

**Request for Proposal (RFP)
for Discretionary, Competitive Projects**

Project Year 2017-18

Bureau / Office

Bureau of Family and Community Outreach

Program Name

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

TAPS Number

18B030



Released: May 12, 2017
Intent to Apply Due Date: May 26, 2017
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Section 1: General

1.1 Bureau/Office

Bureau of Family and Community Outreach (BFCO)

1.2 Program Name

21st Century Community Learning Centers (21st CCLC)

1.3 Specific Funding Authority

Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C

1.4 Funding Purpose/Priorities

The purpose of the 21st CCLC program is to provide opportunities for communities to:

- (1) provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- (2) offer students a broad array of additional services, programs and activities during non-school hours such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- (3) 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.

1.5 Target Population(s)

The target population for 21st CCLC programs is students attending kindergarten through grade 12 in Florida schools that have a 2016 school grade of D or F as indicated on the FDOE School Accountability Report, School Grades, for 2016 located at <http://schoolgrades.fldoe.org/>.

Proposals can only target a maximum of four schools per center.

1.6 Eligible Applicant(s)

Eligible applicants are local educational agencies, community-based organizations, other public or private entities, or a consortium of two or more of such agencies, organizations or entities.

All public schools, including charter schools, must apply through the school district. See Section 1002.33, Florida Statutes (F.S.) - (1) AUTHORIZATION.—Charter schools shall be part of the state's program of public education. All charter schools in Florida are public schools. <http://www.flsenate.gov/laws/statutes/2011/1002.33>

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

1.7 Application Due Date

Applications are due on or before 5:00 p.m. on June 16, 2017.

For Federal programs, the project effective date will be the budget period specified in the Federal Award Notification.

See submission requirements in Section 8.

1.8 Total Funding Amount/Approximate Number of Awards

The total funding to be released for this funding opportunity is contingent on Florida’s 2017-18 Federal Award, for quality applications to operate a 21st CCLC program within any county in the state of Florida.

The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification and the number of quality proposals approved. The FDOE will not obligate any funds for Project Year (PY) 2017 grants until federal funds are appropriated and the Florida Department of Education has received its federal award notification from the USED.

Each application should be unique and target different schools.

The maximum single award is \$700,000 per year. The minimum award is \$62,500 per year.

Subgrants will be awarded for three (3) years, contingent on availability of funds and program performance. Funded program may be provided the opportunity to extend the program for an additional two (2) years if the target schools continue to meet program eligibility (schools with a school grade of D or F).

Although subgrants are awarded for up to three to five years, there is a 20 percent reduction in funding for years three (3) through five (5). The reduction of funds seeks to encourage programs to research and secure other funds and resources to ensure the 21st CCLC program is sustainable by the end of the grant period. For example, an original award of \$100,000 would be reduced to \$80,000 in years three through five.

Grant Year	Example Amount	Timeframe
Year 1	\$100,000	July 17, 2017-July 31, 2018
Year 2	\$100,000	August 1, 2018-July 31, 2019
Year 3	\$80,000	August 1, 2019-July 31, 2020
Year 4 ¹	\$80,000	August 1, 2020-July 31, 2021
Year 5 ¹	\$80,000	August 1, 2021-July 31, 2022

¹Only available if target schools retain eligibility

Applicants must maintain the same level of services throughout all the years of funding independently of these planned reductions. This may be accomplished by supplementing the 21st CCLC subgrant funds with other resources including federal, state and local resources, including in-kind contributions. Performance and the allocation of federal funds to Florida may also impact the funding amounts.

1.9 Matching Requirement

None

1. 10 Budget/Program Performance Period

July 17, 2017 to July 31, 2018.

Federal Programs: The project effective date will be the budget period specified in the Federal Award Notification.

See submission requirements in Section 8.

1. 11 Contact Persons

Program Contact

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850-245-0821

Grants Management Contact

Tiffany Herrin
Office of Grants Management
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850-245-0716

1. 12 Assurances

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

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the FDOE Green Book.

NOTE: The 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 become 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 website at <https://cfo.gov/cofar>.

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 Terms, Assurances and Conditions for Participation in Federal and State Programs* by submitting the certification of adherence page, signed by the agency head with each application.

This item must be submitted with the application.

21st CCLC Subrecipient Assurances

In addition, all applicants must review and agree to the 21st CCLC Subrecipient Assurances. This document describes many of the requirements governing the operation of a 21st CCLC program in Florida. This document must be signed by the agency head or appropriate designee and included as an attachment to each application.

1. 13 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.

- School districts, state colleges, 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 then 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 appropriate Risk Analysis form, DOE 610, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/does610.xls>.
- Governmental and non-governmental entities, (except state agencies) 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, DOE 620, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/does620.xls>.

Section 2: Program Requirements and Guidance

The 21st CCLC requirements are based on the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeed Act (ESSA), Title IV, Part B; the State of Florida Application to the USED; and other applicable requirements.

2.1 Program Development and Design

In accordance with ESSA Sec. 4205(b), 21st CCLC programs must meet the Measures of Effectiveness by complying with the following criteria:

- “(A) be 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;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- (C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;

- (D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
- (E) collect the data necessary for the measures of student success described in subparagraph (D).”

Additional information regarding Section 4203(a)(14)(A) referenced above and other program evaluation items is available in section 3 of this RFP.

2.2 Approved Program Activities

ESSA Sec. 4205(a) identifies the approved activities for a 21st CCLC program. This section states, 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 any local 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 after-school 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 (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; 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.”

Within these federally-defined parameters, the FDOE has further defined some of the allowable activities to meet the needs of students in our state and target statewide efforts as defined in this section.

The program schedule must reflect an appropriate balance of academic and enrichment activities that clearly support the objectives of the 21st CCLC program – improve the academic performance of students and help students meet the Florida’s academic

standards. The activities should include a wide range of teaching modalities (e.g., instruction, hands-on, free exploration) to meet the learning styles of all students.

2.2.a Literacy and English Language Arts

Literacy is a vital component of 21st CCLC programming and a key skill for student success. It is vital that all Florida students demonstrate evidence of mastery of the Florida Reading Foundation Standards by the end of grade three. Reading will prepare them to learn in subsequent grades and later in their post-secondary pursuits. Older students must be proficient readers to be prepared to have successful college and career opportunities. Literacy or English Language Arts activities, whichever is appropriate, must be included for all grade levels as appropriate for the student population.

Additional information and resources can be found at:

- Just Read, Florida! <http://www.fldoe.org/academics/standards/just-read-fl/>
- CPALMS <http://www.cpalms.org/Public/>

2.2.b STEM (Science, Technology, Engineering and Mathematics)

The USED and the FDOE emphasize the importance of focusing on STEM topics in educational programs to help our students be prepared to meet the national need for a STEM-educated workforce. STEM activities must be included for all grade levels as appropriate for the student population. STEM activities must include approaches that help students develop strong foundational skills in math and science.

Additional information and resources can be found at:

- Florida Students educational resources for learning <http://www.floridastudents.org/#>
- You for Youth (Y4Y) www.y4y.ed.gov/teach/stem/
- Florida Department of Education—Mathematics, Science and STEM Programs <http://www.fldoe.org/academics/standards/subject-areas/math-science/>
- CPALMS <http://www.cpalms.org/Public/>

2.2.c College and Career Readiness

The FDOE emphasizes the importance of college and career readiness in helping Florida students be prepared to complete the education and training they will need to successfully join the workforce. An activity design that supports readiness for college and careers should be incorporated in all program activities starting in kindergarten and following through to grade 12.

Additional information and resources can be found at:

- College and Career Readiness: www.fldoe.org/fcs/collegecareerreadiness.asp
- College & Career Planning: www.fldoe.org/workforce/programs/cd_home.asp
- FloridaShines: <https://www.floridashines.org/>

2.2.d Dropout Prevention

In Florida, the graduation rate is rising. For example, the graduation rate rose from 59.8 percent in 2005-06 to 80.7 percent in 2015-16. This is a great

accomplishment and out-of-school time programs can play an important role in supporting further gains in graduation rates by keeping students motivated, interested and in school. 21st CCLC programs should work with the schools they serve to build appropriate strategies to reclaim and maintain student attention and attendance.

Additional information and resources can be found at:

- National Dropout Prevention Center/Network
www.dropoutprevention.org/effective-strategies
- 15 Effective Strategies of the National Dropout Prevention Center/Network as a Model for Plan Development: A Technical Assistance Document by Bill Johnson, M.Ed., Consultant, TAESE, Utah State University
<http://ped.state.nm.us/ped/SEBdocuments/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf>
- Florida Department of Education, Bureau of Family and Community Outreach, Dropout Prevention <http://www.fldoe.org/schools/family-community/activities-programs/dropout-prevention>

2.2.e Enrichment Activities

In order to engage students and to provide them with opportunities for exploration and growth, 21st CCLC programs must offer an array of activities including personal enrichment activities that support the development of healthy strong youth.

Youth development is the natural process through which youth seek ways to meet their basic physical, social, emotional and educational needs and to build the knowledge, skills and resiliency necessary to succeed as they grow and develop.

Applicants should consider incorporating the Healthy Eating and Physical Activity (HEPA) Standards as part of their enrichment activities. The standards are based in part on years of research supported by collaborations with the Harvard School of Public Health (HSPH), the University of Massachusetts at Boston, the Healthy Out of School Time Coalition (HOST) and the National Institute for Out of School Time (NIOST).

Additional information and resources can be found at:

- www.niost.org/index.php
- Healthy Eating and Physical Activity (HEPA) Standards
<http://www.niost.org/Standards-and-Guidelines/national-afterschool-association-standards-for-healthy-eating-and-physical-activity-in-out-of-school-time-programs>
- www.afterschoolalliance.org/
- www.naaweb.org/images/HEPAStandards8-4-11final.pdf

2.2.f Specialized Services for High School Students

Programs serving high school students should incorporate other activities such as career counseling to support the student's efforts to successfully transition to post-secondary education, career and technical education, military service, or other endeavors. Programs serving high school students should consider:

Industry Certification Programs

A voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- (a) Within an industry that addresses a critical local or statewide economic need;
- (b) Linked to an occupation that is included in the workforce system's targeted occupation list; or
- (c) Linked to an occupation that is identified as emerging.

Additional information and resources can be found at:

<http://www.fldoe.org/academics/career-adult-edu/industry-certification>

Internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation

Participating in an internship or apprenticeship opportunity provides high school students some real world experience and offers them a platform to explore career interests or discover career fields they had not identified earlier. Students participating in internships and apprenticeships may need other supports such as mentoring and employability skills training.

Additional information and resources can be found at:

- <http://blog.prepscholar.com/internships-for-high-school-students>
- <https://pathways.ksc.nasa.gov/>

2.3 21st CCLC Learning Environments

While 21st CCLC is an academic enrichment program that must align to the regular school day, the learning environment during the program hours should not mirror the regular school day classroom. Successful 21st CCLC programs offer an environment that fosters curiosity and a desire to learn. Programs should develop a program schedule that includes a variety of approaches to learning that include opportunities for tinkering, experimentation, active inquiry and investigation and cooperative learning.

Programs should use a variety of approaches to learning and should identify those that best meet the needs of the students attending the program. The following approaches have traditionally been used in out-of-school time settings and are very successful at engaging students in learning when well implemented.

2.3.a Project/Problem Based Learning (PBL)

PBL combines academic and personal enrichment components into relevant learning experiences for students. In turn, these efforts aim to increase student achievement and train students to be college and career ready by offering an opportunity to develop problem-solving and team work skills.

PBL motivates students to learn new content and acquire new skills because they find the topic, driving question, and tasks to be relevant and meaningful and can see how the content and skills are relevant to resolving the challenge.

Additional information and resources can be found at:

- You for Youth (Y4Y) www.y4y.ed.gov/teach/pbl/

2.3.b Experimenting and Tinkering

Experimentation and tinkering can be used to introduce new ideas or clarify the concepts learned in the classroom. These approaches create environments where students think and learn with their senses and explore. Experimentation and tinkering help students develop reasoning and reflective skills. Programs can also use these methods in adult family member activities as a way to involve them in the student learning process.

Additional Information and resources can be found at:

- Science Education Resource Center at Carlton College
<http://serc.carleton.edu/econ/experiments/index.html>

2.3.c Theme-based Instruction

This approach organizes teaching around a specific theme or topic and can help educators integrate instruction around many core subject areas such as reading, math, science, art and history. Theme-based instruction can help students identify the real-life applications of the skills or standards learned in the regular school day. It can also help educators integrate the academic content with occupational applications. Programs using this approach should identify themes that are of interest to the students served and use that interest as a springboard to develop content that helps students be academically successful.

Additional Information and resources can be found at:

- The National Academies Press. Engaging Schools: Fostering High School Students' Motivation to Learn (2003).
<https://www.nap.edu/read/10421/chapter/9>

2.4 Student Attendance

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. Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more.

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. Each site must keep daily student attendance logs/records for all days of 21st CCLC operation, which must be made available to the Florida Department of Education upon request.

2.5 Times and Frequency of Service Provision

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. Programs must operate a minimum of 300 hours per program year across all program components. 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 is a required component of every 21st CCLC program. Many programs are successful with 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. Many adult family members may make alternate afterschool arrangements if the program does not start on the first day of school. It is recommended that programming begin within one (1) week of the school start date and continue through at least one (1) week before the end of the school year. Programs must begin no later than 15 school days after the first day of the school year.

- Programs should operate for a minimum of
 - Ten (10) hours per week (Monday through Friday)
 - Four (4) days per week (Monday through Friday)

Programs should end by 6:00 p.m. If a program has a need to end at a later time based on the needs assessment, programs should explain that need in the application and provide supporting documentation from the assessment.

In determining the days and hours of operations, applicants must consider that 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.

In determining the program hours, applicants should consider the time needed for students to transition from the regular school day to the afterschool program, including transportation time if the program is not located on the school site. Applicants should also consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.

Before School (Optional)

Programs may propose a before school component in addition to the afterschool component.

- Before school programming should only be proposed if the regular school day starts after 9:00 a.m.
- Programming should be a minimum of one (1) hour and primarily consist of the 21st CCLC required activities.

Summer and School Breaks (Optional)

Summer programs should operate for a minimum of:

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

Teacher Planning Days, Weekends and Holidays (Optional)

Programs should provide a minimum of four (4) hours of programming per day if proposing to operate on teacher planning days, weekends and/or holidays.

Each student in the program must be afforded the full breadth of programming each week listed above (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.

Expanded Learning Time (Optional)

Allows eligible entities to provide activities that support high-quality expanded learning time (ELT) during an expanded school day, week, or year. If an LEA lengthens its school day beyond the state minimum, the LEA or other eligible entity might use 21st CCLC funds to provide supplemental activities as defined in Section 2.2, Approved Program Activities.

2.6 Students with Special Needs

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

More information on students with special needs and the Homeless Education Program can be found at:

- Bureau of Exceptional Education and Student Services <http://www.fldoe.org/academics/exceptional-student-edu/>
- Council for Exceptional Children www.cec.sped.org
- Title X, Part C: Homeless Education Program <http://www.fldoe.org/schools/family-community/activities-programs/homeless-edu-program.stml>

2.7 Equitable Services for Private School Participation

Both ESSA 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. The requirement is two-fold:

2.7.a Consultation with Private School Officials

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. Consultation must also be “timely,” meaning adequate notice of the consultation is provided allowing all parties to be well-prepared for the consultation. It also requires that the consultation occur with sufficient time for the applicant to consider the items

identified in the consultation and include them in their application as appropriate.

Equitable Services for Private School Students, Teachers and Other Educational Personnel

21st CCLC programs must provide equitable, meaning comparable or similar in nature, services to private school students, teachers, and other education personnel. In general, services would be considered “equitable” 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 students, their teachers, and educational personnel on a comparable basis; provides both groups of students, their teachers, and other educational personnel equal opportunities to participate in program activities; and provides private school students, their teachers, and other educational personnel with an opportunity to participate that provides reasonable promise of participating private school students meeting challenging academic standards.

More information can be found by reading the USED Non-Regulatory Guidance Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel as revised on March 2009. This guidance can be found at <http://www2.ed.gov/policy/elsec/guid/equitableserviceguidance.doc>. While the guidance was written under the ESEA and may be revised in light of the ESSA, the USED has recently indicated in other documents that this guidance remains in effect.

Applicants must complete the Equitable Services for Private School Participation Form and submit it with their application.

2.8 Supplemental Meals

21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. At a minimum, 21st CCLC programs must provide supplemental snacks/meals as follows:

- Afterschool
 - daily nutritious snack
 - daily dinner if program extends five (5) hours or more
- Before school
 - daily nutritious breakfast
- Non-school days
 - Morning programs: one meal and one snack
 - Afternoon programs: one meal and one snack
 - Day-long program or any program lasting six (6) hours or more: two meals and one snack

These are minimum requirements. Applicants must determine the needs of the students they serve and provide additional supplemental meals if necessary.

Snacks/meals cannot be purchased with 21st CCLC funds and must come from other resources. 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).

Proof that the applicant has secured the needed resources and will be providing supplemental snacks/meals must be submitted before centers can open to students.

More information regarding meals and snacks and how to acquire funding can be found at the following:

- Food Research and Action Center <http://frac.org/afterschool/snacks.html>
- USDA Afterschool Snacks www.fns.usda.gov/cnd/afterschool/default.htm
- Florida Department of Health Safety and Sanitation Information www.myfloridaeh.com/community/food/index.html
- USDA's Summer Food Service Program <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>

2.9 Collaboration with the Regular School Day

In accordance with ESSA Sec. 4204 (b)(2)(D), 21st CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities.

2.9.a Program Development

The 21st CCLC program 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 goals and objectives. To achieve active collaboration, the applicants must work together with the target schools to develop the application collaboratively.

Programs should also review the School Improvement Plan of each of the target schools and identify ways the 21st CCLC program may support the improvement plan. The School Improvement Plan for schools in Florida can be found at <https://www.floridacims.org/districts>.

2.9.b Program Implementation

The 21st CCLC program must be implemented and carried out 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 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, PBL topics should reinforce the concepts being learned in the classroom. In order to determine the concepts being learned in the classroom, programs should attempt to acquire the most recent instructional focus calendar, pacing guide or related documents developed by the district and design program activities based on that content.

To support appropriate coordination with the regular school day, proposals

- can only target a maximum of four schools per program, AND
- must target a minimum of 10 students per school.

2.10 Services for Adult Family Members of 21st CCLC Students

In accordance with ESSA SEC 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.

Adult Family Member Services must be meaningful and ongoing. Accordingly, services that are situational or non-recurring, such as showcases and special events, do not fulfill the mission of the program and should not be proposed for funding. Services must be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals. Program plan 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 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 activities must occur at least quarterly. 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.

Additional Information and resources can be found at:

- <https://www.floridastudentsachieve.org/>
- <http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml>
- <http://www.fldoe.org/academics/standards/florida-standards/parent-toolkit.stml>

2.11 Staffing & Professional Development

Background Screening

All 21st CCLC staff and contractors must be cleared through a Level II background screening as described in Chapters 39, 402, and 409, Florida Statutes. 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, Florida Statutes. Further information is available at

<http://www.dcf.state.fl.us/programs/backgroundscreening/who.shtml>.

Staffing Plan

A well-developed staffing plan 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.

All 21st CCLC programs must identify one program director to administer the program. This individual will serve as the primary contact for FDOE in all matters related to the 21st CCLC program. At the minimum, the program director will be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. The name and contact information for the program director will be published on the 21st CCLC website operated by the FDOE (directly or through a third party). This information must also be published on the 21st CCLC website operated by the program.

A center coordinator must be identified for each proposed center (i.e. program center). This person will be responsible for the daily operation, coordination and delivery of

services at their respective program centers. The name and contact information for the center coordinator(s) will be published on the 21st CCLC website operated by FDOE (directly or through a third party). This information must also be published on the 21st CCLC website operated by the program. For one-center programs, the program director and the center coordinator are typically the same individual.

All 21st CCLC programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data.

All 21st CCLC programs must identify one staff person for each target school site to serve as the collaboration liaison with that school (including private schools). This individual will be responsible for ensuring that active collaboration occurs in program planning and implementation. Programs may select one or more individuals to serve in this role.

Academic activities must be supervised and provided by a certified teacher, defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate (see SBE Rule 6A-4.001). Academic 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). It is recommended that centers have student to adult ratios that are no more than 10 students to one instructional staff person (10:1) for all academic activities. Other enrichment activity ratios should be no more than 20:1. Ratios should be designed to meet the needs of the students targeted by the program and should be appropriate to support the efforts to improve their academic achievement and personal growth goals.

21st CCLCs 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 center.

All 21st CCLC staff must meet the requirements set forth by the cognizant licensing agency (i.e., The Florida Department of Children and Families or the local licensing agency).

Professional Development

Each 21st CCLC program must have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities. All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application.

The FDOE will provide a statewide training on July 24-26, 2017. This training will be held at the Hilton Orlando Bonnet Creek, 14100 Bonnet Creek Resort Lane, Orlando, FL 32821. Each program must send one administrative staff person, typically the program director, and one program staff person, typically a center coordinator or a lead teacher, for the 21st CCLC program. The plan must also include a process to disseminate the information received to other program staff. The registration fee for the conference is \$275 per person and the hotel fees are \$135/night for lodging and \$15/day for parking.

Professional development plans may include attendance to other conferences and trainings but these must be clearly linked to the 21st CCLC priorities and the goals,

objectives and activities described in the application and may require prior approval by the FDOE 21st CCLC program office. Attendance to conferences and trainings should be accompanied by a plan to disseminate the information learned to other 21st CCLC staff. Trainings that are agency-required and not linked to out-of-school programming cannot be included in the professional development plan.

2.12 Facilities

All 21st CCLC programs must take place in a safe and easily accessible facility (See ESSA Sec. 4204(b)(2)(A)(i)). The proposed facility must be as available and accessible to students and their adult family members as the students' local school. The facility must have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating area, safe recreational area and study area. The center must provide sufficient space and facilities to maintain and secure equipment and resources. The center must afford students a safe and healthy environment.

All programs must also have a clear strategy for the safe transportation of students to and from the school, the 21st CCLC (if off-site), and their home.

In an effort to comply with ESSA Sec. 4204(f) Geographic Diversity and reduce the risk for duplication of efforts, the FDOE will not approve applications that

- expand services at an operating 21st CCLC program center;
- propose to provide services at a center that already houses a 21st CCLC program regardless of the agency operating the center; or
- propose a center in close proximity to a center currently operating a 21st CCLC program.

A complete list of centers currently operating in Florida is available at http://florida21stcclc.usf.edu/index.php?program_school_search.

Childcare Licensing

The 21st CCLC program centers must comply with 402.26-319 F.S. This Florida Statute, together with Rule 65C-22.008 of the Florida Administrative Code, define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. Some counties operate their own local licensing agency. These local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements. According to the DCF website, five counties have elected to regulate licensing of child care facilities and homes as provided in §402.306, Florida Statutes, as of the drafting of this RFP. Those counties are Broward, Hillsborough, Palm Beach, Pinellas and Sarasota. More information on childcare licensing may be found at <http://www.myflfamilies.com/service-programs/child-care/licensing-information>.

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 child care (402.3025 F.S.) and as such will not need to provide licensing information or documentation. **Each applicant is required to document that each proposed center is in compliance with 402.26-319 F.S.**

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 child care license for each proposed center. 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.

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, 2017. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2017, will not receive an award under this RFP.

The FDOE does not make licensing determinations or provide exemptions or waivers. Only the 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. For additional information, applicants should contact their local licensing office. Contact details can be found at www.myflfamilies.com/service-programs/child-care/contacts.

2.13 Program Evaluation

21st CCLC programs must implement evaluation plans and overall programs that meet the Measures of Effectiveness as described in ESSA Sec. 4205(b)(1). An effective evaluation plan aligned with these principles will be based on the following:

- Evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- Assurance that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and
- Collection of data necessary for the measurement of student success.

The 21st CCLC program must identify an independent evaluator for the program. The 21st CCLC evaluator must be an individual, agency or organization with no vested interest in the operations of the 21st CCLC program. Such individuals as grant writer(s), the applicant's partners, family members of the applicants, participants, individuals/agencies that provide trainings to 21st CCLC funded staff, and employees of the applicant whose performance and/or wages are dependent on the 21st CCLC program cannot be program evaluators. Programs must also follow procurement procedures for any evaluation contract exceeding the required threshold for each agency type.

See Section 3, Program Evaluation Plan Requirements, for more details.

2.14 Coordination of Effort

In accordance with ESSA Sec. 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.

21st CCLC funds include the “supplement, not supplant” provision and as such can only be used to supplement federal, state, local and other non-federal resources and not to replace those that would have been available if 21st CCLC funds had not been available. For example, 21st CCLC funds may not be used to purchase food. However, many current 21st CCLC programs partner with the USDA Food and Nutrition Service for afterschool snacks (through the National School Lunch Program). Local communities can also participate in the USDA’s Summer Food Service Program. These snacks and meals can contribute to the nutritional services provided in 21st CCLC programs.

2.15 Advisory Board

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 diverse 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 sustainability.

2.16 Dissemination of Information

The 21st CCLC programs must disseminate understandable and accessible information about the program including a description of the services and the program location (ESSA Sec. 4204(b)(2)(A)(iii)). The dissemination plan should include informing the community of promising practices and data-based success of the 21st CCLC program.

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

Section 3: Program Evaluation Plan Requirements

A strong evaluation plan helps ensure 21st CCLC programs make continuous progress towards achieving proposed goals and objectives for participating students and adult family members. Evaluation plans build off well-developed evaluation designs, program objectives, carefully selected performance indicators and outcome measures, and a focus on maximizing the impact on student academic progress and personal development.

3.1 Measurable Objectives and Assessments

Program objectives must be included as part of the 21st CCLC evaluation plan. Program objectives must be Specific, Measurable, Attainable, Realistic and Timely (SMART).

SMART objectives are:

- measurable (using specific measurement instruments);
- performance-based;
- able to assess change in performance over time; and
- challenging.

Applicants serving **only elementary school** students or **only middle and/or high school** students are required to have seven (7) objectives. Applicants serving students in **elementary school and secondary school** (middle and/or high) are required to have nine (9) objectives. Those serving all grade levels (elementary, middle, and high) will have ten (10) objectives. The chart below briefly summarizes the objective requirements for student and family performance domains according to grade groups served.

Table 3.1 Minimum Objective Domains Required by Age Group(s) Served

Objective Domain	Elementary Only	Middle Only	High Only	Elementary and Middle	Middle and High	All Grades (1-12)
1. English Language Arts	1	1	1	1	1	1
2. Mathematics	1	1	1	1	1	1
3. Science	1	1	1	1	1	1
4. Academic Benchmarks	1	1	1	2	2	3
5. Personal Enrichment 1*	1	1	1	1	1	1
6. Personal Enrichment 2*	1			1	1	1
7. Dropout Prevention and College and Career Readiness		1	1	1	1	1
8. Family Member Performance	1	1	1	1	1	1

*Applicant may select from a list of choices.

Objective assessments measure change in student or family member performance during the program year. ALL required objective assessments must allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programming. This means that for each measure used to assess the required objectives, data must be collected and reported at least three times throughout the year for all participating students. Actual data collection times may vary according to applicant-proposed evaluation plans that are aligned with all data collection and reporting requirements described within this RFP.

Florida’s 21st CCLC objectives fall into two categories: **statewide standard objectives** and **applicant-specified objectives**. Statewide standard objectives are required for

student academic objectives. For these objectives and corresponding assessments, standard language is provided and required for all applicants. For statewide standard objectives, applicants specify and provide a rationale for their proposed benchmarks and methods of data collection. Applicants *may* also specify additional academic objectives and assessments if desired per their proposed evaluation plan. For applicant-specified objectives, all of the objective and assessment information must be specified by the applicant along with justification for the proposed plan.

Applicants will specify their objective assessment plans using a web-based objective assessment system to be made available by FDOE for the RFP application process.

3.2 Statewide Standard Objectives

3.2.a Academic Objectives in Core Subjects

Applicants are required to have at least one objective with one assessment per academic objective in the domains of English Language Arts, mathematics and science according to the standard language and methods shown in Table 3.2, Core Academic Subjects Objectives. Applicants are responsible for supplying the “APPLICANT MUST SPECIFY” information reflected in table.

Academic report card grades are used as measures for assessing performance on student academic objectives. Academic report card grades will be used for examining progress toward achieving academic objectives and for measuring end-of-year performance.

Table 3.2 Core Academic Subjects Objectives

	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Objective Assessment: Grades	_____ % of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C

Standard for success for courses using other grading scales	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Indicate the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Justify the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Data Collection Points	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4
Person(s) Responsible for Data Collection	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Plan for Obtaining Data	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4

⁽¹⁾ Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more.

3.2.b Objectives for Academic Benchmarks

Applicants are required to have at least one objective related to a major academic benchmark related to progress towards timely high school graduation for each grade level (elementary, middle, and high) served. The FDOE has identified three major benchmarks as listed in table 3.3 below. When identifying the percent number of students that will achieve the objective, the applicant must identify a percent that is challenging as well as realistic. Targets that fall at, below, or within a small percentage change of the latest school performance do not meet the “challenging” criteria. Target should reflect an improvement of at least 10 percent above the prior year school performance.

Table 3.3 Academic Benchmarks Objectives

	Objective 1: Third Grade Promotion	Objective 2: Algebra I End-of-Course Exam	Objective 3: High School Graduation
Objective Narrative	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.	Improve the passing rate of the required Algebra I End-of-Course test for students enrolled in the course.	Improve timely graduation rate within the 4-year cohort for high school students.
Objective Assessment	_____ % of regularly participating students ⁽¹⁾ in third grade will achieve promotion based on their performance on the FSA.	_____ % regularly participating students ⁽¹⁾ enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.	_____ % regularly participating students ⁽¹⁾ will graduate within their 4-year cohort.

Measure	FSA score	Algebra I EOC score	Standard diploma
Standard for success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.	Students achieve an Algebra I EOC score sufficient to pass this requirement.	Students earn a standard high school diploma within their 4-year cohort.
Indicate the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Justify the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Data Collection Points	December End of school year	December End of school year	December End of school year
Person(s) Responsible for Data Collection	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Plan for Obtaining Data	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Student Grade Groups Measured	Third graders	Middle and high school	12 th graders
Mid-Year Measurement	Progress monitoring assessment if applicable	Progress monitoring assessment if applicable	Progress monitoring assessment if applicable
End-of-Year Measurement	FSA score	Algebra I EOC score	Standard diploma

⁽¹⁾ Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more.

3.3 Applicant-Specified Objectives

Applicants must specify the details of their proposed objective assessment plans for personal enrichment, dropout and college and career readiness, and family member performance objectives as well as any *additional* academic objectives they wish to include (in addition to the statewide standard objectives and assessments—such *additional* academic objectives are allowable but not required).

For each of the applicant specified objectives, applicants must minimally specify and provide a rationale for each of the following:

- **Objective domain areas to be assessed.**
Note: Programs proposing services to high school students around industry certifications, internships, apprenticeships, or other career readiness programs **must** include an objective in that area.
- **Grade levels served by the program for each domain area.**
- **Measures:** names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.
- **Content area for each measure:** primary student or family performance area targeted (e.g., peer interactions, classroom behaviors, grade promotion, healthy eating, and parent literacy).
- **Benchmark for each measure:** the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).

- **Student Grade Levels for each measure** (student performance objectives only): student grade levels to be assessed with each measure. Objective assessment data must be collected for all participating students throughout the program year. Applicants must ensure sufficient measures to assess the objective for all grade levels served as required per domain area (Example: For Personal Enrichment Objective No. 4, if serving 3rd to 12th grade students the applicant may propose one measure that is appropriate for all grade levels served or multiple measures; each appropriate to a given age-group that collectively measures student performance for 3rd to 12th grade students.)
- **Intended program impact for each measure:** direction or kind of change expected (e.g., improve social skills, increase parent awareness, decrease classroom behavior problems).
- **Mid-Year Progress for each measure:** method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure:** method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure:** plan for when and how the data will be collected and who will provide the data.

Though not required, applicants *may* also specify additional objectives and assessments beyond those minimally required. Examples of assessments that may be included are:

- assessments based on end-of-year measures for which no quantitative mid-year progress assessment would be appropriate or available,
- additional academic objective assessments using progress monitoring tools, and
- assessments pertaining to subgroups of students (other than grade groups) that receive programming beyond that provided to all participating students (e.g., services tailored to English Language Learners or smaller groups of students receiving a specialized needs-based intervention).

3.4 Evaluation Data Collection and Reporting Deliverables

Program evaluation is a key activity for 21st CCLC programs. Applicants must have the capacity to collect, maintain, analyze and report individual student data and aggregate program data. Attachment A includes a complete schedule of deliverables, including their due dates for the first year of the 21st CCLC program; similar reporting requirements and timelines will apply to every subsequent year of programming.

3.4.a Baseline Data Submission

Data will be collected for each participant within the first two weeks of program participation examining initial status pertaining to each objective. These data will serve as a baseline for measuring progress towards program objectives in the subsequent data collection and reporting deliverables. Baseline data must be collected and submitted for all students enrolled in the 21st CCLC program. Program enrollment typically occurs on a rolling basis with students entering the program at different times throughout the program year. Baseline data must be collected for all enrolled students within two weeks of their entering the program regardless of when they begin participating. There will be a subsequent due date for the baseline data to accommodate for the variation in the times when data can be collected or accessed such as when students enter the program and data release dates (e.g., quarterly academic report card grades). All data that can be collected/obtained as of the initial due date must be reported at that time along with the anticipated release dates for any remaining data. All data must be

submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.b Mid-Year Data Submission

Mid-year data collection will be used to demonstrate progress towards program objectives between baseline data collection and at least one mid-point data collection timeframe (between when the baseline data are collected and when the mid-year data collection deliverable is due). Mid-year progress data must be reported quantitatively for each objective assessment. All enrolled students who are currently participating at the time of the mid-point data collection must be included in the mid-year data collection and reporting. Actual data collection times may vary according to applicant-proposed evaluation plans that are aligned with all data collection and reporting requirements described within this RFP. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.c Formative Evaluation Summary

A formative evaluation must be conducted to examine continual progress toward achieving 21st CCLC program objectives. The Formative Evaluation Summary must include the data-driven program decisions based on the mid-year data collection findings regarding progress toward achieving program objectives.

Modifications based on the Formative Evaluation Summary

Evidence of any enhancements or changes made to the 21st CCLC program based on the formative evaluation findings are reported within this deliverable.

3.4.d End-of-Year Data Submission

End-of-year data collection will be used to demonstrate achievement of objectives and enrollment and participation rates throughout the program year. End-of-year objectives assessment data for each measure must be collected for all enrolled students who are currently participating in the 21st CCLC program at the time that end-of-year data are collected. Change in performance for each objective assessment must be reported at the end of the program year for regularly participating students.

Enrollment and participation data collection and reporting will be aligned with federal data collection requirements. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.e Stakeholder Survey Data

Survey data must be collected from participating students, their adult family members and school day teachers to examine stakeholder perceptions of and the impacts of the 21st CCLC program on student academic and personal development. Approved surveys are made available online (for all surveys) and in paper format (for the family member survey only) by the FDOE.

Applicants must have a plan in place to complete this survey in a timely manner.

3.4.f Summative Evaluation Report

Comprehensive Summative Evaluation Report (Due in Years 2 and 5)

The Summative Evaluation Report is a comprehensive written report inclusive of student attendance and enrollment rates for summer and academic year programming; indication of achievement of program objectives; reporting of overall operations; final partnerships table; teacher surveys on each student; student and parent satisfaction surveys; and recommendations based on findings from the summative evaluation. All reports will be submitted utilizing reporting formats provided by the FDOE. The summative evaluation conducted during the final year should reflect the entire five (5) year program.

Brief Summative Evaluation Report (Due in Years 1, 3 and 4)

This report is a brief written report summarizing annual evaluation findings pertaining to student attendance and enrollment rates for summer and academic year programming; achievement of program objectives; teacher surveys on each student; student and parent satisfaction surveys; changes recommended for programming, operations, or data collection; and an evaluation based on findings from the summative evaluation. All reports will be submitted utilizing reporting formats provided by the FDOE.

3.4.g Federal Data Collection and Reporting

In accordance to the USED's requirements, each agency implementing a 21st CCLC program must input information and data annually into the 21st CCLC Annual Performance Report (21APR) federal data collection system regarding their approved and funded 21st CCLC grants. Once the 2017-18 data collection requirements are released by the USED, awarded subrecipients will be provided with specific information on the federal data collection and reporting requirements. The 21APR requires the following data:

- General program information
- Student enrollment and attendance
- A list of all feeder schools attended by students enrolled in the program for each center
- Detailed information on each activity provided at each center
- Information on staffing levels and types used by the program in serving students
- A list of each partner involved with the subgrant for each center
- Number of regularly participating students whose mathematics and English grades improved from fall to spring
- Tabulated results of teacher surveys provided to regular school day teachers of regularly participating students
- Number of regularly participating students whose regular school day teacher reported improvements in homework completion, class participation, and behavior

Additional reporting requirements may be implemented.

Section 4: Fiscal and Administrative Requirements

The fiscal and administrative management requirements for 21st CCLC programs are defined by the Education Department General Administrative Regulations (EDGAR) and other applicable federal, state, and local regulations. The organizations funded through this RFP are designated as subrecipients of federal funds.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained 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.

Funded programs and any amendments to the approved application 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 www.fldoe.org/grants/greenbook/.

Subrecipients are responsible for compliance with all the requirements included in the RFP directly or by reference and all the applicable rules and regulations governing the operation of a 21st CCLC program. All subrecipients must maintain appropriate and sufficient documentation to evidence compliance.

4.1 Program Income

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

All income resulting from the collection of fees is deemed program income and as such it must be managed in the same manner as the grant funds. Program income cannot be used for costs that are not allowable under the federal and state regulations governing the 21st CCLC awards.

Programs intending to charge fees must:

- Clearly indicate the intention to charge fees in the grant application;
- Identify the proposed fees;
- Offer a sliding scale of fees that is thoroughly described in the application;
- Offer scholarships for those who cannot afford the fees;
- Certify that no student or family member will be excluded from such activities due to inability to pay established fee;
- Submit a written request for authorization to charge fees to:
Florida Department of Education
Bureau Chief, Contracts, Grants and Procurement Management Services
325 West Gaines Street, Room 344
Tallahassee, Florida 32399-0400;
- Identify how the agency's accounting system will be able to accurately track and report both the collection and expenditure of the fees;
- Identify how fees will be used to support the 21st CCLC program by submitting a supplementary budget for the programmed income;
- Use all income resulting from the collection of fees exclusively to fund 21st CCLC activities as approved in the grant application; and
- Submit additional deliverables on a monthly basis at the discretion of the FDOE.

Applicants must complete all the steps described above and receive specific approval from the FDOE Bureau Chief of Contracts, Grants and Procurement to charge fees. If the program is not approved to charge fees the first year then fees cannot be charged for the duration of the program.

All activities related to the collection, reporting and expenditure of program fees are subject to audit and monitoring activities. No grant funds may be used to support these activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation and penalties such as late pickup fees. All agencies are required to identify their selected program income reporting method.

2 C.F.R. Part 200.307 (e)(1) indicates that ordinarily, program income must be deducted from the total allowable costs of the program.

Additional information on program income can be found – Green Book, Section F.

4.2 **Funding Methods**

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 Florida Grants System (FLAGS). Supporting documentation for expenditures must be kept on file at the agency. 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. Agencies eligible to receive Federal Cash Advance must maintain all program deliverables up to date. The FDOE reserves the right to restrict access to advances if agency fails to comply with the reporting requirements of the 21st CCLC program. **Agencies with projects authorized to use Federal Cash Advance must report program expenditures at least once monthly.**

Reimbursement with Performance

Reimbursement with performance applies to community- and faith-based organizations and any other non-public district entities. Payment is rendered upon submission of documented allowable disbursements, plus documented completion of specified performance objectives. Requests for reimbursement with the appropriate backup documentation must be submitted. Examples of such documentation include, but are not limited to payroll records, timesheets, contracts, invoices with service dates and student attendance, check numbers verifying payment and/or bank statements, as well as evidence of activities that meet specified performance objectives. **Agencies with Reimbursement with Performance projects must submit reimbursement requests to the Comptroller's Office at least once a month for the preceding month's expenditures utilizing the appropriate reporting form (DOE 399).** Failure to submit fiscal reports in the timeframes stipulated renders the program out of compliance and may result in early termination and ineligibility for future funding.

21st CCLC programs must be fully operational and providing services to students within 14 calendar days from the first day of incurring 21st CCLC expenditures. Programs should not incur expenditures prior to receiving the Award Notification, DOE 200.

4.3 **Project Disbursement Report (DOE 399)**

All subrecipients must report program expenditures using the Project Disbursement Report. These reports must be submitted to the FDOE, Bureau of the Comptroller. The final report is due as indicated on the Project Award Notification.

All 21st CCLC subrecipient must report program expenditures monthly as follows:

- Agencies funded through a Federal Cash Advance (Public Entities only as authorized by the FDOE) should report expenditures as they occur (FDOE Green Book, Sec. C).
- Agencies funded with Reimbursement with Performance must submit requests for reimbursement at least once a month for the preceding month's expenditures utilizing the appropriate reporting form (DOE 399).

The Florida Grants System (FLAGS) provides users a single access location for the management and tracking of grants and the distribution of funds. The functionality of the Cash Advance and Reporting of Disbursements System (CARDS) and the Grants Management System have been combined to facilitate communication between the Comptroller's Office, the Grants Management Office and the recipient agencies. More information on FLAGS can be found at <http://fldoe.org/finance/contracts-grants-procurement/grants-management/>.

4.4 Required Deliverables

All funded subrecipients are required to upload evidence of deliverables and activities as described by this RFP. A complete list of required program deliverables can be found in Section 9. The deliverables include an array of reports, evaluation data, daily attendance and others as appropriate for the 21st CCLC program. Daily attendance reporting is required every month. The deliverables are due on the 15th day of the month. Deliverables will be reviewed and monitored to determine compliance with the program requirements.

The timeliness, quality and accuracy of the submission of deliverable documentation will be considered in determining subrecipient performance.

4.5 Financial Consequences

In accordance with 215.971(c), F.S., financial consequences will apply if the subrecipient does not achieve the minimum performance standards as described in this RFP. Financial consequences are fully described for each deliverable in Section 9.

2 C.F.R. Part 200.338 identifies the following regarding remedies for non-compliance: "If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) Take other remedies that may be legally available."

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE's Green Book, Section G.

4.6 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.

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

4.7 Unallowable Expenses

Expenditures that do not comply with all the criteria described above are not allowable.

The following is a list of some items of costs that are unallowable under this RFP. These costs may not be charged to the grant directly or indirectly.

- Proposal preparation including the costs to develop, prepare or write the 21st CCLC proposal, the pre-application needs assessment, and planning activities.
- Pre-award costs
- Entertainment including celebrations, parties or socials whether they are for the students, their adult family members, agency staff or others.
- Meals, refreshments or snacks
- 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, give-a-ways)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition and scholarships

- 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 www.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE 21st CCLC program office with questions regarding allowable costs.

4.8 Contractors

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. Applications that exceed this cap will be disqualified from the competitive RFP process.

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.

4.9 Supplement, Not Supplant

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

21st CCLC funds can only be used to start a new program as prescribed in this RFP or to supplement an existing non-21st CCLC program. Applicants seeking to supplement an existing program must clearly describe how the 21st CCLC funds will supplement and not supplant other funds.

4.10 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>.

4.11 Intellectual Property

The awarded agency is subject to the following additional provisions:

- Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this grant shall become the exclusive property of the State of Florida and may be copyrighted, patented or otherwise restricted as provided by Florida or federal law. Neither the subrecipient nor any individual employed under this subgrant shall have any proprietary interest in the product.
- With respect to each deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the department pursuant to section 1006.39, F.S., on behalf of the State of Florida.
- In the event it is determined as a matter of law that any such work is not a "work for hire," subrecipient shall immediately assign to the department all copyrights subsisting therein for the consideration set forth in the grant and with no additional compensation.
- The foregoing shall not apply to any pre-existing software, or other work of authorship used by subrecipient, to create a deliverable but which exists as a work independent of the deliverable, unless the pre-existing software or work was developed by subrecipient pursuant to a previous grant with the department or a purchase by the department under a State Term Contract.
- The department shall have full and complete ownership of all software developed pursuant to the grant including without limitation:
 - The written source code;
 - The source code files;
 - The executable code;
 - The executable code files;
 - The data dictionary;
 - The data flow diagram;
 - The work flow diagram;
 - The entity relationship diagram; and
 - All other documentation needed to enable the department to support, recreate, revise, repair or otherwise make use of the software.

4.12 Records Retention

It is the responsibility of the subrecipient to retain all financial and program records in an auditable manner. Records must be made available to the USED, FDOE, the Florida Department of Financial Services, the Florida Auditor General, or their designees.

Records must be maintained for five (5) years from the last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.

4.13 Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs) and other private not-for-profit organizations that are recipients or subrecipients of FDOE grants

are required to participate in Grants Fiscal Management Training offered by the FDOE on an annual basis within 60 days of the signature date of the DOE 200. **The Grants Fiscal Management Training and Assessment Test must be completed by the agency head/CEO or CFO/Head of Finance.** The training and assessment can be found at <https://app1.fl DOE.org/grants/trainingAssessment/login.aspx>.

Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Note: It is highly recommended that prospective applicants review this training prior to submitting the Intent to Apply. This training will help applicants understand a number of the requirements involved in the administration of a federally-funded program.

4.14 Equipment

Federal Requirement

Any equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

The Uniform Guidance document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies. Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439.

The Uniform Guidance, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

State Requirement

Rule 69I-72.002, F.A.C. – *Threshold for Recording Tangible Personal Property for Inventory Purposes* states, “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.” Rule, 69I-72.003, *Recording of Property*, states, “Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody. A physical inventory of the property must be taken and the results reconciled with the property records at least once yearly.”

21st CCLC Program Requirement

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$1,000 or more on the Budget Narrative Form (DOE 101S). All additional equipment purchases with a unit cost of \$1,000 or more and not listed on the original budget approved by the FDOE require an amendment submission and approval by the FDOE prior to purchase.

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. Examples of attractive items include cameras, laptops, tablets and other electronics.

LEA or Agency Requirements

If the LEA, agency/organization threshold requirements are lower than the state's \$1,000, the LEA or agency/organization must adhere to and use the lower threshold.

All 21st CCLC programs must have a process to secure all program equipment and supplies.

4.15 **Administrative and Indirect Cost**

For 21st CCLC programs, administrative costs are capped at 6 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 \$12,000 in the administration of the program.

Any cost that is included in the calculation to determine the restricted indirect cost rate cannot also be included as a directly charged administrative cost.

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/.

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 be all-inclusive of 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.**

- **General and Administrative Costs**

Administrative costs are costs related to the management and administration of a program. For organizations that do not have a negotiated restricted indirect cost rate or chose not to use such a rate, this cost category would also include those costs traditionally included in the indirect costs. General and administrative costs are directly charged to program. That means that they are included in the budget by type (e.g., salary, supplies) and identified as an administrative cost.

Some examples of the types of costs typically considered administrative in nature are:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties (human resources, purchasing, clerical, compliance with rules)
- Audit costs
- Legal fees
- Equipment associated with administrative tasks or positions
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks
- Maintenance
- Housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices
- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE
- Liability insurance

4.16 Program Evaluation Cost Cap

21st CCLC programs must complete an independent evaluation of the program as described in Section 3. No more than 5 percent of each year's budget may be spent on costs related to the evaluation of the program. While 5 percent is the evaluation cap, it is not required that programs spend 5 percent of their award in evaluation activities. It is expected that agencies that have more than one 21st CCLC program will take advantage of *economies of scale* and realize significantly lower evaluations costs. It is also expected that evaluation costs will be lower beginning on program year two once the agency has implemented its evaluation process.

Evaluation costs include all the costs associated with the evaluation of the program including the cost of the purchase of assessment tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, the purchase of data collection and evaluation systems, data analysis, report writing and any other activities related to the evaluation of the 21st CCLC program.

4.17 Procurement Services

Applicants must comply with the procurement rules and regulation of the State of Florida and the procurement policies of their agency. When a conflict exists between the state and the agency requirement, the more restrictive requirement governs.

Applicants must ensure that all vendors and contractors (e.g., contractor, consultant) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from transactions with a federal or state department or agency. Verification may be accomplished through the Excluded Parties List System and one or both of the following: (1) collecting a certification from the vendor, or (2) adding a clause or condition to the contract with the vendor. Additional information regarding financial responsibilities can be found at:

- Excluded Parties List System www.sam.gov/portal/public/SAM/##11
- Reference Guide for State Expenditures
www.myfloridacfo.com/aadir/reference_guide/

4.18 Project Performance Accountability and Reporting Requirements

The department's program managers will track each program's performance, based on the information provided and the stated criteria for successful performance, and verify

the receipt of required deliverables/services prior to payment, as required by sections 215.971 and 287.058(1)(d-e), F.S.

For all 21st CCLC programs, the department's program managers will verify that the program's activities/deliverables are progressing in a satisfactory manner, consistent with the program narrative and performance expectations, as required by Florida Statutes.

4.19 General Education Provisions Act (GEPA)

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

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

Section 5: Scope of Work/Narrative Components and Scoring Criteria

This section describes the areas that should be included in the narrative section of the application. In some cases, the instructions include minimum standards. Applicants should consider this as such and understand that proposing just the minimum standards may not result in a competitive application.

Applicants should consider the information provided in Sections 1 through 5 of the RFP when drafting the narrative and clearly indicate how the applicable requirements and guidance will be implemented.

The reviewer criteria described will be used to score each section of the application. Each section of the application will be weighted as follows:

Section	Points
Project Abstract/Summary	0
Needs Assessment	7
Program Evaluation	15
Experience and Capacity	10
Partnerships, Collaboration & Sustainability	8
Program Plan	40
Program Budget	20
TOTAL Possible Points	100

Applicants may also request priority points as listed in Section 6 of the RFP.

5.1 Project Abstract or Summary (0 points - Fixed Requirement)

Instructions

This abstract should include a short statement (about 100 words) that describes the overall program. The description should briefly identify the program's goals and objectives, the schools targeted, the ages or grades of the students to be served, a short description of the program activities and an overview of the services to be offered to the adult family members of the students served.

Note: Draft the abstract as if the program was in place. Do not use "proposes to" but rather present-tense verbs such as provides, serves and offers.

Review Criteria

- *The proposed program is described in a brief summary, including the program goals, program description and expected impact.*
- *It is clear that the proposed program aligns with the intended Funding Purpose/Priorities.*

5.2 Needs Assessment (7 points)

Instructions

In accordance with ESSA Sec. 4205 (b)(1)(A), for a 21st CCLC program to meet the Measures of Effectiveness required in the law, the program “*shall be 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;*” In this section, summarize the results of the needs assessment the agency completed. The summary should include:

- the demographics and risk factors of the targeted population;
- the activities used to identify the need for 21st CCLC programs in the proposed community;
- a description of how the community, including private schools, was involved in determining the need for a 21st CCLC program;
- the availability and accessibility of out-of-school services (if any) for the targeted population; and
- the data sources used for the needs assessment.

All data and research referenced in the application should be properly cited.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the needs assessment strategies are comprehensive and appropriate to identify the needs of the community*
- *the risk factors considered are linked and appropriate to determine the need for a 21st CCLC program*
- *the magnitude or severity of the problem is evident, compelling and well-documented through valid data and research*
- *the specific gaps and needs to be addressed through the 21st CCLC are clearly identified and appropriate for a 21st CCLC program*

5.3 Program Evaluation (15 points)

Section 3, Program Evaluation Plan Requirements, provides a comprehensive description of the evaluation requirements and guidelines as well as a description on how to define program objectives.

All data and research referenced in the application should be properly cited.

5.3.a Evaluation Plan

Instructions

Describe the evaluation plan for the proposed program including:

- How will the independent evaluator be identified?
- What are the required qualifications for the evaluator?

- What activities will be included in the evaluation of the program?
- What is the proposed timeline for these activities?
- What process will be put in place to ensure accurate data is collected, maintained, and reported?
- How will evaluation activities be coordinated with program staff, students, adult family members and others as applicable?
- How will the evaluation design and data collection plan examine the intended impact of the program?
- How will the evaluation results be used for program improvement?
- How will the evaluation results be shared with the community?

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the narrative is responsive to the questions above*
- *the proposed evaluator is independent and well-qualified*
- *the evaluation activities are appropriate and timely for measuring the performance of a 21st CCLC program*
- *the evaluation activities are organized in a manner that minimizes interference with the program activities*
- *the evaluation design is appropriate to support that valid data will be collected and maintained*
- *the timeline and data collection plan are appropriate to meet the reporting requirements of the program*
- *the program has a method to incorporate evaluation results to improve the quality of the 21st CCLC program*
- *the program has a strong plan to inform the community and stakeholders about the evaluation results*

5.3.b Measurable Objectives and Assessments

Instructions

Applicants will use the template provided to develop the Measurable Objectives and Assessment table. In the development of this table, applicants should incorporate the requirements and guidelines provided in Section 3 of this RFP. All data and research referenced in the application should be properly cited.

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

The Measurable Objectives and Assessment table does not count towards the Narrative's maximum number of pages.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the proposed objectives align with the needs and gaps identified in the Needs Assessment section*
- *the proposed objectives meet or exceed the minimum requirements of the RFP*
- *the benchmark for each objective is reasonable and challenging for the target population and well-supported by valid research*

- *the data collection plan is appropriate, well-documented and likely to result in access to the appropriate data*

5.4 Applicant's Experience and Capacity (10 points)

Instructions

Describe what pertinent experience the applicant has in managing programs as follows:

- **Program Administration and Fiscal Management**
Describe what experience the applicant has in managing public funding, specifically federal funding. Describe the administrative capabilities of the agency(ies) including its major management systems and policies and its ability and experience to comply with pertinent rules and regulations. Describe the outcome of all monitoring and audit activities for the last two years (calendar years 2015 and 2016) including any corrective actions implemented, if applicable.

Describe the qualifications of the applicant's leadership and the organizational structure available to support the 21st CCLC program.

- **Program Implementation**
Describe what experience the applicant has providing services in line with the 21st CCLC program goals, objectives and approved activities, as listed in Section 2.2. Include information on the number of years, the types of program(s), documented performance, and any other information to support the capacity of the applicants and its major partners to operate a 21st CCLC program.
- **Program Evaluations**
Describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data. Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *applicant has appropriate experience to operate a 21st CCLC program in each of the areas listed*
- *applicant has appropriate processes in place to properly manage each of the activities listed*
- *applicant agency has qualified staff and a strong governing structure*
- *applicant has the capacity to manage the proposed program including compliance with federal, state, and local rules and regulations*

5.5 Partnerships, Collaboration and Sustainability (8 points)

5.5.a Community Notice

In accordance with ESSA Sec. 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 application after it is submitted.

Instructions

Describe how the applicant informed the community of their intention to submit an application in response to this RFP. Describe how the application will be available to the community following its submittal. Include a detailed description of the platforms used for dissemination of information, the formats used to share information and documentation.

21st CCLC Program web page

Describe how the agency plans to develop, launch and maintain a program web page. Describe what information will be available on such a page, what staff will be charged with maintaining the web page and the timeline for each launch and maintenance of the web page.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *applicant provided timely and meaningful notice to the community*
- *applicant has a valid plan to provide community access to its application*
- *applicant has a strong plan for the program web page with an appropriate timeline and lines of responsibility*

5.5.b Partnerships

Instructions

Describe any partnerships the applicant has secured to support the proposed program. Identify each partner and describe their contribution to the program. Describe how the partnership will work.

Complete the Partners Table (does not count towards the 25-page limit)

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly articulate their support of the program and identify their tangible contributions. Letters that indicate just general support for the program will not be considered in the scoring.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *appropriate partnerships that bring substantial contributions to the program have been secured*
- *the partnerships are aligned with the needs of the population to be served*
- *the partnerships are appropriately documented through commitment letters, MOU or other similar vehicles*

5.5.c Collaboration with the Regular School Day

In accordance with ESSA Sec. 4204 (b)(2)(D), the 21st CCLC program must be designed and carried out in collaboration with the schools attended by the students served. See Section 2.9.

Instructions

Describe how the agency will comply with the requirements of ESSA regarding collaboration with the school(s) that the proposed target students attend during the day in the following areas:

- Consultation during the Development of the Application
Describe how the schools attended by the targeted students were included during the needs assessment and in the development of the program objectives and activities. Applicants should be specific identifying the processes used and the contributions of the school(s).
- Continued Collaboration
Describe what strategies the applicant has developed to continue meaningful collaboration with the schools attended by the targeted students. Describe the role of the 21st CCLC program in the School Improvement Plan. Applicants should be specific and 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.

Attach letters from each of the schools attended by the targeted students. Letters must clearly identify the school's role and collaboration commitment (e.g., data sharing agreement, point of contact, continuous communication with the 21st CCLC program).

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the applicant included the school(s) attended by the targeted students and incorporated their feedback in the development of the program's objectives and plan*
- *the applicant has a solid plan to provide continued timely and meaningful collaboration with the regular school attended by the target students*
- *the applicant clearly identifies the School Improvement Plan areas that will be supported by the 21st CCLC and how the supports will work*
- *the partnerships are appropriately documented through commitment letters, Memorandums of Understanding (MOU) or other similar vehicles*

5.5.d Sustainability

In accordance with ESSA Sec. 4204(b)(2)(K), the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends.

Instructions

Describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies will be put in place to ensure that the same level of services is provided during years 3 through 5, when planned funding decreases will take effect. Describe what strategies are in place to develop continued support after the funding ends.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the plan is likely to support the applicant's ability to offer the same level of services in years 3 through 5 of the program*
- *the plan offers some viable opportunities for continued sustainability*

5.6 Program Plan (40 points)

5.6.a Target Students

In accordance with ESSA Sec. 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools implementing comprehensive support and improvement activities and the families of such students. In Florida, only schools with a school grade of D or F meet this criteria.

Instructions

Describe the targeted students including what schools they attend and their grades and/or ages. Identify the risk factors or other characteristics that describe them. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified. Identify how the targeted students align with the Needs Assessment.

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

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

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the application provides a thorough description of the target students*
- *the schools are clearly identified and meet the eligibility criteria*
- *the target students described are aligned with the needs identified in the Needs Assessment section of the application*
- *the target students represent the community students facing the most significant barriers to academic achievement*

5.6.b Recruitment and Retention

Instructions

Describe how the program will identify students that display the characteristics described in the Targeted Students section of the proposal. Describe what

strategies will be used to reach those students and enroll them in the 21st CCLC program.

Describe how the program will engage the adult family members of the students attending the program and what plans the program has to engage them.

Describe what strategies the program will implement to ensure that students consistently attend the 21st CCLC activities and participate to the whole array of activities. The application should respond to the following questions:

- How will the program encourage students to remain in the program from beginning to end of the program day?
- How will the program encourage students to attend regularly for an extended period of time?

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the recruitment plan is appropriate for the targeted students described and considers the characteristics of those students (e.g., grade level)*
- *the recruitment plan is likely to engage the families*
- *the retention strategies are appropriate for the targeted students and are likely to ensure consistent attendance in the program*

5.6.c Student Program Activities

Instructions

(Refer to Section 2.2, Approved Program Activities.)

List and describe the proposed activities to be offered to students. Indicate how the activities are aligned to the gaps identified in the Needs Assessment, linked to the program objectives, and how the activity is expected to improve student academic achievement as well as the overall student success as required by ESSA Sec. 4204(b)(2)(B).

For each activity, the applicant must demonstrate it will use best practices including research and evidence-based practices.

Academic Enrichment Activities

- **Homework Help**
Describe whether the program will provide homework help and support. Describe what strategies will be used to coordinate homework activities with the regular school day teachers. Describe what strategies will be used to engage those students that do not have homework on a particular day.
- **Academic Enrichment**
Describe each activity to be provided. Programs are encouraged to develop their academic enrichment plan using the Approved Program Activities identified in Section 2.2 of the RFP. Describe how the activities will:
 - incorporate the Florida Standards,
 - support the regular school day, and
 - address the different learning styles and needs of the students.

Other Enrichment Activities

Identify and describe what enrichment activities will be included as part of the program plan. Programs are encouraged to develop their enrichment plan using the Approved Program Activities identified in Section 2.2 of the RFP, where possible. Describe how these activities support the students' success and designed to meet the needs identified in the Needs Assessment.

Programs selecting to provide specialized services to high school students must describe those services in detail including the type of services, how those will be offered, how often and by whom. The narrative must clearly identify how these services support the objectives of the program.

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

Complete a Center Profile for each proposed center identifying the students to be served and the program components to be offered. Each application can include up to four (4) centers.

Applications that include summer only programs will not be considered.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the activities clearly support the goals and objectives of the program*
- *the plan include a wide range of strategies to support the different learning styles of students*
- *the activities are aligned to the needs and the gaps identified in the Needs Assessment*
- *the activities clearly support the regular school day*
- *the proposed activities are well supported by the proposed budget*
- *the activities are likely to encourage continued student attendance*
- *the activities proposed follow best practices including research and evidence-based practices*

5.6.d Adult Family Member Program Activities

Instructions

Refer to Section 2.9. Describe how the 21st CCLC program will provide services to the adult family members of participating students. Describe how the proposed activities are in line with the needs identified during the Needs Assessment. For each activity the applicant must identify:

Describe the strategies to engage adult family members in the proposed activities and in the education of the 21st CCLC students.

Include a schedule of Adult Family Member activities that includes the name of the activity, proposed dates, length of the activity, and identifies who will lead the activity (e.g., contractor, 21st CCLC staff, school staff) in the attachments.

Complete the "Adult Family Member Services" section of the Center Profile(s).

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the activities are aligned to the needs and the gaps identified in the Needs Assessment*
- *the activities clearly support the goals and objectives of the program*
- *the proposed activities are well supported by the proposed budget*
- *the activities are likely to encourage participation by the adult family members*
- *the activities proposed follow best practices including research and evidence-based practices*

5.6.e Staffing Plan and Professional Development

Instructions

Staffing Plan

Describe how the 21st CCLC program will be staffed to achieve both the program and administrative duties. Discuss staff qualifications, certifications, and experience, and how these support the program goals and objectives. If applicable, explain which tasks will be completed by applicant staff versus contractors. Applicants must disclose all familial relationships in their staff and contractors working with the 21st CCLC program.

Describe the plan to recruit, hire and train any new staff needed for the program.

Include organizational chart for the proposed 21st CCLC program that identifies the reporting structure and the staff carrying out the required functions identified in Section 2.10. Also include an agency organizational chart that shows how the 21st CCLC program fits within the agency.

Professional Development

Describe the professional development 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

In scoring this section, reviewers will be instructed to consider whether:

- *appropriate staff is included to support the administrative obligations of the program*
- *appropriate staff, both in numbers and qualifications, is included for the proposed activities*
- *the staffing described is supported by the proposed budget*
- *the professional development is in line with the program activities and the students to be served by the proposed program*

5.6.f Program Center(s)

Instructions

Describe the facility(ies) where the proposed 21st CCLC program will take place. Discuss 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. Describe how the facility provides an appropriate and safe environment. Describe where the facility is located in relation to the students' schools and their homes. Indicate how students and their adult family members can access the facility(ies).

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the facility(ies) offers a wide array of environments conducive to the proposed program activities*
- *the facility(ies) is/are sufficient in size to accommodate the number of proposed students*
- *the description supports that the facility(ies) will provide a safe environment*
- *the description supports that the facility(ies) is/are accessible to students and adult family members*

5.6.g Safety and Student Transportation

In accordance with ESSA Sec. 4204(b)(2)(A), 21st CCLC students must be able to travel safely to and from the program center and home. Student safety is paramount to FDOE and 21st CCLC programs must be designed and delivered in a manner that safeguards students.

Instructions

Student Safety

Describe what processes will be in place to ensure student safety including appropriate supervision, staff screening, qualifications and professional development activities. 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 process for emergencies, fieldtrips, or other situations as appropriate.

Student Transportation

Describe how the students will travel from the school to the 21st CCLC center and from there to their homes.

If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, trained and screened.

If transportation is not provided, indicate how students are accessing the program and going home. Include a description of how the program will ensure student safety and continue to operate the scheduled number of hours during the fall and winter months when the sun sets earlier in the evening.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the applicant displays a clear understanding of safety concerns in out-of-school programs*
- *the applicant has appropriate processes in place to safeguard the students*
- *supervision of students is appropriate for the proposed activities and students*

- *the transportation plan is appropriate for the targeted students*
- *the transportation plan supports the attendance goals of the program*

5.6.h Dissemination Plan

Instructions

Describe how the 21st CCLC program will disseminate information about the program, including its location, 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.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the dissemination plan is appropriate for the proposed community*
- *the plan for the website is appropriate and likely to provide accurate and timely information*

5.7 Budget (20 points)

(See Section 6.)

Section 6: Project Budget and Scoring Criteria

Senate Bill 2386 was enacted during Florida's 2010 Legislative Session and relates to the oversight of financial matters. Portions of this bill impact many Florida Department of Education subrecipients of discretionary contracts, programs, grants and agreements with amounts of \$35,000 or more executed on or after July 1, 2010. Specific guidance related to the implementation of these provisions was received from the Florida Department of Financial Services at the end of June 2010. Below is a summary of these requirements and their implementation.

Section 215.971, F.S., Agreements funded with federal and state assistance, and Section 287.058, F.S., Contract document, require that agreements funded with federal dollars of \$35,000 or more include the following elements:

- A scope of work that clearly establishes all of the tasks required to be performed;
- Maintenance of documentation by the subrecipient to evidence the completion of tasks;
- Specific deliverables, to be accepted prior to payment, that:
 - are directly related to a task specified in the scope of work.
 - identify the minimum level of service to be performed.
 - are quantifiable, measurable and verifiable;
- Criteria that will be used by the Florida Department of Education to determine successful performance;
- The FDOE's receipt and acceptance of deliverables in writing prior to payment;
- Financial consequences that will be applied if the contractor/sub-recipient fails to perform; and
- Addressing the property rights of intellectual property related to the contract (grant) and specific rights of the state if the contracted (subgrantee) fails to provide the services or is no longer providing services.

Section 9, Chapter 2010-151, Laws of Florida, amending Section 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 they are:

- Allowable
- Allocable
- Reasonable
- Necessary

In accordance with ESSA Sec. 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.

The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the Service Profile page on the web-based application.

Applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by Section 216.3475, F.S. A cost analysis must be included in the application as an attachment for the following cost items:

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

Project Budget (20 points)

Instructions

Applicants must use form DOE 101S, Budget Narrative, for the budget. The document includes instructions on how to complete the form. There is no page limit for the budget.

Budget Narrative (Column 3) must include a thorough description of each expense as well as a funding formula that details how the line item total was derived.

Review Criteria

- *The budget is thorough, specific and supports the proposed program.*
- *The proposed program budget presents expenses that appear to be allowable, allocable and necessary to achieve the objectives of the proposed 21st CCLC program.*
- *The budget reflects an appropriate balance between administrative and direct service costs.*
- *The costs are clearly supported by the proposed program and clearly linked to the proposed activities.*
- *The required personnel, professional and technical services, and/or travel for the proposed program are clearly and adequately explained and appropriate for the proposed program.*
- *The justifications for expenditures are reasonable and clearly supported by the description.*
- *The overall program cost is reasonable for the proposed services*

Section 7: Priority Points

If earned, 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 that it meets 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 immediately following the Priority Preference Form. Applicants that do not submit documentary evidence supporting the application qualifies for Priority Points will not be awarded Priority Points.

Priority 1: Evidence that the application targets only high-need students and families (up to 5 points)

Applications that target only high need schools.

Criteria	Points
All the targeted eligible schools (school grade of D or F) serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:	
1.a. over 65% of the student body receives free/reduced price meals	Maximum 3 points
1.b. over 80% of the student body receives free/reduced price meals	Maximum 5 points

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

Priority 2: Evidence that the application involves a partnership targeting schools meeting Differentiated Accountability *Priority* classification (3 points)

Applications submitted by a partnership between an Local Educational Agency (LEA), a community-based organization, and another public or private entity that propose to serve only students who attend schools in Differentiated Accountability (DA) category of "Priority" for 2016-17.

The latest listing of DA schools can be found at on the Florida Department of Education's Bureau of School Improvement web page at <https://www.floridacims.org/downloads?category=da-lists>.

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.

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

Priority 3: Evidence that the application targets only high school students (5 points)

Applications that only include students attending eligible high schools as a target population.

Review Criteria

Applicant meets the criteria and provided evidence within the application to support its eligibility.

Priority 4: Evidence that the application targets a county that is not currently served by a 21st CCLC program (5 points)

Below is the listing of counties not currently served by a 21st CCLC program.

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

Review Criteria

Applicant meets the criteria and provided evidence within the application to support its eligibility.

Section 8: Proposal Submittal Requirements

8.1 Web-based System

Florida’s 21st CCLC Program uses a web-based system. Many components of the application will be completed electronically using this system.

Applicants must register as a user on the 21st CCLC website.

New Users

1. Submit full name, email (used as account username) and password.
2. Retrieve the confirmation email sent after completion of step 1.
3. Click on the link included in the email to activate the account.

8.2 Notice of Intent-to-Apply

Providing the Notice of Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Organizations that file a Notice of Intent to Apply, and then decide not to submit an application, will not be penalized and will be able to fully participate in any future funding opportunities.

The Notice of Intent-to-Apply is due May 26, 2017.

The Notice of Intent-to-Apply may be completed on the web-based system. Applicant will have to provide general information on the agency, the main contact for purposes of the 21st CCLC RFP, eligible targeted school(s) and proposed center(s).

The Notice of Intent-to-Apply may also be sent as an email or fax message to:

21stCCLCRFP@fldoe.org

Fax: 850-245-0849

The notice should include agency name; name and email of at least one contact, list of target school(s), and proposed center(s). The department will not be able to send

notices and other information regarding the RFP if accurate contact information is not provided.

8.3 Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Applicants will be able to ask questions regarding the RFP via email or fax or to:

Kimberly Berry, State Director 21st CCLC

Phone: 850-245-0821

Fax: 850-245-0849

21stCCLCRFP@fldoe.org

The last day to submit questions is May 26, 2017.

Questions will not be answered individually or via phone. All questions and responses will be posted weekly at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

8.4 Proposal Development Method

Following the registration process described in Section 8.1 of this RFP, applicants will have full access to the RFP web-based system. This system will include links to all the required forms and instructions on how to interact with the system and access technical support.

Applicants can begin a new grant proposal by entering the following information about the proposal on the web-based system:

- Unique Program/Grant Name (Limit to 30 characters and do not use special characters (/,.,:;'"@#\$\$%^&*))
- Counties to be served
- Proposed 21st CCLCs
- Total number of students to be served

Some sections of the RFP are web-based and some must be uploaded into the system. The table in Section 8.5 below identifies all the required forms and how to submit each form or application section. Applicants will be able to print all the required forms from the RFP web-based system. Once a proposal has been created, the applicant will be able to work on all web-based sections of the RFP and can save their work and return at a later time. Section 8.5 below provides a detailed explanation of the process to submit each of the RFP required forms.

The RFP portal will close on at 5:00 p.m. EDT on the RFP due date.
All originally signed paper documents are due in the Office of Grants Management at 5:00 p.m. EDT on the due date.

8.5 Conditions for Acceptance/Substantially Approvable Form

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

- Application is received within the FDOE no later than 5:00 p.m. EDT on the due date.
- Application includes **ALL** the required forms as listed and submitted as identified in the table below.

Form	Description and Requirements	Submission
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Form	Description and Requirements	Submission
<p>1. DOE 100A Application Form bearing the <u>original signature of the superintendent for the school district or the agency head</u> for other agencies preferably in <u>blue ink</u>.</p>	<ul style="list-style-type: none"> • Requires original signature: <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. – Submit original to FDOE Office of Grants Management <p>Note: The unique program name identified on the DOE 100A must match the program name listed on the web-based system.</p>	Paper Format
<p>2. GEPA Statement bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.</p>	<ul style="list-style-type: none"> • No page limit • Requires original signature: <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	Paper Format
<p>3. General Assurances for Participation in Federal and State Programs bearing the <u>original signature of the Superintendent for the school district or the agency head</u>, preferably in blue ink.</p>	<ul style="list-style-type: none"> • See section 1.12 for submission requirements • Download from web-based system • Review and sign <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	Paper Format/CBOs only

Form	Description and Requirements	Submission
<p>4. 21st CCLC Subrecipient Assurances bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.</p>	<ul style="list-style-type: none"> • Download from the web-based system • Review • Initial each page and sign on last page <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	Paper Format
<p>5. DOE 101S, Budget Narrative</p>	<ul style="list-style-type: none"> • Download DOE101S Form • No page limit • Upload in Excel format to the web-based system 	Electronic Upload
<p>6. Scope of Work Narrative</p>	<ul style="list-style-type: none"> • 25 page limit <ul style="list-style-type: none"> – Arial,11 point – One (1) inch margins on all sides – Double spacing – Single-sided pages • Upload in Word format to the web-based system 	Electronic Upload
<p>7. Collaboration with Private Schools</p>	<ul style="list-style-type: none"> • Download Form • No page limit • Upload in Word format to the web-based system 	Electronic Upload
<p>8. Objectives Table</p>	<ul style="list-style-type: none"> • No page limit • Complete information on web-based system <p>Table can be printed for your records.</p>	Completed on web-based RFP System
<p>9. Center Profile(s)</p>	<ul style="list-style-type: none"> • One form per center • No page limit • Complete information on web-based system <p>Table can be printed for your records.</p>	Completed on web-based RFP System
<p>10. Priority Preference Form</p>	<ul style="list-style-type: none"> • Complete on web-based system • Upload support documentation 	Completed on web-based RFP System
<p>11. Partners' Table</p>	<ul style="list-style-type: none"> • No page limit • Complete information on web-based system <p>Table can be printed for your records.</p>	Completed on web-based RFP System

Form	Description and Requirements	Submission
12. Attachments <ul style="list-style-type: none"> – Agency-wide Organizational Chart – Proposed 21st CCLC Program Organizational Chart – Childcare License(s) – Sample Afterschool Schedule – Sample Summer Schedule – Letters of Commitment – Cost Analysis (if applicable) 	<ul style="list-style-type: none"> • No page limit • Upload in readable format to the RFP web-based system • As applicable 	Electronic Upload

Organize the required forms in the same order as they are listed in the table above.

Every agency must complete a Risk Analysis form, DOE 610, for school districts, state colleges and state universities, or the DOE 620, for Governmental and non-governmental entities, (as appropriate). For school districts, these risk analyses are maintained on file. Effective July 1, 2015, the appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

The proposal package must be temporarily bound using a clip or rubber band.

Permanently bound proposals will not be accepted.

8.6 Method of Review

A peer review process will be used to evaluate the 21st CCLC proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations within Florida.

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

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

- Each proposal meeting the conditions for acceptance is independently reviewed and scored by three qualified reviewers representing experienced out-of-school time educational programs, educational professionals and stakeholders from Florida and, when applicable, around the country.
- Reviewers participate in debriefing meetings. For each proposal, the three (3) assigned reviewers will meet to discuss the merits of the proposals. Reviewers are asked to ensure that all aspects of the proposal are fully considered. Reviewers can but are not required to change the score they assigned to each application during the independent review.
- The 21st CCLC program office ranks the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the program.

- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

The department reserves the right to negotiate with all responsive applicants, serially or concurrently. The ranking of the proposals indicates the perceived overall benefits of the application, but the department retains the discretion to negotiate with other qualified applicants, as deemed appropriate.

Applications must be submitted by the due date and time to:

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

Section 9: 2017-2018 Deliverables and Financial Consequences

Deliverables

The applicants will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students at a minimum of 12 hours/week for programs serving elementary students and/or nine (9) hours/week for programs serving middle or high school students during non-school hours at the approved site(s) for the minimum of 36 weeks. Applicants may have one or multiple centers/sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from July 17, 2017 – July 31, 2018. The purposes of the 21st CCLC program are as follows:

- 1) provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- 2) offer students a broad array of additional services, programs and activities during non-school hours such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- 3) 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.

To accomplish these purposes, 21st CCLC subrecipients must provide a broad array of high-quality services that support student learning and development. Program organizational types include school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

Financial Consequences

The Uniform Grant Guidance, 2 C.F.R. Part 200.338. Remedies for noncompliance, indicates:

“If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) Take other remedies that may be legally available.”

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE's Green Book, Section G.

Documentation submitted to support the completion of tasks will be reviewed on a monthly basis within five (5) days of submittal or the listed due date. Financial consequences will be applied as follows:

- Programs that do not achieve a minimum average daily attendance for student services of 85 percent of the proposed target by October 31, 2017, may receive a reduction in funding. The reduction will be calculated based on the proposed cost per student and the level of services.
- Programs that do not achieve a minimum average daily attendance for student services of 95 percent of the proposed target by February 28, 2018, may receive a reduction in funding. The reduction will be calculated based on the proposed cost per student and the level of services.
- Programs that cannot maintain 95 percent attendance after February 28, 2018, may receive a reduction in funding for subsequent years.
- Programs that do not complete the proposed adult family member activities may receive a reduction in funding of one-half (.05) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the required data or do not submit the data in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of five (5) percent per occurrence or the budget amount related to the activity, whichever is larger. Further, programs that do not submit the required data will not receive any additional funding until all data reporting obligations have been met and deemed acceptable by the 21st CCLC program office. This includes all data whether required by the FDOE or as part of the USED data reporting requirements.
- Programs that do not submit the Formative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of five (5) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 21st CCLC program office.

Programs that improve attendance may be eligible for an increase in funding up to the originally proposed level of service. Programs will have to provide documentation to support sustained attendance for a minimum of 90 calendar days before requests may be considered by the 21st CCLC program office.

Demonstrated performance of the required deliverables, as well as the timely submission of the documentation to evidence the completion of tasks, will be considered in the development of funding recommendations for subsequent years – years two (2) through five (5) of this project – and funding recommendations for other 21st CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Sep. 15, 2017		<p data-bbox="478 207 737 235">August 1 – 30, 2017</p> <p data-bbox="478 269 1121 358">Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul data-bbox="489 367 1140 451" style="list-style-type: none"> - Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 483 1144 704"> <thead> <tr> <th data-bbox="506 483 758 542">Component</th> <th data-bbox="758 483 934 542">Number of Participants</th> <th data-bbox="934 483 1138 542">Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 542 758 574">Before School</td> <td data-bbox="758 542 934 574"></td> <td data-bbox="934 542 1138 574"></td> </tr> <tr> <td data-bbox="506 574 758 607">After School</td> <td data-bbox="758 574 934 607"></td> <td data-bbox="934 574 1138 607"></td> </tr> <tr> <td data-bbox="506 607 758 639">Weekend/Holidays</td> <td data-bbox="758 607 934 639"></td> <td data-bbox="934 607 1138 639"></td> </tr> <tr> <td data-bbox="506 639 758 672">Summer</td> <td data-bbox="758 639 934 672"></td> <td data-bbox="934 639 1138 672"></td> </tr> <tr> <td data-bbox="506 672 758 704">Family Activities</td> <td data-bbox="758 672 934 704"></td> <td data-bbox="934 672 1138 704"></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p data-bbox="1192 207 1997 266">All applicants must submit the following source documentation on a monthly basis:</p> <ul data-bbox="1192 274 1997 431" style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based monthly Attendance Submission (each site) <ul data-bbox="1213 375 1944 431" style="list-style-type: none"> - If there are no student services in August, submit Subgrant Activity Report <p data-bbox="1192 464 1961 522">In addition to the items above, all applicants must submit the following:</p> <ul data-bbox="1192 531 1976 792" style="list-style-type: none"> • Attendance Recording and Reporting Procedures • Documentation of meeting Supplemental Snacks/Meals Requirement • Orientation/Professional Development (new and/or existing Staff) • Affidavit (letter) outlining screening and training of all staff and volunteers • Evidence of Collaboration with Target School Staff • Adult Family Member Activity Report and related evidence <p data-bbox="1192 824 1955 883">In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</p> <ul data-bbox="1192 891 1997 1019" style="list-style-type: none"> • Florida Department of Health (DOH) food/sanitation Certificate • A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption) • Occupant load certificate
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Oct.15, 2017		<p>September 1 – 30, 2017</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 448 1144 670"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) • Monitoring and Quality Improvement Tool (MQIT) Electronic Submission <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • Website and documentation supporting the dissemination of information about the 21st CCLC program • Baseline Data
Component	Number of Participants	Number of Days/Activities																			
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Jan. 15, 2018		<p>December 1 – 31, 2017</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 1010 1144 1232"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • 21st CCLC Advisory Board Meeting(s) Members, Minutes and Attendance Evidence of Collaboration with Target School Staff
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Mar. 15, 2018		<p>February 1 – 28, 2018</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 1010 1144 1232"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • Mid-Year Data • Mid-Year Data Report
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Apr. 15, 2018		<p>March 1 – 31, 2018</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 448 1144 670"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) • Adult Family Member Activity Report and related evidence • Evidence of Collaboration with Target School Staff <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • Formative Evaluation Summary • Evidence of Professional Development (December to present) • Evidence of Collaboration with Target School Staff
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
June 15, 2018		<p>May 1 – 31, 2018</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 448 1144 670"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • 21st CCLC Advisory Board Meeting Members, Minutes and Attendance
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July 15, 2018		<p>June 1 – 30, 2018</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 1010 1144 1232"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After School</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Web-based Monthly Attendance Submission (each site) • Adult Family Member Activity Report and related evidence <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • Inventory Procedure and Listing of Tangible Physical Inventory Report • End-of-Year Data • End-of-Year Data Report • Evidence of Professional Development (April to present)
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After School																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
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Component	Number of Participants	Number of Days/Activities																			
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Appendix A – Glossaries

Acronyms used by the 21st CCLC program

21 st CCLC	21 st Century Community Learning Centers Program The program is funded through the Every Student Succeeds Act – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
21APR	The 21 st CCLC Annual Performance Reporting system used by the US Education Department to collect program data to report to the US Congress.
ADA	Average Daily Attendance. This indicator is calculated by summing the daily attendance and dividing that sum by the number of program days in the period.
BFCO	Bureau of Family and Community Outreach at the Florida Department of Education
BEESS	Bureau of Exceptional Education and Student Services at the Florida Department of Education
CBO	Community-based organization
CEO	Chief Executive Officer
CFDA	Catalog of Federal Domestic Assistance
CFO	Chief Fiscal Officer
CPW	Center Profile Worksheet
C.F.R.	Code of Federal Regulations. It presents the official and complete text of agency regulations in an organized fashion in a single publication. https://www.archives.gov/federal-register/cfr
DCF	Florida Department of Children and Families http://www.myflfamilies.com/
EDGAR	Education Department General Administrative Regulations http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
EOC	End-of-Course, typically referring to a standardized assessment of student knowledge applied once the student finishes the course work. For example, Algebra I End-of-Course exam.
ESEA	Elementary and Secondary Education Act, as amended – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C Also known as the No Child Left Behind Act (NCLB). http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html
ESSA	Every Student Succeeds Act. Also known as the Elementary and Secondary Education Act, as amended. http://www2.ed.gov/documents/essa-act-of-1965.pdf
ELA	English Language Arts
ELL	English Language Learners
FAC	Florida Administrative Code is the official compilation of the administrative rules and regulations of state agencies. https://www.flrules.org/
FBO	Faith-based organization

FDOE	Florida Department of Education http://www.fldoe.org/
FRG	Funding Request Guide
FRP	Free and reduced Price Meals
F.S.	Florida Statutes http://www.leg.state.fl.us/statutes/
FSA	Florida Standards Assessments http://www.fsassessments.org/
GEPA	General Education Provisions Act
LEA	Local Educational Agency. In Florida, the school districts function in this role.
NCLB	No Child Left Behind Act.
OMB	Office of Management and Budget at the White House
PBL	Project or Problem-based Learning
PDS	Program Development Specialist
PY	Project Year as defined in the request for proposals/applications
RFA	Request for Applications This is the process used by the Florida Department of Education to issue non-competitive grants and subgrants
RFP	Request for Proposals This is the used by the Florida Department of Education to request and receive applications for competitive grants and subgrants
SEA	State Education Agency. In Florida, the Florida Department of Education functions in this role.
STEM	Science, Technology, Engineering and Mathematics
SWP	School-Wide program
SBE	State Board of Education
TAPS	Tracking Applications These are unique (tracking) numbers assigned to Requests for Proposals (RFPs) or Requests for Applications (RFAs) to correspond with applications submitted to the Florida Department of Education. The Office of Grants Management staff assigns these numbers.
UGG	2 C.F.R. 200, Uniform Grant Guidance (also known a Uniform Guidance) http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html
USDA	United States Department of Agriculture http://www.usda.gov/wps/portal/usda/usdahome
USED	United States Education Department http://www.ed.gov/

Glossary of terms used by the 21st CCLC program

Amendment	A change to the original approved application. All amendments for 21 st CCLC programs require approval by the FDOE.
Applicant	Agency or organization submitting an application in response to the RFP/RFA
Center	The physical location where students attend the 21 st CCLC program. All licenses, inspections, and certification required to operate a 21 st CCLC program must be for this location. The center may be a public school, a community-based location, a park, or other location that complies with the requirements identified in the RFP/RFA.
Cohort	Group of 21 st CCLC programs funded on the same year and with similar 5 or 3-year period.
Equitable	Comparable. Similar in nature.
Green Book	Project Application and Amendment Procedures for Federal and State Programs. This publication describes the project application and amendment procedures for state and federal projects administered by the Florida Department of Education.
Liquidation	The process of discharging, meaning paying or settling, all outstanding liabilities related to the 21 st CCLC program.
Meaningful	Having a serious, important or useful quality or purpose
Performance Period	The time period when the program can be implemented and its performance is evaluated.
Procurement	The act to obtain or secure materials, supplies, and equipment. Procurement involves the process of selecting vendors, establishing payment terms, strategic vetting, selection, the negotiation of contracts and actual purchasing of goods.
Recipient	The Florida Department of Education is the recipient of the 21 st CCLC grant from the US Education Department.
Red Book	Financial & Program Cost Accounting & Reporting for Florida Schools This manual provides Florida school districts and charter schools with a uniform chart of accounts for financial, cost and budgetary reporting.
Subrecipient	Agency or organization that receives funding from FDOE to operate a 21 st CCLC program.
Target School	The school where students served by a 21 st CCLC program attend during the regular school day. Target schools must meet the eligibility requirements identified in the RFP/RFA and be clearly identified in the approved application. Serving students not attending a target school is considered serving non-eligible students.

Glossary of Forms

DOE 100A	Project Application Form This form must be signed by the agency head and its original must be submitted as described in the RFP/RFA.
DOE 101S	Budget Narrative for Discretionary Projects of \$35,000
DOE 150	Project Amendment Request
DOE 151	Project Amendment Narrative Form
DOE 200	Project Award Notification
DOE 399	Project Disbursement Report This form is used by the Department's grantees and subrecipients to request reimbursement for allowable program expenditures.
DOE 610	Risk Analysis Federal and State Grant Funding Florida School Districts, State Colleges, State Universities and State Agencies
DOE 620	Risk Analysis Federal and State Grant Funding Governmental and Non-Governmental Agencies
DOE C676	Voucher for reimbursement of travel expenditures. 21 st CCLC programs must use this form for all overnight travel.

Appendix B – Partners Table (Available for Download)

21st CCLC Partners Table

Agency Name:		Program Name:				
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Support	
EXAMPLE	Florida's First National Bank Foundation	CBO	In-kind	Partner will provide two six-class sessions on real-world concepts about banking and money management, one in fall and one in spring at no cost to the program and provide all training materials.	Character Education 85% of regularly participating students will increase their life skills	Yes
	(Insert additional lines as needed)					

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

- | | |
|---|--|
| SD: School District | CBO: Community-Based or other Non-Profit Organization (CBO), |
| FBO: Faith-Based Organization (FBO) | CNT: Other Unit of City or County Government |
| CS: Charter School (CS) | IAS: Bureau of Indian Affairs |
| CU: Private or public College or University | IEA: Regional/Intermediate Education Agency |
| HBO: Health-Based Organization (hospital/clinic/etc.) | LIB: Library |
| MUS: Museum | PRD: Park/Recreation District |
| FPO: For-Profit Entity | OTH: Other |

Contribution Type: Select the one that best applies

- In-kind:** Materials or services provided at no cost to the 21st CCLC program.
 - Volunteers: non-paid individuals that provide services to the 21st CCLC program
 - Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget
 - Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.
 - Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.
 - Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.
 - Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.
 - Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)
 - Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)
- Funds:** Monetary contribution
- Other:** other contributions that may not be strongly matched with the descriptions above.

Contribution Description:

Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in the narrative. The contributions must be clearly reflected in the Letter of Support.

Align to Need/Goal:

Provide a synopsis of how the contribution supports the 21st CCLC program objectives or needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative.

Letter of Support: Indicate "yes" if a letter of support is provided with the application as an attachment or "no" if one is not available.