FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)

Bureau / Office
Bureau of Family and Community Outreach

TAPS Number
25B037

Program Name
College Reach-Out Program (CROP)

Specific Funding Authority(ies)
- Catalog of State Financial Assistance (CSFA) number 48.028 (Fiscal Year 2024-25)
- 2024 General Appropriations Act, Line 91 (GAA #87, $1,000,000 FY 2023-2024)
- Section 1007.34, Florida Statutes (F.S.), College Reach-Out Program (CROP).

Funding Purpose / Priorities
The CROP program aims to increase the number of students in grades 6-12, identified as needing academic improvement, who pursue and successfully complete their postsecondary education.

Funding priorities must focus on approaches that:
- Provide continuous contact with students from the point at which they are selected for program participation until their enrollment in a postsecondary educational institution,
- Assist students in selecting courses required for high school graduation and college admission,
- Provide on-campus academic and advisory services and activities during summer vacation and
- Offer students opportunities to engage with college and university students as mentors, tutors and/or role models throughout the program period.

Total Funding Amount
Funding for CROP is contingent upon legislative appropriations in the GAA for the Fiscal Year (FY) 2024.

- Anticipated appropriation for FY 2024: $1,000,000.00
- Contract Period: This program will be competitive in year one (1). Years two (2) and three (3) will be contingent upon the annual legislative appropriations and the demonstration of successful progress and/or completion of the specified scope of work and deliverables, as evidenced by the outcome results described in the Interim and End-of-Year reports.

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

Type of Award
Discretionary Competitive
Research and Development (R&D) ☐ Yes or ☒ No

Budget / Program Performance Period
September 1, 2024, through August 31, 2025*

For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1 of the fiscal year. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in Florida Statutes or proviso. **The program office anticipates all funded projects will submit a budget/project amendment during the third quarter to approve the ending date of August 31, 2025*.

Target Population(s)
Low-income educationally disadvantaged students, in grades six through twelve, who meet the academic and economic criterion defined by Rule 6A-6.05282, F.A.C.

Eligible Applicant(s)
Florida public or private higher education institutions. Institutions may apply individually or in a consortium of two (2) or more eligible postsecondary educational institutions.

Application Due Date
No later than August 12, 2024, 12:00 p.m. ET

The due date refers to the date of receipt in the online grant application system as stated in the *Conditions for Acceptance* of this RFP.

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

Contact Persons

Program Contact	**Grants Management Contact**
Yolanda Miranda-Hill	Felicia Williams-Taylor
Pre-Collegiate Office	Office of Grants Management
850-245-9166	850-245-0717
Yolanda.Mirandahill1@fldoe.org	Felicia.Williams-Taylor@fldoe.org

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

2 C.F.R. 200 Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable

regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

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

> **School Districts, Community Colleges, Universities, and State Agencies**
> The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

> **Private Colleges, Community-Based Organizations and Other Agencies**
> In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

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

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

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

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

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

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

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

Funding Method

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

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

Fiscal Records Requirements and Documentation

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

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

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

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

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.
Project recipients who are on an Advance Payment (Q) funding method are required to complete and submit a Project Disbursement Report every quarter. Each submission must also include supporting documentation, the Detail of Salary Expenditures form (DOE 300), and the Detail of Monthly Transactions form (DOE 301).

Copies of the financial reporting forms mentioned in this section can be found online at
https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.stml.

Records Retention

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five (5) 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.

It is the responsibility of all participating projects to retain all program documentation 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.

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

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

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

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition

- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at https://myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/referenceguideforstateexpenditures.pdf?sfvrsn=fc1c5555_2

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, https://myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/referenceguideforstateexpenditures.pdf?sfvrsn=fc1c5555_2

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

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:
http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

Administrative Costs including Indirect Costs

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

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

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

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their

budget from the State or from a combination of State and Federal funds shall provide to the FDOE an annual report in the format required by the FDOE. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:
https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf

Narrative Section

Scope of Work/Narrative Components and Scoring Criteria

The following describes each narrative section that is required for the RFP application. In some cases, the **Instructions** defined within the narrative section provide the minimum standards of the narrative component. As such, applicants should understand that proposing just the minimum standards may not result in a competitive application. Applicants should consider this information when developing a response for each narrative component.

The scoring is based on a 100-point scale, as described below. For an application to be considered eligible for funding, a minimum score of 70 points must be earned.

Note: Priority Points can be added to the subtotal should the applicant choose to include in their narrative the competitive preference priorities as described in the RFP.

Narrative responses will be evaluated and scored using the criteria detailed below.

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

1. **Project Abstract (Fixed Requirement)**

   The abstract must include a brief description of the proposed project, including the goals and objectives of the project. This section must also include an overview of the services the project will conduct to accomplish the program goals and priorities, and the expected performance outcomes as described in the *Program Requirements and Guidelines* section of this RFP.

   Instructions - Complete a short statement (about 100 words) that identifies the name of the agency; the number of students served; the names and locations of the districts and schools to be targeted; the demographics of the students to be served; a description of the services to be offered; and a description of how the project will accomplish the program objectives and expected outcomes as described in the *Program Requirements and Guidelines* section of this RFP. Applicants should draft the abstract as if the program was in place. Use present-tense verbs such as: provides, serves, and offers.

2. **Needs Assessment (12 points)**

   This section must include data that describe the academic needs of students within the population to be served. The needs assessment will allow applicants to systematically examine performance gaps and identify, understand, and prioritize the areas of concern that need to improve. The needs assessment must include data on student attendance, academic performance (as measured by students' performance on state standardized tests), high school graduation and postsecondary enrollment rates.

   Instructions - *Each response is worth up to 4 points*.
   - Describe the data on student attendance, academic performance (as measured by students' performance on state standardized tests), high school graduation and postsecondary enrollment rates of the proposed schools and student population the project will serve.
   - Provide a description of how the data discussed above compares to the state's data in the same areas.
   - Provide a detailed description of how the data (of proposed schools and students) reflects a need for the program and how the proposed project will address the identified areas of concern.

3. **Recruitment and Retention (12 points)**

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

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

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

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

These procedures must assist students in selecting courses required for graduation from high school and admission to a postsecondary educational institution and ensure student participants continue to participate in program activities.

Instructions - *Each response is worth up to 3 points*.
- Provide a detailed description of how the proposed project will recruit students for the program and how the proposed project will use previous student participants to recruit new students for the program.
- Provide a description of the methods and strategies the proposed project will use to ensure consistent participation of students served in the program.
- Provide a detailed description of the supports and programs available at their postsecondary institution for first-time in college students, including a description of how the proposed project will communicate with other projects or non-participating institutions about the services and programs available to improve the retention and academic achievement of student participants beginning a postsecondary education.
- Describe the methods and strategies to disseminate and share information about the proposed project, including a description of the events and material that the proposed project will use to inform school districts, schools, and student participants about the calendar of activities that the proposed project will conduct throughout the program period.

4. **Scope of Work/Project Design and Implementation (36 points)**

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

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

Instructions - *Each response is worth up to 6 points*.
- Provide a detailed description of the program activities the proposed project will conduct to support each of the program goals and priorities and the expected performance outcomes described in the Program Requirements and Guidelines section of this RFP.
- Provide a detailed description of how the proposed project will ensure student participants are selecting the appropriate courses for high school graduation and admission to a postsecondary educational institution.

- Provide a detailed description of how the proposed project will provide student participants with an on-campus experience during the summer. Per Section 1007.34, F.S., participating standalone universities or consortia that include a university must provide student participants with an on-campus summer program of at least one week in duration.

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

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

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

- Provide a detailed description of how the proposed project will establish partnerships with targeted schools and postsecondary institutions to deliver a range of services and activities designed to enhance the educational motivation and preparation of student participants aimed at improving college access and student knowledge, with the overarching objective of boosting the number of minority students who enroll in and successfully complete a college education.

5. **Self-Assessment Plan (30 points)**

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

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

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

- Provide a detailed description of how the proposed project will measure success as it relates to the program goals and priorities, and the expected performance outcomes as described in the *Program Requirements and Guidelines* section of this RFP.

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

- Provide a detailed description of the fiscal agent for the proposed project and include the responsibilities of each institution as it relates to the collection, maintenance, assessment and reporting of project data.

6. **Project Budget (10 points)**

The Project Budget narrative component is inclusive of both the **Budget Narrative Form (DOE 101S)** and the **Institutional/Consortium Budget Forms**. The DOE 101S, Budget Narrative Form, is not included in the maximum page count for the Budget Narrative Component section, therefore

multiple copies can be made to include all of the items that your project deems necessary to meet the needs of the program. The DOE 101S document includes instructions on how to complete the form.

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

Instructions - *Each response is worth up to 5 points*.
- Complete the **Budget Narrative (DOE 101S)** and include proposed costs to support a successful implementation of the objectives and program activities described throughout the proposal that aligns with the *Program Development and Design* section of this RFP. Sufficient information must be provided to support that the proposed amounts are:
  - Reasonable = usually described as what a prudent person would do.
  - Necessary = to achieve the program goals.
  - Allocable = meaning that the program will derive the full benefit from the expenditure.
  - Allowable = meaning it appears to meet all the above requirements and it is not forbidden by law or statute.

- Complete the **Institutional/Consortium Budget Forms** and include proposed costs to support a successful implementation of the objectives and program activities described throughout the proposal that aligns with the *Program Development and Design* section of this RFP. These budget forms reflect the allocation of the anticipated CROP funds to be received, as well as the apportionment of the matching funds. The forms consist of the following:
  - Institution/Consortium Cover Page
  - Institutional Signature Pages, with original signatures
  - Institutional/Consortium Budget Forms
  - Institutional Budget Justification Forms

Priority Points

Priority points may be awarded after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation to support the criteria. It is the responsibility of the applicant to identify the priority area(s) they wish to be considered for. Priority points will only be considered when the applicant provides documentary evidence with their application for the identified priority area.
- Competitive Preference Priority 1: Evidence that the application ONLY identifies targeted schools who have at least 70 percent of their student population participating in the free and reduced-price lunch program (FRL). (0 or 3 points)

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

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

Return on Investment (State funded projects only)

The recipient is required to provide quarterly return on investment program activities reports to the FDOE. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following execution of the grant agreement, the

recipient shall provide these quarterly reports to the FDOE within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports will be summarized and submitted to the Office of Policy and Budget and are requested so Legislative staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

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

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

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

Method of Answering Frequently Asked Questions or Providing Changes
Beginning Tuesday, July 23, 2024, applicants will be able to submit questions regarding the RFP by email to the BFCO-CROP@fldoe.org. The *last day to submit questions* is Monday, July 29, 2024. All questions and responses will be posted to the CROP program webpage by Wednesday, July 31, 2024. The program office will not answer individual questions via phone or email.

Reporting Outcomes
See section under *Monitoring Indicators* of this RFP that describes how the FDOE will monitor the progress of the funded projects in meeting performance expectations/completion of deliverables.

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

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

The program manager will consider and assess all financial consequences based on the severity of the failure to perform and the impact of such failure on the ability of the project recipient to meet the timely and desired results. However, in the event that the minimum level of service or the performance targets/deliverables are not met by at least 50 percent of the established targets, and the appropriate

progress is not resolved within two weeks of notification from the Department, the project recipient will be subject to a reduced payment amount of at least 25 percent for the identified quarter.

Program Requirements and Guidelines

Student Participants:
The legislative intent for the College Reach-Out Program (CROP) is to increase the number of low-income educationally disadvantaged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete postsecondary education who otherwise would be unlikely to seek admission to a Florida College System institution, state university, or independent postsecondary institution without special support and recruitment efforts.

A "low-income educationally disadvantaged student" is a student who meets specific academic and economic factors defined by Rule 6A-6.05282, F.A.C. The academic and economic eligibility criteria for CROP student participants include factors that relate to a student's cumulative grade point average, a student's promotion and attendance patterns, a student's performance on state standardized tests, a student's enrollment in mathematics and science courses, a student's participation in a dropout prevention program, a student's family's taxable income, and a student's family's receipt of temporary cash assistance or public assistance.

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

To enhance the expected outcomes of CROP and increase the effectiveness of the program activities, all funded projects must implement services that are consistent with the following six (6) program priorities:
- Program Priority 1: College and Career Planning
- Program Priority 2: Financial Aid and Scholarship Awareness
- Program Priority 3: Academic Enrichment and Supplemental Instruction
- Program Priority 4: Family Engagement and Parental Involvement
- Program Priority 5: Postsecondary Transition and Success
- Program Priority 6: Postsecondary Retention and Attainment

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

The Department emphasizes the importance of college and career readiness by preparing students to complete the education and training they will need to succeed in a career and in the workforce. Florida's high academic standards, rigorous courses, and college and career planning opportunities help students become prepared for their future.

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

Program Priority 2: <u>Financial Aid and Scholarship Awareness</u>
The targeted population of the CROP program are low-income, educationally disadvantaged students who possess <u>economic factors</u> that can negatively affect their decision to pursue and complete a college education. CROP students have a higher need for financial aid and scholarship opportunities.

The Department offers many resources to help Florida students learn, prepare and manage the cost of higher education. Each year, the CROP program evaluates the number of students who receive scholarships, grant aid, and work-study opportunities through the utilization of services and activities offered by all CROP projects.

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

Program Priority 3: <u>Academic Enrichment and Supplemental Instruction</u>
The targeted population of the CROP program are low-income, educationally disadvantaged students who possess <u>academic factors</u> that impact student learning and academic performance.

The Department's vision for Florida is to have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers. CROP is committed to supporting this vision through its four program goals by enhancing the academic performance of students through a combination of services that include tutorial programs, peer mentorships, academic advisement and coaching, and academic, personal and career development opportunities through supplemental instruction.

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

Program Priority 4: <u>Family Engagement and Parental Involvement</u>
The students served in the CROP program have been identified to possess characteristics that negatively impact their academic achievement and college access. While student participants and their academic achievement is the focus of the program, parental involvement is essential to the academic success of all students.

The Department recognizes that a student's academic success is a shared responsibility between schools and their families. All information, training and resources provided by CROP projects must be specific and relevant to the financial resources, academic preparation, goals and interests of students and families served.

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

Program Priority 5: <u>Postsecondary Transition and Success</u>
The desired outcome for student participants of the CROP program is to graduate from high school, gain admission, and successfully complete a postsecondary education. The students served in the program often encounter multiple challenges when it comes to academic achievement, college enrollment and degree attainment.

The Department recognizes the challenges of first-generation, low-income educationally disadvantaged students and understands the potential impact of these factors on student achievement and college access. CROP projects must enhance the basic learning skills and academic performance of participating students by motivating, building student interest, and supporting their transition and preparation to enter and attend college.

To support the intended design of the program and improve the college access and degree attainment of the target population, **project recipients must develop and implement services and activities** <u>that support the transition and preparation of students to enter and attend college</u>.

Program Priority 6: <u>Postsecondary Retention and Attainment</u>
The students served in the CROP program often showcase attributes connected with a lower likelihood of enrolling in and graduating from a postsecondary educational institution. Funded projects must establish and maintain continuous contact with student participants to assist and support them from their selection for program participation until their enrollment in a postsecondary educational institution.

The Department supports the efforts to promote the seamless articulation and postsecondary education retention and attainment of high school graduates pursuing a postsecondary education. The implementation of effective services to support students from high school to college and throughout their postsecondary education experience is crucial to students' college and career success. CROP projects are expected to provide on-campus academic and advisory activities during summer vacation and offer students opportunities for interacting with college and university students as mentors, tutors and/or role models allowing students to strengthen their skill set and build their confidence by addressing the barriers that may prohibit them from enrolling and completing a postsecondary education. Participating standalone universities or consortia that includes a university must provide student participants with an on-campus summer program of at least one week in duration.

To support the intended design of the program and improve the postsecondary retention and success of student participants who are enrolled in college, **project recipients must develop and implement proper procedures** <u>that create continuous contact with student participants and generate a seamless transition for students to enroll in and successfully complete a postsecondary education</u>.

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

Program Expectations:
- All project recipients must recruit students who meet the specified criteria of a CROP student participant as described in <u>Rule 6A-6.05282, F.A.C.</u> <u>At least 60 percent of the students recruited in any project year must be in grades six to nine</u>.
- All project recipients must develop procedures for continuous contact with student participants from the point at which they are selected for participation until they enroll in a postsecondary educational institution.

- All project recipients must assist student participants in selecting courses required for high school graduation and admission to a postsecondary educational institution.
- All project recipients must set up protocols to ensure student participants continually participate in program activities. This includes communication about recruitment events and upcoming program activities to school districts, student participants, parents/guardians and community members within the service areas.
- All project recipients must provide on-campus academic and advisory activities during summer vacation for student participants. Participating standalone universities or consortia that includes a university must provide student participants with an on-campus summer program of at least one week in duration.
- All project recipients mut incorporate opportunities for college and university students to interact with the participants as mentors, tutors and/or role models throughout the program period.
- All project recipients must establish an advisory committee composed of high school and middle school personnel, as well as community leaders, to provide advice and assistance in implementing the program.
- All project recipients must work with targeted school districts to collect the required student data that can track academic performance and college readiness of student participants.
- All project recipients are encouraged to use its resources to fulfill their specific program goals and enhance the postsecondary achievements of student participants.
- All project recipients are required to meet program standards through the provision of services and activities that include academic instructional and developmental activities, as well as career and personal counseling.

Program Deliverables:

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

Performance Evaluation and Program Outcomes:

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

In addition, Section 1007.34, F.S., requires all project recipients to collect, maintain, retrieve, and analyze data* to assess the extent to which their projects have accomplished the specific objectives and goals of the CROP program. The data related to student performance will be reported in the *End-of-Year* evaluation report. [*S*ee Section 1007.34(7)(f)(1-9) for details of required data*].

Monitoring Indicators:

The FDOE program manager will monitor the progress of each project recipient. The monitoring indicators listed below reflect the performance expectations and program outcomes as it relates to the academic performance and college readiness of student participants. Evidence of these indicators will be reported by all project recipients in the Interim and the End-of-Year reports.

Interim Report
- **Activity Efforts**: All project recipients will report student participation data of all activities, describe the purpose and the alignment to the goal(s) of the College Reach-Out Program, according to Section 1007.34(7)(f), F.S.
- **Participant Information**: All project recipients will report data of their project efforts concerning their targeted population and the service area(s).
- **Academic Performance**: All project recipients will report information related to the academic status of student participants.
- **Project Activity Information**: All project recipients will gauge the performance of their programs to determine the barriers and success of their activity efforts.
- **Expenditure Information**: All project recipients will report the status of their approved budget.

End-of-Year:
- **Contribution Summary**: All project recipients will report any monetary (cash) and non-monetary gifts received from organizations or units other than the institution that are meant to meet the matching requirements in accordance with Section 1007.34(5)(e), F.S.
- **College Placement Assessments**: All project recipients will report the outcome of their project efforts in informing and aiding students with preparing and completing the ACT/SAT and other standardized tests.
- **State Assessments**: All project recipients will report data achievement of the academic areas covered within the EOC assessments.
- **Grade Point Average**: All project recipients will report the grade point average (GPA) status of their student participants in grades 9-12 at the end of the academic school year.
- **Foreign Language Course**: All project recipients will report their project's success in aiding students' readiness with participating in and completing a foreign language course in accordance with Section 1007.262, F.S.
- **Academic Performance**: All project recipients will report the outcome of their project's efforts in aiding students' academic performance and successful completion of the required courses as specified in Sections 1003.4156 and 1003.4282, F.S.
- **College Admission and Enrollment**: All project recipients will report the number of students and related data specific to the pursuit of a postsecondary education.

Conditions for Acceptance

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

1) Application is received in the *SurveyMonkey Apply* application management system within the timeframe specified by the RFP.

2) Application must include the following required forms:

- DOE 100A, Project Application Form, with required signatures.
- DOE 101S, Budget Narrative Form.
- Assurance Section D page of the Green Book.
- Institution/Consortium Cover Sheet and Signature Pages, with required signatures.
- Institutional/Consortium Budget Forms.
- Institutional Budget Justification Forms.
- Project Narrative Component Responses.
- Priority Point supporting documentation, optional if the applicant meets criteria.
- Project Performance and Accountability Form, with proposed measurable performance targets for the tasks/deliverables identified on the form.

3) All required forms must have the assigned TAPS Number (**25B037**) included on the form.

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

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

- An "electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.

- The FDOE will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.

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