

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

**Project Year 2018-19**

Bureau / Office

**Bureau of Family and Community Outreach**

Program Name

**21<sup>st</sup> Century Community Learning Centers  
Program (21<sup>st</sup> CCLC)  
Statewide**

TAPS Number

**19B030**



**Released: June 29, 2018**  
**Intent to Apply Due Date: July 20, 2018**  
**Application Due Date: 5:00 p.m. EDT, August 10, 2018**

**\*Note: Applicants are strongly encouraged to read this entire document prior to beginning their proposal. Please consider all requirements for eligibility, funding methods, disqualification, licensing and evaluation prior to submitting a proposal.**

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## Section 1: General

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### 1.1 Bureau/Office

Bureau of Family and Community Outreach (BFCO)

### 1.2 Program Name

21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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 21<sup>st</sup> CCLC program is to provide opportunities for communities to establish or expand community learning centers:

- (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 21<sup>st</sup> CCLC programs is as follows:

- Students attending pre-kindergarten through grade 12 in Florida schools that are identified as Targeted Support and Improvement,
- Students attending pre-kindergarten through grade 12 in Florida schools that are identified as Comprehensive Support and Improvement OR
- Students attending pre-kindergarten through grade 12 in the LEA-identified schools in need of support as indicated on <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>.

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 an educational 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/2017/1002.33>

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

**1. 7 Application Due Date**

***Applications are due on or before 5:00 p.m. on August 10, 2018.***

The due date refers to the date of receipt in the Office of Grants Management.

For federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

**1. 8 Total Funding Amount/Approximate Number of Awards**

The total funding to be released for this funding opportunity is contingent on Florida’s 2018-19 Federal Award.

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) 2018 grants until federal funds are appropriated, and the Florida Department of Education has received its federal award notification from the USED.

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

**Subgrants will be awarded for five years**, contingent on availability of funds and program performance.

**1. 9 Matching Requirement**

None

**1. 10 Budget/Program Performance Period**

*September 1, 2018 to August 31, 2019.*

**1. 11 Contact Persons**

Program Contact  
Kimberly Berry  
21<sup>st</sup> CCLC State Director  
[Kimberly.Berry@fldoe.org](mailto:Kimberly.Berry@fldoe.org)  
850-245-0821

Grants Management Contact  
Tiffany Herrin  
Office of Grants Management  
[Tiffany.Herrin@fldoe.org](mailto:Tiffany.Herrin@fldoe.org)  
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.

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 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.

**21<sup>st</sup> CCLC Subrecipient Assurances**

All applicants must review and agree to the 21<sup>st</sup> CCLC Subrecipient Assurances. This document describes many of the requirements governing the operation of a 21<sup>st</sup> CCLC program in Florida. (Applicants must be in good standing in order to reapply.) The document must be signed **by the agency head or appropriate designee and included as an attachment to each application.**

**Equitable Services to Private School Assurances**

All applicants must review and agree to the Equitable Services to Private School Assurances. The questions must be completed and the document signed **by the agency head or appropriate designee and included as an attachment to each application.**

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

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

**1. 13 Risk Analysis**

Every agency must complete a Risk Analysis form. Completion of the appropriate DOE 610 or DOE 620 form will be required *prior* to a project award being issued. Instructions regarding completion of the risk assessment will be provided for applicants who are recommended for funding.

- 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 the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The appropriate Risk Analysis form, DOE 610, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/dae610.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/dae620.xls>.

## **Section 2: Fiscal and Administrative Requirements**

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

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

Subrecipients are responsible for compliance with all the requirements included in the RFP and all the applicable rules and regulations governing the operation of a 21<sup>st</sup> CCLC program.

### **2.1 Program Income**

The intent of the 21<sup>st</sup> CCLC program is to establish programs that offer academic assistance and enrichment to students in need 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 grant funds. Program income cannot be used for costs that are not allowable under the federal and state regulations governing 21<sup>st</sup> CCLC projects.

Programs intending to charge fees must *clearly* indicate the intention to charge fees in the grant proposal and 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

The written request should include the following:

- 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;
- 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 21<sup>st</sup> CCLC program by submitting a supplementary budget for the programed income;
- Certify that all income resulting from the collection of fees exclusively to fund 21<sup>st</sup> CCLC activities as approved in the grant application; and
- Agree to submit additional deliverables on a monthly basis at the discretion of the FDOE.

Applicants must complete all the steps described above and receive **written 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 the collection, reporting and expenditure. These guidelines apply to any and all fees related to participating in a 21<sup>st</sup> 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 in Section F of the FDOE Green Book.

## **2.2 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. 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 21<sup>st</sup> CCLC program.



### 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. It is recommended that agencies have at least three months of working capital available in order to operate while awaiting reimbursement.

### **2.3 Project Disbursement Report (DOE 399)**

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

All 21<sup>st</sup> CCLC subrecipients 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 (Section C of the FDOE Green Book).
- 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 subrecipient agencies. More information on FLAGS can be found at <http://fldoe.org/finance/contracts-grants-procurement/grants-management/>.

### **2.4 Required Deliverables**

All funded subrecipients are required to submit evidence of completion of activities that directly relate to the goals and objectives of the program, commonly referred to as deliverables. A complete list of required program deliverables can be found in Section 7. The deliverables include an array of reports, evaluation data, daily attendance and other documentation as appropriate for the 21<sup>st</sup> CCLC program. Daily attendance reporting is required every month. The deliverables are due on the 15<sup>th</sup> day of each 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 risk and performance.

## 2.5 Financial Consequences

In accordance with s. 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 in Section 7.

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 Section G of the FDOE Green Book.**

## 2.6 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 21<sup>st</sup> CCLC program
- be allocable to the 21<sup>st</sup> 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

## 2.7 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 21<sup>st</sup> 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 related equipment (e.g., Xbox, 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 (e.g., tables, chairs, desks)
- 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, pre-made costumes 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](http://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/](http://www.myfloridacfo.com/aadir/reference_guide/).

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

## 2.8 Contractors

21<sup>st</sup> 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. These exempt subcontracts must be clearly labeled in the budget. Applications that exceed this cap will be disqualified from the competitive RFP process.

**21<sup>st</sup> CCLC subrecipients cannot further subgrant the 21<sup>st</sup> CCLC program or any part thereof.** Prior to entering into a relationship with any outside entity, funded

agencies should complete a subrecipient and contractor determination as described in 2 C.F.R. Part 200.330 and maintain documentation to support that the determination was completed prior to engaging the outside entity.

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

## **2.9 Supplement, Not Supplant**

21<sup>st</sup> CCLC awards include the federal “supplement, not supplant” provision. Supplement typically means ‘create something to add to a program’; supplant typically means ‘to replace something that already exists.’

21<sup>st</sup> CCLC funds can only be used to start a new program as prescribed in this RFP or to supplement an existing non-21<sup>st</sup> CCLC program. As such, 21<sup>st</sup> CCLC funds may not be used to supplant existing programs that are similar to 21<sup>st</sup> CCLC programs or funding that is used for programs that are similar to 21<sup>st</sup> CCLC programs. Any expenditure that supplants existing programs or funding is not allowable. Applicants seeking to supplement an existing 21<sup>st</sup> CCLC-like program must clearly describe how the 21<sup>st</sup> CCLC funds will supplement and not supplant other funds.

## **2.10 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>.

## **2.11 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 s. 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.

## 2.12 Records Retention

All subrecipients must maintain appropriate and sufficient documentation to show evidence of compliance with federal, state and local regulations. It is the responsibility of the subrecipient to retain all financial and program records in an auditable manner to be accessed and provided to the USED, FDOE, the Florida Department of Financial Services, the Florida Auditor General, or their designees at any time.

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

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.

## 2.13 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 complete Grants Fiscal Management Training offered by the FDOE 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://web01.fl DOE.org/TrainingAssessment/SignOn/Home.aspx>

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

## **2.14 Equipment**

### Federal Requirement

Any equipment purchased under this program must follow the Uniform Guidance. 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

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

### 21<sup>st</sup> 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.

21<sup>st</sup> CCLC programs must also record and track all “attractive” items purchased with 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs must have a process to secure all program equipment and supplies.

## **2.15 Administrative and Indirect Cost**

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

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 FDOE has been given the authority by the USED 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 FDOE's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

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

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to 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 (overall human resources, agency 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
- 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
- Payroll processing fees

## **2.16 Program Evaluation Costs**

21<sup>st</sup> CCLC projects must complete an independent evaluation of the program. 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.

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 21<sup>st</sup> CCLC program.

*Please note that the contractor requirements in Section 2.8 and the procurement services requirements in Section 2.17 apply to evaluation contracts.*

## **2.17 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.

The Uniform Guidance requires that all costs be reasonable transactions conducted in a manner providing full and open competition. Subrecipients must obtain price or rate quotes from an adequate number of qualified sources. Subrecipients must obtain at least three quotes, or an approved alternative, to meet this requirement.

Applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by s. 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; and
- contractors with an agreement totaling \$5,000 or more on an annual basis.

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 <https://sam.gov/portal/SAM/##11>
- Reference Guide for State Expenditures [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/)

## **2.18 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 s. 215.971 and 287.058(1)(d-e), F.S. For all 21<sup>st</sup> 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.

## **2.19 General Education Provisions Act (GEPA)**

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 21<sup>st</sup> CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. 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>. A signed GEPA statement is required to be on file for each agency that has an awarded project.

### **Section 3: Scope of Work/Narrative and Scoring Criteria**

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This section describes the areas that should be included in the narrative section of the application. Each section begins with a description and requirements of the narrative component. The next section has the instructions for completion of the narrative component. The final section has the review criteria that the peer reviewers will use to evaluate the quality of each section and score the proposal.

The narrative section should be no more than 25 pages in Arial, 11 point font. Each section of the application will be weighted as follows:

<b>Section</b>	<b>Points</b>
Project Abstract/Summary	0
Community Notice and Needs Assessment	7
Dissemination of Information	5
Target Population, Recruitment and Retention	10
Times and Frequency of Service Provision	5
Program Evaluation	10
Approved Program Activities	20
Applicant's Experience and Capacity	5
Staffing and Professional Development	5
Facilities	5
Safety and Student Transportation	5
Partnerships, Collaboration & Sustainability	8
Program Budget	15
<b>TOTAL Possible Points</b>	<b>100</b>

#### **3.1 Project Abstract or Summary (0 points - Fixed Requirement)**

Each 21<sup>st</sup> CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined.

#### **Instructions**

Develop a short statement (about 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; the days and hours of program service; a short description of the program goals, objectives, activities; and an overview of the services to be offered to the

adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides”, “serves” and “offers.”

### **Review Questions**

Does the section:

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

## **3.2 Community Notice and Needs Assessment (7 points)**

### **3.2.a. Community Notice**

In accordance with ESEA Sec. 4204(b)(2)(L), the community to be served must be advised of the applicant’s intent to submit an application for a 21<sup>st</sup> CCLC program and must have access to the proposal after it is submitted.

Also, both ESEA and the Education Department General Administrative Regulations (EDGAR) require that 21<sup>st</sup> CCLC-funded programs provide equitable services to eligible private school students, teachers and other education personnel. Consultation to private schools must be “timely,” meaning adequate notice of the consultation is provided allowing all parties to be well-prepared for the consultation. The consultation should occur with sufficient time for the applicant to consider the items identified in the consultation and include them in their proposal as appropriate.

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

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

All 21<sup>st</sup> CCLC programs must be developed in active collaboration with the schools the participating students attend. Collaboration means that both the applicant and the target school will work together to reach the program’s goals and objectives. Applicants should work with the target schools to inform them of the intent to submit a proposal to work with the students attending the target school(s).

Community notice involves efforts to notify the community of the intent to submit a proposal. This notice should include the target schools, the private schools in the surrounding area and the local community.

### **Instructions**

Describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation.

### **Review Questions**

Does the section:

- describe how the applicant informed the community of their intention to submit a proposal in response to this RFP?
- describe how the proposal will be available to the community following its submittal?
- include a detailed description of the formats used for dissemination of information, and the timeline of dissemination?

### **3.2.b. Needs Assessment**

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

In accordance with ESEA Sec. 4204 (b)(2)(D), the 21<sup>st</sup> CCLC program must be designed and carried out in collaboration with the schools attended by the students served. Within the needs assessment, programs should also review the School Improvement Plan of each of the target schools and identify ways the 21<sup>st</sup> CCLC program may support the improvement plan. The School Improvement Plan for schools in Florida can be found at <https://www.floridacims.org/districts>.

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

### **Instructions**

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 21<sup>st</sup> CCLC programs in the proposed community;
- a description of how the community and local private schools were involved in determining the need for a 21<sup>st</sup> 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 Questions**

Does the section:

- describe the demographics of the proposed service areas and targeted population as it relates to risk factors?
- describe the availability and accessibility of afterschool services (if any) for the targeted population?
- identify and describe the demand or need for the proposed services?
- identify and describe community resources and supports that are available to meet these needs or that could be aligned with the proposed program services? and
- describe how the program plans to close the gaps in services where the resources currently available are insufficient to meet the afterschool needs of the community?
- include a description of the consultation with all stakeholders needed in order to develop a successful program?

### **3.3 Dissemination of Information (5 points)**

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

**21<sup>st</sup> CCLC programs must maintain a program web page.** The program's web page 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 web page. A section of the web page must be devoted to reporting ongoing progress towards the proposed goals and objectives. The web page shall be updated at a minimum twice a year or if the required program information changes. The web page must be active within one month of the beginning of the program.

### **Instructions**

Describe how the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.

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 content and the timeline for each launch and maintenance of the web page.

### **Review Questions**

Does the section:

- describe how the dissemination plan is appropriate for the community being served by the 21<sup>st</sup> CCLC program?

- describe the plan to design, launch and maintain a 21<sup>st</sup> CCLC program web page?
- identify what information will be available through the web page and who will be responsible for its maintenance and update?

### 3.4 Target Population, Recruitment and Retention (10 points)

In accordance with ESEA Sec. 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools that meet the criteria in Section 1.5 of this RFP. **Applications that include non-eligible schools will not be considered.** A maximum of four schools may be targeted by each proposed center.

The FDOE will not approve applications that do the following:

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

Typically, programs in close proximity of each others struggle to maintain attendance of regularly participating students.

Students enrolled in 21<sup>st</sup> 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. 21<sup>st</sup> CCLC programs are not drop-in programs. Students are expected to participate in 21<sup>st</sup> CCLC programs on a regular basis. Positive outcomes for students are strongly linked to a higher number of days of participation in a quality program. Programs must implement strategies to maximize the number of participation days for each student. Regularly participating students are those students that participate in the 21<sup>st</sup> 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 21<sup>st</sup> CCLC operation, which must be made available to the Florida Department of Education upon request.

#### Instructions

Describe the targeted students including what schools they attend and their grades levels. 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 and what strategies will be used to reach those students and enroll them in the 21<sup>st</sup> CCLC program. Describe how will the program encourage students to participate regularly and remain in the program from beginning to end of each program day.

Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21<sup>st</sup> CCLC activities and participate to the whole array of activities.

### **Review Questions**

Does the section:

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

### **3.5 Times and Frequency of Service Provision for Students and Adult Family Members (5 points)**

21<sup>st</sup> 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 total minimum of 300 hours per program year across all program components (afterschool, summer, school breaks, and weekend/holidays). To best serve the children of working families, centers should establish consistent and dependable hours of operation. The minimum operation requirements are as follows:

#### **Afterschool (Required)**

Afterschool programming is a required component of every 21<sup>st</sup> CCLC program. **Proposals that do not propose afterschool programming will be disqualified for review.** Many programs are successful with student recruitment when they start within one week of the school start date. To best serve the children of working families, programs should start at the beginning of the school year. Award amounts are based on the provision of services, therefore awards may be subject to reduction of funds based on actual operations. Early release days are included under afterschool programming. If an applicant proposes afterschool programming *only*, the number of hours per day multiplied by the number of days of operation must equal a minimum of at least 300 hours to be funded.

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

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

It is recommended that PreK and elementary programs operate a minimum of two and a half hours per day, allowing at least one-half hour for homework and tutoring, one hour for academic enrichment and one hour for personal enrichment.

Programs serving middle and high school students afterschool must operate a minimum of

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

It is recommended that middle and high school programs operate a minimum of two hours per day, allowing at least one hour for homework, tutoring and academic enrichment and one hour for personal enrichment, dropout prevention or college and career readiness activities.

It is recommended that all programs end by 6:00 p.m. These recommendations take into account the academic needs of students and the scheduling needs of working families.

#### Summer (Recommended)

Summer programming is a recommended component of a 21<sup>st</sup> CCLC program. All students are at risk of summer learning loss when they are not engaged in programming during the summer break. Summer learning loss is more severe in low-performing students.

To best serve the children of working families, summer programs should be offered for an extended period of time. Many adult family members may make alternate summer arrangements or not enroll students at all if the summer program does not offer enough hours of coverage for working families.

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

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

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

#### Before School (Optional)

Programs may propose a before school component in addition to the afterschool component. If offered, programming should consist primarily of the 21<sup>st</sup> CCLC program activities in addition to serving breakfast. Before school components should operate a minimum of one hour.

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

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

Each student in the program must be afforded the full breadth of programming each week (e.g., a program cannot serve boys on Monday and girls on Tuesday). Programs must be designed to serve the same students on a daily basis.

### Adult Family Member Education (Required)

In accordance with ESEA SEC 4201(a)(3), 21<sup>st</sup> CCLC programs must “offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.” For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents.

Programming must be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals. The Adult Family Member Education schedule should include activities that help adult family members become active participants in and a strong support system for the student’s academic endeavors.

A minimum of five (5) meaningful educational activities must occur throughout the year. The first activity should include a parent information session reviewing the 21<sup>st</sup> 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.

### **Instructions**

Complete a Site Profile Worksheet for each proposed center identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable amount of students based on the target population. Each application can include up to four (4) sites.

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

### **Review Question**

Does the proposal include:

- a completed Site Profile Worksheet for each proposed site?
- sample afterschool, adult family member education, summer and holiday(s) schedules (where applicable)?
- sample schedules that match the times and/or frequency of services as indicated on the Site Profile Worksheet and meet the minimum requirements of the RFP?
- Adult family member education activities that include literacy and other related educational activities designed to help adult family members help students achieve academically?

### **3.6 Program Evaluation (10 points)**

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

(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).”

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

#### Federal Data Collection and Reporting

In accordance to the USED’s requirements, each agency implementing a 21<sup>st</sup> CCLC program must input information and data annually into the 21<sup>st</sup> CCLC Annual Performance Report (21APR) federal data collection system regarding their approved and funded 21<sup>st</sup> CCLC grants. Once the 2018-19 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.

Program objectives must be developed for every 21<sup>st</sup> CCLC project. Applicants serving students in **grades PreK-5** or **grades 6-12** are required to have seven (7) objectives. Applicants serving students in **grades PreK-8** are required to have nine (9) objectives. Those serving **all grade levels (PreK-12)** will have ten (10) objectives.

<b>Objective Domain</b>	<b>PreK-5</b>	<b>6-12</b>	<b>PreK-8</b>	<b>PreK-12</b>
1. English Language Arts	1	1	1	1
2. Mathematics	1	1	1	1
3. Science	1	1	1	1
4. Academic Benchmarks	1	1	2	3
5. Personal Enrichment 1	1	1	1	1
6. Personal Enrichment 2	1		1	1
7. Dropout Prevention and College and Career Readiness		1	1	1
8. Adult Family Education	1	1	1	1
<b>Totals</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>10</b>

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 21<sup>st</sup> CCLC programs.

Florida’s 21<sup>st</sup> 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.

### **3.6.a. Statewide Standard Objectives**

#### 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 1, Core Academic Subjects Objectives.

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 1. Core Academic Subjects Objectives**

	<b>Objective 1: English Language Arts/Writing</b>	<b>Objective 2: Mathematics</b>	<b>Objective 3: Science</b>
<b>Objective Narrative</b>	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.
<b>Measure</b>	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
<b>Objective Assessment: Grades</b>	_____ % 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 21<sup>st</sup> CCLC program for 30 days or more.

### 3.6.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 (PreK-5 or 6-12) served. The FDOE has identified three major benchmarks: third grade promotion, Algebra I End-of-Course Exam and High School Graduation.

**Table 3.6.b. Academic Benchmarks Objectives**

	<b>Objective 1: Third Grade Promotion</b>	<b>Objective 2: Algebra I End-of-Course Exam</b>	<b>Objective 3: High School Graduation</b>
<b>Objective Narrative</b>	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.
<b>Objective Assessment</b>	_____ % of regularly participating students <sup>(1)</sup> in third grade will achieve promotion based on their performance on the FSA.	_____ % regularly participating students <sup>(1)</sup> enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.	_____ % regularly participating students <sup>(1)</sup> will graduate within their 4-year cohort.
<b>Measure</b>	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 <sup>th</sup> 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

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

### 3.6.c. 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.

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.**
- **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 3<sup>rd</sup> to 12<sup>th</sup> 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 3<sup>rd</sup> to 12<sup>th</sup> 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.

### **Instructions**

Describe the evaluation plan for the proposed program. Explain how the independent evaluator will be identified. Outline the required qualifications for the evaluator. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

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

Complete the fillable form, 2018-2019 Request for Proposal (RFP) Measureable Objectives and Assessments for the required number of objectives based on your target population.

### **Review Question**

Does the section:

- identify an independent evaluator and describe the required qualifications?
- describe the activities included in the evaluation of the program and the proposed timeline for these activities?
- describe the process that will be put in place to ensure accurate data is collected, maintained and reported?
- explain how evaluation activities will be coordinated with program staff, students, adult family members and others, as applicable?
- explain how the evaluation design and data collection plan allow for examining the intended impact of the program?
- describe how the evaluation results be used?
- describe how the evaluation results be shared with the community?
- contain the completed number of objectives required for each grade level?

### **3.7 Approved Program Activities (20 points)**

ESEA Sec. 4205(a) identifies the approved activities for a 21<sup>st</sup> 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.”

Homework assistance and tutoring should be offered as part of the afterschool programming. If a classroom, school, or district does not give homework to students, an alternate academic enrichment activity should be scheduled in the absence of homework. Furthermore, the state of Florida has determined the minimum number of activity focus areas that each proposal should have based on student achievement benchmarks in the state of Florida.

**Minimum Number of Activities**

<b>Objective Domain</b>	<b>PreK-5</b>	<b>6-12</b>	<b>PreK-8</b>	<b>PreK-12</b>
9. English Language Arts	1	1	1	1
10. Mathematics	1	1	1	1
11. Science	1	1	1	1
12. Academic Benchmarks	1	1	2	3
13. Personal Enrichment 1	1	1	1	1
14. Personal Enrichment 2	1		1	1
15. Dropout Prevention and College and Career Readiness		1	1	1
16. Adult Family Education	1	1	1	1
<b>Totals</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>10</b>

**Instructions**

Use the sample activity plans to describe the proposed activities to be offered to students. Proposals that target grades PreK through five (5) should have seven (7) plans. Programs that target grades 6-12 only should have a minimum of seven (7) plans. Programs that target grades PreK or K-8 should have nine plans. Programs that target all grades should have ten plans.

Each plan must indicate the gaps identified in the Needs Assessment related to each activity, identify the program objective developed related to the needs assessment, develop a sample activity expected to improve student academic achievement as well as the overall student success as required by ESEA Sec. 4204(b)(2)(B), and indicate the frequency and duration of each program activity.

Provide a description in the narrative document that describes the activity plans and how the proposed activities align with the needs assessment results, objectives and the times and frequency of the proposed activities.

### **Review Question**

Does this section and the activity plan include:

- activities likely to improve student academic achievement?
- activities that support the objectives of the program and align with the results of needs assessment of the targeted students?
- activities that describe a wide range of strategies to support the different learning styles of students?
- activities that clearly support the regular school day?
- activities that follow best practices including research and evidence-based practices?
- activities that are likely to encourage continued student attendance?

### **3.8 Applicant's Experience and Capacity (5 points)**

Applicants should have experience in providing out of school time programming using public funds. In addition to the experience managing public funds, applicants should have the capacity within their organizations to create accounting systems to properly account for budgeted funds as well as track expenditures.

The Uniform Guidance requires that programs receiving federal funds develop policies procedures in the following areas: cash management, allowability, time and effort, procurement, travel, property management, records retention and conflict of interest. Applicants should also have the leadership and organizational structure needed to implement the policies in the areas mentioned above with fidelity.

Applicants should have capacity and/or experience in providing services to students in line with the goals and objectives of the program and be able to evaluate their effectiveness in providing services based on data and other supporting evidence. The Measurements of Effectiveness of programming should be used to improve program quality.

### **Instructions**

Describe the applicant's experience 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 2016 and 2017) including any corrective actions implemented, if applicable.

Describe the qualifications of the applicant's leadership and the organizational structure available to support the 21<sup>st</sup> CCLC program. Include an organizational chart that mirrors the structure in the required attachments submitted with this application.

Describe the applicant's experience in providing services in line with the 21<sup>st</sup> CCLC program goals, objectives and approved activities. 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 21<sup>st</sup> CCLC program.



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 Questions**

Does the section:

- describe what experience the applicant has in managing public funding and specifically, federal funding?
- describe the administrative capabilities of the agency(ies)?
- describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2016 and 2017) including any corrective actions implemented, if applicable?
- describe the qualifications of the applicant's leadership and the organizational structure available to support the 21<sup>st</sup> CCLC program?
- have an organizational chart attached that aligns with the experience described?
- describe what experience the applicant has providing services in line with the 21<sup>st</sup> CCLC program goals, objectives and approved activities?
- 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 21<sup>st</sup> CCLC program?
- describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data?
- describe what processes are in place to support the evaluation activities required?
- describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality?

## **3.9 Staffing & Professional Development (5 points)**

A well-developed and trained staff is key to the success of a 21<sup>st</sup> 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 21<sup>st</sup> CCLC program requirements. Academic enrichment must be supervised by a certified teacher, defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate (see SBE Rule 6A-4.001). Academic enrichment activities are those that are designed and implemented to improve the student's performance in the core subjects (e.g., Mathematics, English Language Arts, Science, as well as homework assistance and tutoring).

It is recommended that programs have student to adult ratios that are no more than 10 students to one instructional staff person (10:1) for all academic enrichment. 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. Personal enrichment activity (e.g, art, music, health and wellness) ratios should be no more than 20:1.

### **3.9.a. Staffing Plan**

All 21<sup>st</sup> 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

21<sup>st</sup> 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.

A center or site coordinator must be identified for each proposed center/site. This person will be responsible for the daily operation, coordination and delivery of services at their respective program centers. For one-center programs, the program director and the center coordinator are typically the same individual.

All 21<sup>st</sup> 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 21<sup>st</sup> 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.

21<sup>st</sup> 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 site.

#### Background Screening

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

#### Instructions

Describe how the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.

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

Include the 21<sup>st</sup> CCLC organizational chart for the proposed 21<sup>st</sup> CCLC program that identifies the reporting structure and the staff carrying out the required functions.

#### Review Question

Does this section:

- identify the required staff members listed above?
- include the appropriate staff to support the administrative obligations of the program?
- include the appropriate staff, both in numbers and qualifications, is included for the proposed activities?
- include 21<sup>st</sup> CCLC program organizational charts included in the attachments?

### **3.9.b. Professional Development**

Each 21<sup>st</sup> 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 21<sup>st</sup> CCLC priorities and the goals, objectives and activities described in the application.

At minimum, applicants who are recommended for funding will be required to attend a training in the Fall of 2018. More information regarding this conference will be shared with applicants who are recommended for funding.

Professional development plans may include attendance to other conferences and trainings, but these must be clearly linked to the 21<sup>st</sup> CCLC priorities and the goals, objectives and activities described in the proposal and may require prior approval by the FDOE 21<sup>st</sup> CCLC program office. Attendance to conferences and trainings should be accompanied by a plan to disseminate the information learned to other 21<sup>st</sup> CCLC staff. Trainings that are agency-required and not linked to out-of-school programming cannot be included in the professional development plan.

#### **Instructions**

Describe the professional development plan for the 21<sup>st</sup> 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 Questions**

Does this section include:

- descriptions of types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities described?
- professional development in line with the program activities and the students to be served by the proposed program?

### **3.10 Facilities (5 points)**

According to ESEA Sec. 4204(b)(2)(A)(i), all 21<sup>st</sup> CCLC programs must take place in a safe and easily accessible facility. 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.

#### **Childcare Licensing**

The 21<sup>st</sup> CCLC program centers must comply with s. 402.26-319 F.S. This Florida Statute, together with Rule 65C-22.008, F.A.C., 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. Five counties operate their own local licensing agency: Broward, Hillsborough, Palm Beach, Pinellas and Sarasota. These local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements.

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

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

- Provide a copy of the valid 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program office by **July 31, 2018**. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2018, 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.

**Instructions**

Describe the facility(ies) where the proposed 21<sup>st</sup> 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).

If the facility proposed is not a public or nonpublic school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment.

If the applicant meets this criteria and does not have a license or exemption letter, please provide a plan for the program to be licensed by the July 31, 2018 deadline.

### **Review Questions**

Does the section include:

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

### **3.11 Safety and Student Transportation (5 points)**

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

### **Instructions**

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

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

### **Review Questions**

Does the section:

- describe what processes will be in place to ensure student safety including appropriate supervision, staff screening, background checks and qualifications and professional development activities?
- describe how the students will travel from the school to the 21<sup>st</sup> CCLC center and from there to their homes?
- describe the plan in place to ensure safety of the vehicles and qualifications of the transportation staff?
- describe the qualifications of the transportation staff?
- describe a safety plan for emergencies, field trips, etc.?

### **3.12 Partnerships, Collaboration and Sustainability (8 points)**

#### **3.12.a. Partnerships**

In accordance with ESEA 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. Applicants may use partners to help coordinate the use of resources and implement components of programming that are not paid for with 21<sup>st</sup> CCLC funds. Partnerships are vital to the success of a 21<sup>st</sup> CCLC program as

resources from the local community are necessary to drive the activities of a wholistic 21<sup>st</sup> CCLC program.

At a minimum, all 21<sup>st</sup> CCLC programs should have a partnership or agreement that ensures that snacks and meals are provided to all students. Since 21<sup>st</sup> CCLC funds can not be used to purchase snacks or meals, directly or indirectly, 21<sup>st</sup> CCLC programs must establish partnerships with other agency departments or external providers to provide snacks and meals to students enrolled in the program. 21<sup>st</sup> CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements.

21<sup>st</sup> 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 21<sup>st</sup> 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).

### **Instructions**

Identify any partnerships the applicant has secured to support the proposed program. Identify each partner and describe their tangible contribution to the program. Include each partner in the Partners Table attachment. Describe the plan for securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21<sup>st</sup> CCLC students.

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

### **Review Question**

Does the proposal:

- clearly describe the partnership plan for meals and/or snacks?
- describe any partnerships the applicant has secured to support the proposed program? identify each partner and describe their contribution to the program and how the partnership will work?
- contain a completed Partners Table?

- contain documentation such as Letter of Commitment or Memorandum of Understanding (MOU) from the proposed partners identifying contributions and do these letters clearly articulate their support of the program and identify their tangible contributions?

### **3.12.b. Collaboration**

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

To support appropriate coordination with the regular school day, proposals can only target a maximum of four schools per proposal, AND must target a minimum of 10 students per target school.

21<sup>st</sup> 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.

### **Instructions**

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

### **Review Question**

Does this section:

- describe what strategies has the applicant developed to continue meaningful collaboration with the schools attended by the targeted students?
- identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels?

### **3.12.c. Sustainability**

In accordance with ESEA Sec. 4204 (b)(2)(K), the applicant must have at least a preliminary plan for how the 21<sup>st</sup> CCLC program will continue after funding ends. Programs should plan to sustain their 21<sup>st</sup> CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program.

In order to ensure broad-based community, school and student involvement and support, all 21<sup>st</sup> CCLC programs are required to establish a local 21<sup>st</sup> 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 active recruitment of resources to implement the sustainability plan.

#### **Instructions**

Describe the agency's plan for continued sustainability of the 21<sup>st</sup> CCLC program. Describe what strategies are in place to develop continued support after the funding ends.

#### **Review Question**

Does the proposal:

- describe the agency's plan for continued sustainability of the 21<sup>st</sup> CCLC program?
- describe the proposed members of the advisory board and the methods they will use to implement the sustainability plan?
- describe the frequency of the advisory board meetings?
- describe what strategies are in place to develop continued support after the funding ends?

## **Section 4: Project Budget**

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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 s. 287.058, F.S., Contract documents 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 s. 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 ESEA 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 21<sup>st</sup> CCLC program.

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.

The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the funding request guides and add the totals to generate a total award request to be entered into DOE Form 100A. This amount should be used as the base amount of the total budget not to exceed \$700,000.

## **Project Budget (15 points)**

### **Instructions**

Complete a funding request guide based on the Site Profile Worksheets completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101S form that adds up to the sum totals of the funding request guide, not to exceed \$700,000.

### **Review Questions**

- Is the budget thorough, specific and supports the proposed program?
- Does the proposed program budget presents expenses that appear to be allowable, allocable and necessary to achieve the objectives of the proposed 21<sup>st</sup> CCLC program?
- Does the budget reflects an appropriate balance between administrative and direct service costs?
- Are the costs clearly supported by the proposed program and clearly linked to the proposed activities?

- Are the required personnel, professional and technical services, and/or travel for the proposed program clearly and adequately explained and appropriate for the proposed program?
- Are the justifications for expenditures reasonable and clearly supported by the description?
- Is the overall program cost reasonable for the proposed services?

**Section 5: Priority Points**

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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 proposal 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 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

**Priority 2: Evidence that the proposal 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 2017-18.

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.

**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.

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

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

Baker	Glades	Jefferson	Okeechobee
Calhoun	Hamilton	Lafayette	Santa Rosa
Charlotte	Hardee	Levy	Wakulla
Citrus	Hendry	Martin	Walton
Dixie	Jackson	Nassau	

## Section 6: Proposal Submittal Requirements

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### 6.1 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 July 20, 2018.**

The Notice of Intent-to-Apply may be sent as an email to [21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org). The applicant will have to provide general information on the agency, the main contact for purposes of the 21<sup>st</sup> CCLC RFP, eligible targeted school(s) and proposed center(s).

The notice should include agency name, name and email of at least one contact, list of target school(s), and proposed center location(s). The department will not be able to send notices and other information regarding the RFP, if accurate contact information is not provided.

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

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

**The last day to submit questions is July 20, 2018.**

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/rfp.stml>.

### 6.3 Conditions for Acceptance/Substantially Approvable Form

All forms necessary for completion will be available at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>. **Three** copies of paper application must be submitted via paper to the FDOE Office of Grants Management by **Friday, August 10, 2018, at 5:00 p.m.**

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
<p><b>1. DOE 100A Application Form</b> 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"> <li>• Download Form</li> <li>• Requires original signature: <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> </ul>	Paper Format
<p><b>2. GEPA Statement</b> 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"> <li>• Download Form</li> <li>• No page limit</li> <li>• Requires original signature: <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> </ul>	Paper Format
<p><b>3. General Assurances for Participation in Federal and State Programs</b> 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"> <li>• Download Form</li> <li>• Review and sign <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> </ul>	Paper Format/CBOs only

Form	Description and Requirements	Submission
<p><b>4. 21<sup>st</sup> CCLC Subrecipient Assurances</b> 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"> <li>• Download Form</li> <li>• Review, initial each page and sign on last page <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> </ul>	Paper Format
<p><b>5. Equitable Services for Private School Participation</b> 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"> <li>• Download Form</li> </ul>	Paper Format
<p><b>6. DOE 101S, Budget Narrative</b></p>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• No page limit</li> </ul>	Paper Format
<p><b>7. Scope of Work Narrative</b></p>	<ul style="list-style-type: none"> <li>• Create document</li> <li>• 25 page limit <ul style="list-style-type: none"> <li>– Arial, 11 point</li> <li>– One (1) inch margins on all sides</li> <li>– Double spacing</li> <li>– Single-sided pages</li> </ul> </li> </ul>	Paper Format
<p><b>8. Objectives Table</b></p>	<ul style="list-style-type: none"> <li>• Download form</li> </ul>	Paper Format
<p><b>9. Activity Plans</b></p>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• Include a plan for each component</li> </ul>	Paper Format
<p><b>10. Site Profile Worksheet(s)</b></p>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• One form per site</li> </ul>	Paper Format
<p><b>11. Funding Request Guide</b></p>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• One form per site</li> </ul>	Paper Format

Form	Description and Requirements	Submission
<b>12. Priority Points Preference Form</b>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• Attach supporting documentation</li> </ul>	Paper Format
<b>13. Partners' Table</b>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• Attach letters of partner contribution</li> </ul>	Paper Format
<b>14. Attachments</b> <ul style="list-style-type: none"> <li>– Agency-wide Organizational Chart</li> <li>– Proposed 21<sup>st</sup> CCLC Program Organizational Chart</li> <li>– Childcare License(s) or Exemption (if applicable)</li> <li>– Sample Schedules</li> <li>– Cost Analysis (if applicable)</li> <li>– DOE 610 or DOE 620, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>• No page limit</li> <li>• As applicable</li> </ul>	Paper Format

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

The proposal package must be temporarily bound using a clip or rubber band. **Permanently bound proposals will not be accepted.**

#### 6.4 Method of Review

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

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, federal and RFP 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.
- The 21<sup>st</sup> 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 7: 2018-19 Deliverables and Financial Consequences**

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### **Deliverables**

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The applicants will implement the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program in a safe environment for students at a minimum of 12 hours/week for programs serving Pre-K and 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 September 1, 2018 – August 31, 2019. The purposes of the 21<sup>st</sup> 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, 21<sup>st</sup> 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**

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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 entering years 4 or 5 of funding:
  - If program has reported average daily attendance (ADA) at 95% or higher of the proposed level, they will be funded at the same level attendance as approved in the application of the previous year.
  - If program has reported average daily attendance (ADA) below 95%, they will be funded proportionally to the reported ADA (reported ADA / 0.95).
- Programs entering year 3 of funding:
  - If program has reported average daily attendance (ADA) at 85% or higher of the proposed level, they will be funded at the same level of attendance as approved in the application of the previous year.
  - If program has reported average daily attendance (ADA) below 85%, they will be funded proportionally to the reported ADA (reported ADA / 0.85).
- Programs entering year 2 of funding:
  - If program has reported average daily attendance (ADA) at 75% or higher of the proposed level, they will be funded at the same level attendance as approved in the application of the previous year.
  - If program has reported average daily attendance (ADA) below 75%, they will be funded proportionally to the reported ADA (reported ADA / 0.75).
- Programs that do not complete the proposed adult family member activities may receive a reduction in funding of one-half (.5) percent per occurrence.
- Programs that do not submit the required evaluation deliverables or federally required data in an approvable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence.
- 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 two (2) 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 21<sup>st</sup> 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 days before requests may be considered by the 21<sup>st</sup> 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 21<sup>st</sup> CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
October 15, 2018		<p><b>September 1 – 30, 2018</b></p> <p>Implement the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> <li>– 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).</li> </ul> <table border="1" data-bbox="512 607 1209 850"> <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><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Web-based monthly Attendance Submission (each site) <ul style="list-style-type: none"> <li>– If there are no student services in September, submit Subgrant Activity Report</li> </ul> </li> </ul> <p><b>In addition to the items above, all applicants must submit the following:</b></p> <ul style="list-style-type: none"> <li>• Monitoring and Quality Improvement Tool (MQIT) Electronic Submission</li> <li>• Attendance Recording and Reporting Procedures</li> <li>• Documentation of meeting Supplemental Snacks/Meals Requirement</li> <li>• Orientation/Professional Development (new and/or existing Staff)</li> <li>• Affidavit (letter) outlining screening and training of all staff and volunteers</li> <li>• Evidence of Collaboration with Target School Staff</li> <li>• Adult Family Member Activity Report and related evidence</li> <li>• Website and documentation supporting the dissemination of information about the 21<sup>st</sup> CCLC program</li> <li>• Baseline Data</li> </ul> <p><b>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</b></p> <ul style="list-style-type: none"> <li>• Florida Department of Health (DOH) food/sanitation Certificate</li> <li>• A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption)</li> <li>• Occupant load certificate</li> </ul>
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Nov. 15, 2018		<p data-bbox="489 240 783 272"><b>October 1 – 31, 2018</b></p> <p data-bbox="489 310 1203 407">Implement the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program in a safe environment for students and adult family members.</p> <ul data-bbox="489 412 1182 542" style="list-style-type: none"> <li>– 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).</li> </ul> <table border="1" data-bbox="510 574 1209 818"> <thead> <tr> <th data-bbox="520 574 793 639">Component</th> <th data-bbox="804 574 982 639">Number of Participants</th> <th data-bbox="993 574 1209 639">Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 647 793 680">Before School</td> <td data-bbox="804 647 982 680"></td> <td data-bbox="993 647 1209 680"></td> </tr> <tr> <td data-bbox="520 688 793 721">After School</td> <td data-bbox="804 688 982 721"></td> <td data-bbox="993 688 1209 721"></td> </tr> <tr> <td data-bbox="520 729 793 761">Weekend/Holidays</td> <td data-bbox="804 729 982 761"></td> <td data-bbox="993 729 1209 761"></td> </tr> <tr> <td data-bbox="520 769 793 802">Summer</td> <td data-bbox="804 769 982 802"></td> <td data-bbox="993 769 1209 802"></td> </tr> <tr> <td data-bbox="520 810 793 842">Family Activities</td> <td data-bbox="804 810 982 842"></td> <td data-bbox="993 810 1209 842"></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p data-bbox="1245 240 1917 305"><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul data-bbox="1245 310 2022 444" style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Web-based Monthly Attendance Submission (each site)</li> <li>• Adult Family Member Activity Report and related evidence</li> </ul> <p data-bbox="1245 483 1938 548"><b>In addition to the items above, all applicants must submit the following:</b></p> <ul data-bbox="1245 553 1917 753" style="list-style-type: none"> <li>• Documentation indicating the required program attendance policies (Program Handbook)</li> <li>• Documentation of Florida Certified Teachers</li> <li>• 21APR Federal Data Submission and Verification Confirmation (Continuing Programs ONLY)</li> <li>• Evidence of Collaboration with Target School Staff</li> </ul>
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Dec. 15, 2018		<p data-bbox="489 240 814 272"><b>November 1 – 30, 2018</b></p> <p data-bbox="489 305 1203 402">Implement the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program in a safe environment for students and adult family members.</p> <ul data-bbox="489 410 1182 540" style="list-style-type: none"> <li>– 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).</li> </ul> <table border="1" data-bbox="510 573 1203 816"> <thead> <tr> <th data-bbox="520 573 793 638">Component</th> <th data-bbox="804 573 982 638">Number of Participants</th> <th data-bbox="993 573 1203 638">Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 646 793 678">Before School</td> <td data-bbox="804 646 982 678"></td> <td data-bbox="993 646 1203 678"></td> </tr> <tr> <td data-bbox="520 686 793 719">After School</td> <td data-bbox="804 686 982 719"></td> <td data-bbox="993 686 1203 719"></td> </tr> <tr> <td data-bbox="520 727 793 760">Weekend/Holidays</td> <td data-bbox="804 727 982 760"></td> <td data-bbox="993 727 1203 760"></td> </tr> <tr> <td data-bbox="520 768 793 800">Summer</td> <td data-bbox="804 768 982 800"></td> <td data-bbox="993 768 1203 800"></td> </tr> <tr> <td data-bbox="520 808 793 841">Family Activities</td> <td data-bbox="804 808 982 841"></td> <td data-bbox="993 808 1203 841"></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After School			Weekend/Holidays			Summer			Family Activities			<p data-bbox="1245 240 1917 305"><b><i>All applicants must submit the following source documentation on a monthly basis:</i></b></p> <ul data-bbox="1245 313 1980 410" style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Web-based Monthly Attendance Submission (each site)</li> </ul> <p data-bbox="1245 443 1938 508"><b><i>In addition to the items above, all applicants must submit the following:</i></b></p> <ul data-bbox="1245 516 2001 581" style="list-style-type: none"> <li>• Baseline Data - Update</li> <li>• Evidence of Professional Development activities (to date)</li> </ul>
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## Appendix A – Glossaries

### Acronyms used by the 21<sup>st</sup> CCLC program

21 <sup>st</sup> CCLC	21 <sup>st</sup> 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 <sup>st</sup> 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
BEES	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. <a href="https://www.archives.gov/federal-register/cfr">https://www.archives.gov/federal-register/cfr</a>
DCF	Florida Department of Children and Families <a href="http://www.myflfamilies.com/">http://www.myflfamilies.com/</a>
EDGAR	Education Department General Administrative Regulations <a href="http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
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). <a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html">http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html</a>
ESSA	Every Student Succeeds Act. Also known as the Elementary and Secondary Education Act, as amended. <a href="http://www2.ed.gov/documents/essa-act-of-1965.pdf">http://www2.ed.gov/documents/essa-act-of-1965.pdf</a>
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. <a href="https://www.flrules.org/">https://www.flrules.org/</a>
FBO	Faith-based organization
FDOE	Florida Department of Education

	<a href="http://www.fldoe.org/">http://www.fldoe.org/</a>
FRG	Funding Request Guide
FRP	Free and reduced Price Meals
F.S.	Florida Statutes <a href="http://www.leg.state.fl.us/statutes/">http://www.leg.state.fl.us/statutes/</a>
FSA	Florida Standards Assessments <a href="http://www.fsassessments.org/">http://www.fsassessments.org/</a>
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 as Uniform Guidance) <a href="http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html">http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html</a>
USDA	United States Department of Agriculture <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a>
USED	United States Education Department <a href="http://www.ed.gov/">http://www.ed.gov/</a>

## Glossary of terms used by the 21<sup>st</sup> CCLC program

Amendment	A change to the original approved application. All amendments for 21 <sup>st</sup> 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 <sup>st</sup> CCLC program. All licenses, inspections and certification required to operate a 21 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> CCLC grant from the U.S. Department of Education.
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 <sup>st</sup> CCLC program.
Target School	The school where students served by a 21 <sup>st</sup> 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 <sup>st</sup> CCLC programs must use this form for all overnight travel.

## Resources and Links

### Content Area Resources

- Just Read, Florida! <http://www.fldoe.org/academics/standards/just-read-fl/>
- CPALMS: <http://www.cpalms.org/Public/>
- Florida Students: <http://www.floridastudents.org/#>
- You for Youth (Y4Y): [www.y4y.ed.gov/teach/stem/](http://www.y4y.ed.gov/teach/stem/)
- FDOE Science, Mathematics & Instructional Technology: <http://www.fldoe.org/academics/standards/subject-areas/math-science/>
- Afterschool Training Toolkit: <http://www.sedl.org/afterschool/toolkits/index.html>
- Center on Enhancing Early Learning Outcomes: <http://ceelo.org/>
- FDOE Office of Early Learning: <http://www.floridaearlylearning.com/>

### College and Career Readiness

- Graduation Requirements: <http://www.fldoe.org/academics/graduation-requirements>
- College and Career Readiness: [www.fldoe.org/fcs/collegecareerreadiness.asp](http://www.fldoe.org/fcs/collegecareerreadiness.asp)
- College & Career Planning: [www.fldoe.org/workforce/programs/cd\\_home.asp](http://www.fldoe.org/workforce/programs/cd_home.asp)
- FloridaShines: <https://www.floridashines.org/>
- Office of Student Financial Assistance: <http://www.floridastudentfinancialaid.org/>
- Federal Student Aid: <https://studentaid.ed.gov/sa/>
- The College Board: <https://www.collegeboard.org/>
- College & Career Readiness & Success Center: <https://ccrcenter.org/>
- Industry Certification: <http://www.fldoe.org/academics/career-adult-edu/industry-certification>
- Career and Adult Education: <http://www.fldoe.org/academics/career-adult-edu/>
- Division of Florida Colleges: <http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

### Dropout Prevention

- National Dropout Prevention Center: [www.dropoutprevention.org/effective-strategies](http://www.dropoutprevention.org/effective-strategies)
- FDOE Bureau of Family and Community Outreach, Dropout Prevention: <http://www.fldoe.org/schools/family-community/activities-programs/dropout-prevention>

### Personal Enrichment Activities

- National Institute on Out-of-School Time: [www.niost.org/index.php](http://www.niost.org/index.php)
- Healthy Eating and Physical Activity (HEPA) Standards: [http://naaweb.org/images/NAA\\_HEPA\\_Standards\\_new\\_look\\_2015.pdf](http://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf)
- Florida Department of Education Office of Healthy Schools: <http://www.fldoe.org/schools/safe-healthy-schools/healthy-schools/>
- Drug and Alcohol Prevention: <https://y4y.ed.gov/tools/drug-and-alcohol-prevention-resources/>
- Financial Literacy <https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/>
- Social and Emotional Learning <https://casel.org/what-is-sel/>
- Afterschool Alliance: [www.afterschoolalliance.org/](http://www.afterschoolalliance.org/)
- National Afterschool Association: <https://naaweb.org/>
- Foundations, Inc.: <http://www.foundationinc.org/>

### Students with Special Needs

- Bureau of Exceptional Education and Student Services: <http://www.fldoe.org/academics/exceptional-student-edu/>

- Council for Exceptional Children: [www.cec.sped.org](http://www.cec.sped.org)
- Title IX: Homeless Education Program <http://www.fldoe.org/policy/federal-edu-programs/title-x-homeless-edu-program-hep.shtml>
- English Language Learners: <http://www.fldoe.org/academics/eng-language-learners/>

#### Equitable Services

- USED Non-Regulatory Guidance Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel as revised on March 2009:  
<http://www2.ed.gov/policy/elsec/guid/equitableservicesguidance.doc>

#### Food and Nutrition

- USDA Child and Adult Care Food Program-Afterschool Meals:  
<https://www.fns.usda.gov/cacfp/afterschool-meals>
- Florida Department of Health Afterschool Meals Program:  
<http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/afterschool-meal-program.html>
- Florida Department of Health Safety and Sanitation Information  
[www.myfloridaeh.com/community/food/index.html](http://www.myfloridaeh.com/community/food/index.html)
- USDA's Summer Food Service Program <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>
- Florida Department of Agriculture and Consumer Services Summer Food Service Program:  
<https://www.freshfromflorida.com/Divisions-Offices/Food-Nutrition-and-Wellness/Summer-Food-Service-Program>

#### Collaboration with the School Day

- Florida School and District Improvement Plans: <https://www.floridacims.org/districts>
- FDOE Differentiated Accountability Lists:  
<https://www.floridacims.org/downloads?category=da-lists>
- FDOE Bureau of Standards and Instructional Support: <http://fldoe.org/academics/standards/>

#### Parental Involvement

- Florida Students Achieve: <https://www.floridastudentsachieve.org/>
- FDOE Office of Family Engagement: <http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.shtml>

#### Background Screening

- Florida Department of Children and Families Background Screening:  
<http://www.dcf.state.fl.us/programs/backgroundscreening/index.shtml>

#### Child Care Licensing

- Florida Department of Children and Families Office of Child Care:  
<http://www.myflfamilies.com/service-programs/child-care>