject to the federal "supplement, not supplant" provision. The

infrastructure for the program should already be in place and funds should not be budgeted for unallowable and unallocable expenditures. All expenditures should be reasonable and necessary to carry out the program goals.

Contractors can provide ancillary services to the program but cannot provide or be responsible for the program. Contracts may be an allowable expense but cannot account for more than 25 percent of the total budget amount. Individual subcontracts with certified teachers and transportation costs are exempt from this limitation. These exempt subcontracts must be clearly labeled in the budget. All relationships with contractors must be based on a written agreement that clearly identifies the scope of work to be completed by the contractor; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for nonperformance; and any other information as required by applicable federal, state and/or local rules and regulations.

Section 9, Chapter 2010-151, F.S., amending Chapter 216.3475, F.S., Maximum rate of payment for services funded under General Appropriations Act or awarded on a noncompetitive basis, requires the department, for agreements of \$35,000 or more, to maintain records to support a cost analysis, including the detailed budget submitted by the entity to be funded and the agency's documented review of individual cost elements to determine if they are:

- Allowable
- Allocable
- Reasonable
- Necessary

In accordance with ESEA Section 4204(b)(2)(G), grant funds must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program. Applicants must use the DOE 101 form, Budget Narrative, for the budget. The document includes instructions on how to complete the form. There is no page limit for the budget. and add the totals to generate a total award request to be entered into the DOE 100 form. This amount should be used as the base amount of the total budget not to exceed \$500,000.

Administrative and evaluation expenditures are allowable under the grant. The administrative costs are capped at ten (10) percent of the total award. Evaluation costs are capped at three (3) percent of the total award.

The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the funding request guide. The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the funding request guide and add the totals to generate a total award request to be entered into the DOE 100(s) form. This amount should be used as the base amount of the total budget not to exceed \$500,000.

### Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed \$500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

## Review Criteria

Did the applicant:

- Include the proposed program budget include cost which align to the applicant's proposed authorized activities and the funding request guide?
- Provide a description of the proposed budget which is thorough, specific and supports the proposed program?
- Present expenses that appear to be allowable, allocable, reasonable and necessary to achieve the objectives of the proposed 21st CCLC program?
- Provide an appropriate balance between administrative and direct service costs?
- Identify the required personnel, professional and technical services, and/or travel for the proposed program clearly and adequately explained and appropriate for the proposed program?
- Describe the overall program cost as reasonable for the proposed services?

### **Section 14: Sustainability (3 points)**

In accordance with ESEA Section 4204(b)(2)(K), the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends. Programs should plan to sustain their 21st CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program. In order to ensure broad-based community, school and student involvement and support, all 21st CCLC 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 varied group of members of community agencies and the private sector. The optimal size is 10 to 15 members. The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded. The focus of the advisory board meetings should include at a minimum current or future program needs and/or concerns, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan.

### Instructions

In the text box provided, describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

## Review Criteria

Did the applicant:

- Describe the preliminary plan and what strategies are in place to develop continued support after the funding ends?
- Describe the proposed members of the advisory board and the methods they will use to implement the sustainability plan?
- Describe the frequency of the advisory board meetings?
- Describe what strategies are in place to develop continued support after the funding ends?

### **Priority Points Section**

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria. It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points. Evidence of eligibility for priority points must be included with the submission of certain priority points. Priority points will not be awarded to applicants that do not submit accompanying evidence.



*Priority 1: Evidence that the proposal targets students and families from high-poverty schools. (up to 5 points).*

<i>Criteria</i>	<i>Points</i>
All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:	
75%-89% of the student body receives free/reduced price meals	Maximum 3 points
90% or more of the student body receives free/reduced price meals	Maximum 5 points

*Priority 2: Evidence that the proposal involves a partnership targeting schools in Comprehensive Support & Improvement (CSI) classification (3 points).*

<i>Criteria</i>	<i>Points</i>
Applications submitted by a partnership between an LEA, a community-based organization and another public or private entity that propose to serve only students who attend schools in CSI classification.	
Applicant provides a narrative description of the partnership and the roles to be played by each partner and includes a copy of an agreement such as a Memorandum of Understanding signed by all partners that clearly details the contribution of each partner.	Maximum 3 points

*Priority 3: Evidence that the proposal serves students in high school (3 points).*

<i>Criteria</i>	<i>Points</i>
Applicant proposes an application that solely serves students in grades 9 through 12.	Maximum 3 points

*Priority 4: This proposal is submitted from an applicant that will not have any continuation projects in the 2024-25 program year (5 points).*

<i>Criteria</i>	<i>Points</i>
If this proposal is not funded, the applicant will no longer have any 21st CCLC programming.	Maximum 5 points

*Priority 5: This applicant has successfully operated a 21st CCLC project (5 points).*

<i>Criteria</i>	<i>Points</i>
An applicant has been consistently operating in compliance with 21st CCLC requirements.	Maximum 5 points

**Support for Strategic Imperatives**

Describe how the project will incorporate one or more of the established goals State Board of Education’s K-20 Strategic Plan. <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

**Notice of Intent-to-Apply**

The due date to notify Dr. Contobia Adams of intent-to-apply is May 13, 2024. Send the notification by email to [21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org). Providing the intent-to-apply is not required for an application to be considered. Conversely, eligible organizations which file an intent-to-apply are not required to apply.

## Method of Answering Frequently Asked Questions

Applicants will be able to ask questions regarding the RFP via email to [21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org).

**The last day to submit questions is May 20, 2024.** Questions will not be answered individually or via phone. All questions and responses will be posted at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>.

## Reporting Outcomes

Applicants who are awarded are expected to report on project outcomes through the submission of monthly deliverables. Monthly deliverables submissions include student attendance and data reporting and will be due on the 5th of each month.

## Financial Consequences

**The grant manager shall periodically review the progress made on the activities and deliverables listed. If the sub-recipient fails to meet and comply with the activities/deliverables established in the grant or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the grant manager may approve a reduced payment or request the sub-recipient redo the work or terminate the grant.** Failure to serve the number of students for which the applicant is funded will result in a decrease in funding for the following year to the number of students served. The number of students served will be calculated using the average daily attendance of the number of students attending the program from October to April for programs operating during the school year and from June to July for programs operating during the summer. **The grant manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.**

## Conditions for Acceptance

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

- 1) Application is received in the SurveyMonkey Apply application management system within the timeframe specified by the RFP.
- 2) Application includes the required forms: DOE 100A Project Application Form and DOE 101S - Budget Narrative Form.
- 3) All required forms must have the assigned TAPS Number included on the form.
- 4) All required forms 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 must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.
  - 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 as an electronic signature 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.

## **Project Performance Accountability Information, Instructions, and Forms**

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.**

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.
- Verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

### **Deliverables must:**

- Be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service.
- Identify the minimum level of service to be performed.
- Be quantifiable, measurable, and verifiable.
- Be due on the 5th day of each month.
- Be reviewed and monitored to determine compliance with the program requirements.
- Be timely and accurate. The submission of deliverables will be considered to determine subrecipient performance.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

## Project Performance Accountability Form

### Definitions

- **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. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence-** The tangible proof.
- **Due Date-** Date for completion of tasks.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: August 1-31, 2024</u> All subrecipients must submit via the department’s online system, a monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	September 5, 2024
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: September 1-30, 2024</u> All subrecipients must submit via the department’s online system, a monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	October 5, 2024

<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: October 1-31, 2024</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>November 5, 2024</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: November 1-30, 2024</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>December 5, 2024</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: December 1-31, 2024</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>January 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: January 1-31, 2025</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>February 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: February 1-28, 2025</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>March 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: March 1-31, 2025</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>April 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: April 1-30, 2025</u></p> <ul style="list-style-type: none"> <li>• All subrecipients must submit via the department’s online system, a monthly</li> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>May 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: May 1-31, 2025</u></p> <p>All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>June 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: June 1-30, 2025</u></p> <p>All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> </ul>	<p>July 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: July 1-31, 2025</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Participant data update.</li> <li>• Summative Evaluation Report</li> </ul>	<p>August 5, 2025</p>
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