



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Projects

Bureau / Office

Bureau of Family and Community Outreach

Program Name

21st Century Community Learning Centers program (21st CCLC)

Specific Funding Authority (ies)

No Child Left Behind – Title IV, Part B CFDA No. 84.287

Funding Purpose/Priorities

To provide before school and after school, or summer programs for school-wide Title I students and their families.

Total Funding Amount

\$8,000,000

Range of award

Applicants must apply for a minimum of \$50,000 per year. Previously funded 21st CCLC awards have ranged in scope from \$124,000 to \$2,000,000. Most 21st CCLC awards average about \$200,000 per center. The amount per award varies depending on the type of services offered, the number of students served and the number of centers within a program.

Local Match

One of the goals of this program is to continue activities beneficial to students and their families after the project period is over. Therefore, the proposal should be structured in such a manner that it will become self-sustaining. Recipients will receive 100% of the funding for the first two years of the program. Subsequently, recipients will receive 80% of their original funding in year three, 60% in year four, and 40% in year five. Recipients must demonstrate a match of 20% in year three, 40% the fourth year and a 60% match in the fifth year of the project. Matching funds cannot be derived from other Federal or State funds. The requirement to provide matching funds applies to the entire proposal and should not be the sole responsibility of any individual collaborating partner. The Department of Education will allow all or a portion of matching funds to come from in-kind contributions and will evaluate proposals based on a sliding scale. The Department will review:

- the relative poverty of the population to be targeted by the eligible entity; and
- the ability of the eligible entity to obtain such matching funds.

Budget Period

July 1, 2005 – June 30, 2006

Additional Years of Funding

Pending Federal budget appropriation, continuation of funding will be available for a total project period of 5 years. Continued funding will be based on program quality, timely submission of required data that demonstrates program activities, accomplishment of objectives, attendance at required meetings, maintenance of attendance levels, and evidence that the recipient is working towards sustaining the program beyond the project period. Recipients will also be evaluated on their cooperation with the state evaluation process and technical assistance consultants.

If an applicant is funded, they will need to submit a continuation application each year of the 5-year funding period. Pending approval of the continuation application and an acceptable Annual Performance Review, recipients will be continued for the subsequent year. All applications will be reviewed by DOE staff for compliance with the programmatic and fiscal policies of the project to be considered for continued funding.

Program Performance Period

July 1, 2005 – June 30, 2006

Target Population

The program is designed to serve students and families of students who attend schools with a high concentration of low-income, low-performing schools and schools designated as in need of improvement under Title I (pursuant to Title I part A, Subpart I).

Eligible Applicant(s)

Eligible applicants include: local education agencies (LEAs), community-based organizations (CBOs), faith-based organizations, other public and private entities, or a consortium of two or more such agencies, organizations, or entities. The statute requires that an eligible organization make an effort to collaborate with at least one other eligible entity. If collaboration is not possible, applicant must provide justification.

Application Due Date

Applications must be received in Grants Management by the close of business (5:00 PM EST) on May 5, 2005. Facsimile and email submissions will not be accepted.

Contact Persons

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Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 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 or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

Private Colleges, Community-Based Organizations, and Other Agencies

In order to complete requirements for funding, applicants must submit the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. *These items must be submitted prior to the issuance of a project award.*

Application, Preparation and Submission

All applicants must submit one signed original and four additional copies of the entire application, beginning with the Cover Page (DOE Form 100A). All copies of the application must be received together in one package. Do not send the application, or copies of the application, to any other address within the Department of Education other than Grants Management or it will not be accepted for review. The application narrative (i.e., components one through five) will be no more than 20 pages in length, double-spaced, 12-point font, single-sided. Staple each of the applications, do not use binders, folders or sleeves. Applications that fail to comply with these requirements will be disqualified and will not be reviewed.

For Community-Based Organizations include the following information in the Required Attachments section:

- List of current Board of Directors
- Copy of current operating budget

- Copy of current audit report
- Provide proof of eligibility to operate a business in Florida
- Copy of agency's chart of accounts
- General Assurance, Terms, and Conditions for Participation in Federal and State Programs
- Performance-Based Deliverable and Invoice Schedule (if payment method will be reimbursement with performance; CBOs desiring to be paid strictly on reimbursement with expenditures do not need to submit the performance-based schedule)

For Charter Schools

- Signature of Superintendent (on DOE 100A)

Carefully read the entire application package before beginning to prepare an application.

A completed application must include the following sections, in the order provided below.

Copies of all forms discussed in the following section are provided in the section "Attachments to the RFP."

1. **Cover Page.** Use Form DOE 100A (Florida Department of Education Project Application). For the purposes of review, this should be immediately followed by the DOE 101 Budget Narrative Form.
2. **Table of Contents.** Include a one-page table of contents.
3. **Program Abstract.** Applicant shall limit the **abstract** to a brief synopsis of no more than two pages. It should briefly describe the community needs being addressed, including the participants to be served, the objectives and the methods proposed to meet them as well as the intended outcomes.
4. **General Education Provisions Act (GEPA)** description.
5. **Program Narrative.** Applicants shall limit the **application narrative** to no more than 20 pages, double-spaced, 12-point font, single-sided. In preparing the Program Narrative, applicants should keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed.
6. **Budget Narrative.** (DOE 101) Use the enclosed Florida Department of Education Budget Narrative Form, to provide a complete detailed narrative for each object code in accordance with the instructions on the form.
7. **Required Attachments.**
 - **Required Forms.** Each of the assurances and applicable forms provided must be completed and included in the application.
 - **CBO/ Charter School information** (if applicable).
 - **Appendix.** Each application must be accompanied by an appendix, limited to the following:
 - a. A chart that clearly defines the applicant's 21st CCLC center locations, the number of targeted students to be served as regular attendees (on a daily basis), the feeder schools for each location (identifying Title I feeder schools), and whether or not a summer program will be implemented at a given center. (a sample chart is provided)
 - b. A projected 5-year budget for the program that will indicate the total amount requested over a 5-year period, as well as projected in-kind

contributions to sustain the program. (Do not use DOE 101 to provide this information.)

- c. A list of consortium members or partners. List all consortia members or partners, contact persons, addresses, telephone and fax numbers.
- d. Letters of commitment should be included in this section of the Appendix to clearly document the role and contribution of each member.
- e. Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed.

All other attachments are disallowable and will not be reviewed and scored by Reviewers.

Once applications are received by the Department, changes can not be made. Please ensure that applications are complete before submitting.

Program Assurances

See attached required Program Assurance Form.

NARRATIVE SECTION

As a courtesy to Reviewers in helping them score your application, please use the same alphanumeric outline as in the RFP.

***The standard scoring criteria are based on a 100 point scale. Bonus points are incentives that can be awarded for unique, program specific enhancements and/or to address barriers. Bonus points will only be applied after the proposal has received a base score of 70%.**

For Federal Programs – General Education Provisions Act (GEPA)

Describe (concisely, less than one page) the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/policy/fund/quid/qposbul/qpos10.html>

Narrative Components

COMPONENT ONE NEED FOR PROJECT (20 POINTS)

Application must include all objectives in order to receive all 20 points

1. Identify the a) target population, b) problem(s) to be addressed, and c) justify the need for the requested funds for students and their families.
2. Explain how the proposed project will provide services or otherwise address the needs of students at risk of educational failure and provide assistance to their family members. In doing this, you must:
 - identify the risk factors and indicators that contribute to the problem; and
 - describe the impact of the problem on the target population and how specific components of this program will benefit the students and their families.
3. Applicants must provide information regarding an assessment of the community needs and available resources for the community learning center. Data (most current available) to validate the need may include, but are not limited to:
 - poverty rates in the communities to be served;
 - percentage or rapid growth of limited English proficient students and families;
 - percentage of Title I students, dropout rates; and
 - literacy rates and education levels in the community.

Suggestions/Guidance for applicants:

Clearly describe the target population and the geographic region where the 21st CCLC program will be offered as the Reviewer may not be familiar with the specific region or the target population. Create a “picture” of the program by using specific and relevant data regarding service provision to the students and families.

COMPONENT TWO QUALITY OF PROJECT DESIGN (25 POINTS)

Application must include all objectives in order to receive all 25 points

Proposed Instructional Services

List the broad goals, measurable objectives, and specific program activities for participating children and family members. Each program activity should relate to at least one measurable objective. In turn, each objective should relate to one of the stated goals. Centers may or may not be located on a school site. (If programs/services will significantly vary from site to site based on student need, describe the following for each site.)

1. Eligibility for funding requires 21st CCLC programs to have the capacity to serve students with disabilities. Describe how students with disabilities will be served.

2. Clearly identify a minimum of 4 of the 13 activities listed below. Describe the curriculum for each program activity and explain how each is linked to the performance indicators as outlined in Component Five.
 1. remedial education activities and academic enrichment programs emphasizing reading, including providing additional assistance to students to allow the students to improve their academic achievement;
 2. mathematics and/or science education activities;
 3. arts and music education activities;
 4. entrepreneurial education programs;
 5. tutoring services (including those provided by senior citizen volunteers);
 6. mentoring programs;
 7. programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
 8. physical education and recreational activities;
 9. telecommunications and technology education programs;
 10. expanded library service hours;
 11. programs that promote parental involvement and family literacy;
 12. programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
 13. drug and violence prevention programs, counseling programs, and character education programs.
3. Describe how each program activity relates to at least one measurable objective.
4. **Absolute Requirement:** Applicant must target students who attend schools that have been identified as “in need of improvement” (Pursuant to Title I Part A, Subpart 1, Section 1116). Applicants should clearly describe how they selected the schools to be included in this program and how they will select the specific children within these schools to be served under the 21st CCLC program.
5. **Absolute Requirement:** Describe the relationship of the project to the Just Read, Florida! reading initiative and at least one of the Florida State Board of Education (SBE) strategic imperatives.
URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf
6. **Absolute Requirement:** Describe the methods for disseminating and marketing information about the applicant’s specific project and Florida’s 21st CCLC initiative to specified target population(s). Describe how the information (including the program’s location) will be disseminated and marketed to the community using methods that are accessible and effective.
7. Describe how the community learning center will assure that students participating in the program will travel safely to and from the center site and home.
8. Describe your plan of communication between the 21st CCLC site and the schools the students attend, including how you will:
 - equitably serve non-public school students and their families, if those students are within the target population of your 21st CCLC program;

- eliminate barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. adaptation and/or modification of the curriculum, staff support, staff development, and specialized resources);
 - access necessary student academic records; and
 - share information on students' progress between school day and 21st CCLC program staff.
9. Provide a description of how the eligible entity will recruit and utilize qualified volunteers. Applicants are encouraged to utilize senior volunteers. If unable to recruit and utilize volunteers, provide justification.
 10. **Bonus Points:** Applicants that use a portion of the program funds to address substantial problems within D and F schools (as identified by the DOE) will receive 2 bonus points. Applicant should clearly identify D and F schools that will be included in the program.
 11. **Bonus Points:** Applicants that provide nutrition, health and fitness related programs that will help decrease the national obesity epidemic will receive 2 bonus points. Clearly describe the program activities that will address nutrition, health and fitness related issues among the target population and explain how these activities will help to improve fitness levels and decrease the national obesity epidemic among the target population. Describe how this objective will be evaluated to show adequate monthly and yearly progress towards improved physical fitness levels and decreased obesity levels. Applicants are encouraged to hire qualified staff members to implement and evaluate this portion of the program.
 12. **Bonus Points:** Applicants that form partnerships with institutions of higher education, libraries and other private, public and non-profit entities (with technology expertise to improve the use of technology) will receive 2 bonus points. Clearly indicate which partners will assist with this initiative. Describe the program activities that will take place to assist 21st CCLC program attendees (students and their families) in improving their use of technology. Applicants are encouraged to hire qualified staff members to implement this portion of the program.
 13. **Bonus Points:** Applicants that provide services to students and families in a district that does not currently have a 21st CCLC program will receive 4 bonus points.

Suggestions/Guidance for applicants:

Clearly describe the project's activities and elaborate on how the activities are linked to the identified needs. Be precise in addressing how specific activities will assist students and their families in their area(s) of need. Asserting that the project will assist students in meeting or exceeding local and state standards in academic areas without specifying how progress will occur does not provide enough detail.

Clearly indicate which of the 4 (or more) program activities they will select out of the 13 required program activities. Include a daily, weekly, and monthly schedule detailing program operations and activities. The program activities show a connection between the program activities and meeting the student's and family's needs and should be clearly linked to the regular school day.

COMPONENT THREE
ADEQUACY OF RESOURCES
(20 POINTS)

Application must include all objectives in order to receive all 20 points

One of the goals of this program is to continue activities beneficial to students after the project period is over. Therefore, the proposal is expected to be structured in such a fashion that it will become self-sustaining. Applicants will receive 100% funding for the first two years of the program. During the 3rd year, the recipient must demonstrate a match of 20%, 40% the fourth year and a 60% match in the fifth year of the project. Matching funds cannot be derived from other Federal or State funds. The requirement to provide matching funds applies to the entire proposal and should not be the sole responsibility of any individual collaborating partner. The Department of Education will allow all or a portion of matching funds to come from in-kind contributions and will evaluate proposals based on a sliding scale. The Department will review:

- the relative poverty of the population to be targeted by the eligible entity; and
 - the ability of the eligible entity to obtain such matching funds.
1. Identify the Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources. Display this information on a spreadsheet as part of the projected 5-year budget. It is important for Reviewers to understand the programs that will combine with 21st CCLC money, in support of a higher quality program. Provide information regarding in-kind contributions and donations to reflect yearly matches to support your program in the later years. Place the 5-year budget, which does not count towards the 20 page limit, in item two of the appendix. The projected 5-year budget narrative (created on a spreadsheet) is expected to reflect the amount needed for all 5 years.
 2. Describe the experience or promise of success by the LEA and all partners in providing educational and related activities during out-of-school time that can complement and enhance academic success and positive youth development for students, (e.g. include a brief summary of any evaluation studies, reports, or research that may document evidence of previous success and effectiveness of the proposed activities/services).
 3. Provide proof that the application was developed in active collaboration with appropriate LEAs (specifically the schools students attend), community-based organizations, faith-based organizations, or private and non-profit agencies which are interested in administering after school programs.
 4. Describe a preliminary plan for the ongoing maintenance of a partnership between the LEA, community-based organization and/or other public or private entity (if appropriate) to support the implementation of the proposed program after the five-year funding cycle ends, including:
 - investments of each of the partners (e.g., in-kind support, staff development, transportation, cash investments by local partners such as cities, counties, school districts, and private/community foundations); and

- the activities (i.e. counseling, assessment, serving a particular population, purchasing materials and supplies) that each agency has responsibility to provide and the amount of program funds allocated to each partner, if any.
5. **Absolute Requirement:** Applicant must partner with at least one LEA receiving funds under Part A of Title I, at least one public or private community organization and/or at least one faith-based organization. If unable to partner, an explanation must be provided.
 6. Provide evidence that the transportation costs of the program were considered when deciding on the program location.

Suggestions/Guidance for applicants:

Include letters of commitment that clearly indicate the role and capacity of each partnering organization discussed in the application. The quality of the letters of support, which should include a clear demonstration of buy-in from senior administrators of the partnering organization(s), is more important than the quantity. Historically, applications that have involved the community partners in planning and writing the proposal, as well as in helping to implement the project once awarded, have experienced more success.

For programs that take place at non-school-based sites, it is important to demonstrate an established plan of communication with the school(s) the students attend. Describe how the school and off-site program will communicate regarding daily school-day attendance of program participants, academic needs, homework assignments, etc.

Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. Costs should be allocated and will be judged against the scope of the project and its anticipated benefits. In past competitions, successful applications included evidence that the program had the support of program designers, service providers, and partners.

Remember: Applicants may combine resources but may not supplant funds (i.e. utilizing State or Federal money for the exact same purpose).

<p>COMPONENT FOUR</p> <p>QUALITY OF MANAGEMENT PLAN & BUDGET (DOE 101)</p> <p>(20 points)</p> <p><i>Application must include all objectives in order to receive all 20 points</i></p>
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1. Use the enclosed Florida Department of Education Budget Narrative Form DOE 101 to provide a complete detailed narrative for each object code in accordance with the instructions on the form. For example: if a proposal is requesting funds for supplies, the DOE 101 should include the correct object code for the line item(s), describe in detail what the applicant is purchasing, how much will be purchased and for what purpose. Include in the budget narrative:

- A. The basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontractors, indirect costs, and any projected expenditures.
- B. An explanation of expenditures and how they relate to achieving program objectives.
- C. An explanation that expenditures are adequate to achieve the objectives of the program, but are not excessive.
- D. A detailed explanation, within the narrative and on the budget form, of the linkages between expenditures and the program.
- E. An explanation of the amount of staff time provided to the project and whether any salaries or portion of salaries are paid from this project or other sources.
- F. The DOE 101 should reflect what is needed to operate the program for year one only.

Applicants need to provide enough detail to allow Reviewers to see how the applicant arrived at the line item amount (e.g., 5 reading specialists at \$12.00 per hour X 15 hours per week x 4 months or 12 computers at \$750.00 each). Project funds can be used for travel, personnel, and contracted support as necessary and reasonable to carry out project monitoring, data collection, and training functions.

Budgets must include funds for at least three project staff members to attend a three-day annual regional or federal after school meeting, each year of the project. Applicants must also include funds to cover travel and lodging expenses for at least three people to attend two three-day state 21st CCLC trainings during each year of the project. Typically the federal meetings will be held in Washington, D.C. and the state meetings will be held in Orlando or Tampa.

Funds will not supplant any other district, state, or federal program. Federal projects can supplement, but NOT supplant.

- 2. An explanation of how the management plan will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- 3. A description of the professional development plan for staff delivering program activities. Provide supporting evidence assuring that staff is qualified to deliver program activities and that student-to-staff ratios are likely to contribute to higher student achievement.
- 4. A description of how the applicant will ensure a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, private and public schools, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, and others as appropriate.

Suggestions/Guidance for applicants:

Clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, and with what anticipated outcomes. Providing job descriptions for key staff is particularly helpful in describing the structure of the project and the procedures for managing it successfully.

ALL projects must employ a full-time project director. Programs that are \$600,000 to \$1 million (5+ sites) need to budget for a full-time project director and one part-time associate director. Programs that are over \$1 million should budget for one full-time Project Director and two part-time associate directors. Project director salaries should reflect the local business market.

Explain how appropriate resources and personnel have been carefully allocated for the tasks and activities described in the application. Successful applicants must make sure that their budget will adequately cover program expenses, including transportation. It is important to demonstrate how to leverage existing school resources to carry out the activities, such as computer labs, libraries, and classrooms.

Consider including a schedule for council meetings, professional development activities, and program implementation. Ensure the timeline is set up with reasonable expectations for start-up dates, etc.

Successful projects plan and provide resources for ongoing staff development and training. Address the issue of planning for sustainability after the program period and elaborate upon how the LEA and other partnering organizations will assist in sustaining the project.

Expenditures that are explained in the budget should match the activities, staffing, and supplies that are described throughout the application. Describe, in detail, the necessary expenditures and how the items listed on the budget will enable the program to achieve the project objectives. Ensure that expenditures are adequate to achieve the program objectives and maintain the program, but are not excessive.

COMPONENT FIVE
QUALITY OF PROJECT EVALUATION
(15 POINTS)

Application must include all objectives in order to receive all 15 points

1. Describe the methods of evaluating the measurable objectives set forth in Component Two (Quality of Project Design). Evaluation of measurable objectives should be based on the following performance indicators:

Program Effectiveness

- A. Academic Achievement – improvement in achievement verified through measures such as test scores, grades, and/or teacher reports.
- B. Enrichment Outcomes – improvement in measures, verified through teacher observation, such as health indicators and knowledge/skill assessments.
- C. Behavior – improvement on measures such as school attendance, classroom performance, and decreased suspendable behaviors and/or disciplinary actions.

Program Quality

- A. Core Educational Services – indicators of quality services in core academic areas such as staff quality measures and value of activities.
 - B. Enrichment and Support Activities – indicators of quality services in enrichment and support activities such as student/parent participation and satisfaction as well as staff qualifications and performance.
 - C. Partnerships – indicators of community collaboration in planning, implementing, and sustaining programs.
 - D. Services – indicators of services to family members of students participating in the 21st CCLC program.
 - E. High-Need Communities – indicators of addressing community needs.
2. Describe how evaluation activities will be used to refine, improve, and strengthen the program or activity outcomes, and to refine the performance measures.

Suggestions/Guidance for applicants:

Provide measurable performance indicators including social, behavioral, and achievement measures that will shape the development of the project from the onset. Identify clear benchmarks for assessing progress toward program goals, and specific objectives to assess the impact of the program on the target population.

21st CCLC Scoring Criteria

Component One: Need for Project

1. The need for the project is adequately justified through clear identification of the appropriate target population and problems to be addressed.
2. The proposed project effectively addresses the needs of students at risk of educational failure and is likely to succeed in providing individualized assistance to their family members.
 - Risk factors and indicators contributing to the local problem are aligned.
 - The project clearly describes the impact of the problem on the targeted population. Project describes feasible methods of how components of this project specifically benefit the children and their families.
3. A comprehensive assessment of the community demonstrates a compelling need for a 21st CCLC site based on:
 - poverty rates in the communities to be served;
 - percentage or rapid growth of limited English proficient students and families;
 - percentage of Title I students, dropout rates; and
 - literacy rates and education levels in the community.

Component Two: Proposed Instructional Services

1. Proposed project will effectively serve students with disabilities.
2. Services provided, address a minimum of 4 of the 13 activities. Proposed program activities are likely to improve student outcomes.
3. Program objectives are measurable and aligned with program activities.
4. **Absolute Requirement:** Participating schools have been provided and identified as in need of improvement (Pursuant to Title I Part A, Subpart 1, Section 1116). Methods of selecting specific children in need of services are feasible and well justified.
5. **Absolute Requirement:** Project incorporates the Just Read, Florida! initiative and at least one of the Strategic Imperatives with a comprehensive plan.
6. **Absolute Requirement:** Dissemination and marketing methods are likely to reach specified targeted population. The proposed methods are understandable and accessible.
7. Arrangements for ensuring travel from the 21st CCLC site to home are safe and well-planned.
8. The communication plan between the 21st CCLC site and the schools the students attend is clear and comprehensive, provisions will allow them to:
 - equitably serve non-public school students and their families, if those students are within the target population of your 21st CCLC program;
 - eliminate barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. adaptation and/or modification of the curriculum, staff support, staff development, and specialized resources);
 - access necessary student academic records; and
 - share information on students' progress between school day and 21st CCLC program staff.
9. **Bonus Points: (2 pts)** Applicant has provided evidence that a portion of funds will be used to address substantial problems within D & F schools.
10. **Bonus Points: (2 pts):** Proposed nutrition, health, and fitness program activities are likely to improve fitness levels and decrease the national obesity epidemic. An effective evaluation method is provided to determine student success.
11. **Bonus Points: (2 pts):** Applicant shows evidence of establishing close partnerships with organizations that can provide expertise in the use of technology. Qualified partners are identified.
12. **Bonus Points: (4 pts):** Proposed project serves students and families in a district that does not currently have a 21st CCLC program in operation.

Component Three: Adequacy of Resources

Applicants will receive 100% funding for the first two years of the program. During the 3rd year, the recipient must demonstrate a match of 20%, 40% the fourth year and a 60% match in the fifth year of the project. Matching funds cannot be derived from other Federal or State funds.

1. Applicant describes Federal, State and local resources that effectively support the project. These resources provide sufficient in-kind contributions and donations to reflect match requirements.
2. All identified partners have documented evidence of previous accomplishments and/or a promise of success of the proposed activities.
3. There is clear evidence (i.e. letters of support) that the application was developed in active collaboration with appropriate LEAs (specifically the schools the students attend), community-based organizations, faith-based organizations, or private and non-profit agencies which are interested in administering after school programs.
4. Applicant provides a viable, carefully designed, plan for ongoing maintenance of a partnership between the LEA, community-based organization and/or other public or private entity (if appropriate) to support the implementation of the proposed program after the five-year funding cycle ends, including:
 - investments of each of the partners (e.g. in-kind support, staff development, transportation, cash investments by local partners such as cities, counties, school districts, and private/community foundations); and
 - the activities (e.g. counseling, assessment, serving a particular population, purchasing materials and supplies) that each agency has responsibility to provide and the amount of program funds allocated to each partner, if any.
5. **Absolute Requirement:** Applicant has submitted a joint application between at least one LEA receiving funds under Part A of Title I, at least one public or private community organization and/or at least one faith-based organization. If unable to partner, a feasible explanation is provided.
6. There is clear evidence that transportation costs were considered when deciding on program location.

Component Four: Quality of Management Plan and Budget

1. The Budget Narrative Form (DOE 101) includes:
 - a. The basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontractors, indirect costs, and any projected expenditures.
 - b. An explanation that expenditures are adequate to achieve the objectives of the program, but are not excessive.
 - c. A detailed explanation, within the narrative and on the budget form, of the linkages between expenditures and the program.

- d. An explanation of the amount of staff time provided to the project and whether any salaries or portion of salaries are paid from this project or other sources.
 - e. The DOE 101 should reflect what is needed to operate the program for year one.
2. The management plan is likely to achieve the objectives of the proposed project on time and within budget. The plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
 3. Professional development plan is comprehensive. Supporting evidence assures that staff is qualified to deliver program activities and that student-to-staff ratios are likely to contribute to higher student achievement.
 4. The applicant has utilized plausible methods to ensure a diversity of perspectives have been brought to bear in the operation of the proposed project, including those of parents, teachers, private and public schools, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services and others as appropriate.

Component Five: Quality of Project Evaluation

1. The methods for evaluating the measurable objectives are comprehensive, likely to be effective and include the following:

Program Effectiveness:

- A. Academic Achievement – improvement in achievement verified through measures such as test scores, grades, and/or teacher reports.
- B. Enrichment Outcomes – improvement, verified by teacher observation and through measures such as health indicators, knowledge and/or skill assessments.
- C. Conduct – improvement on measures such as school attendance, classroom performance, and decreased suspendable behaviors and/or disciplinary actions.

Program Quality:

- A. Core Educational Services – indicators of quality services in core academic areas such as staff quality measures and value of activities.
 - B. Enrichment and Support Activities – indicators of quality services in enrichment and support activities such as student/parent participation and satisfaction, as well as staff qualifications and performance.
 - C. Partnerships – indicators of community collaboration in planning, implementing, and sustaining programs.
 - D. Services – indicators of services to family members of students participating in the 21st CCLC program.
 - E. High-Need Communities – indicators of addressing community needs.
2. Methods of evaluation activities are explained and clearly refine, improve, and strengthen the program outcomes.

Maximum Total Points = 100 Points (bonus points can add up to 10 additional points to an applicants score)

Reporting Outcomes

Each program sub-grantee will be required to cooperatively work with the state program evaluators and technical assistance staff members to provide data that describes project activities, accomplishments, and outcomes. The two purposes of the data collection are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the projects as outlined in the project application; and (2) address the performance indicators for the 21st Century Community Learning Center program. All sub-grantees must provide quarterly and annual data through a standardized protocol to address performance and improvement indicators. The results of the quarterly and annual evaluations provided by the state evaluators will be used to refine, improve, and strengthen programs. The Department will evaluate information gathered from site visits, technical assistance trainings, quarterly and annual evaluations and the Continuation Request for Application (CRFA) before considering sub-grantees for subsequent years of funding.

Two types of data will be collected through the state evaluation process: Descriptive data and Achievement data. There will be four quarterly data reporting periods throughout the academic year. The first period will request quarterly evaluation. The second period will request quarterly, as well as midterm evaluation data. The third period will request quarterly evaluation data. The final evaluation period will request quarterly, as well as final evaluation data. Sub-grantees are also required to participate in any national evaluations that the USDOE may conduct of the program.

Each program sub-grantee will be expected to submit data by the following dates:

October 14, 2005:

Quarterly evaluation data; summer evaluation data

December 14, 2005:

Quarterly evaluation data; midterm evaluation data

March 14, 2006:

Quarterly evaluation data

May 15, 2006:

Quarterly evaluation data; final evaluation data; summer evaluation data

Funding Method

Federal Cash Advance –On-Line Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the

next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures. Reimbursements will be made by state warrant after disbursements are made by the recipient. Requests for reimbursement with the appropriate back-up documentation should be submitted in accordance with applicable program requirements and instructions on the Project Award Notification.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Non-allowable Expenditures:

- District-level expenses
- Decorative items
- Purchase of facilities
- Capital improvements, renovations
- Incentives for students (e.g., plaques, t-shirts, etc.)
- Entertainment, refreshments, snacks
- Purchase of buses, vans, or cars to transport children, family or staff members
- Furniture
- Promotional items (e.g., flags, banners, etc.)

This is not an all-inclusive list of non-allowable expenses, if you have questions please consult the technical assistance manual or call Joe Davis at 850/245-0424 or e-mail Joe.Davis@fldoe.org.

Indirect Cost:

- **Restrictions of Indirect Cost:**
Awards are subject to the non-supplanting and restricted rate requirements of EDGAR at 34 CFR 76.563. Restrictions to the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the approved project application.

Notice of Intent-to-Apply

Not Applicable

Required Attachments

- A. **Required Forms.**
 - DOE 100A
 - DOE 101- Budget Narrative
 - Program Assurance Form

- Performance-Based Deliverables and Invoice Schedule (**for CBOs to be paid by performance-based payments only**)

B. **Appendix** - Each application must be accompanied by an appendix. The appendix is limited to the following and should occur in the same order.

- A chart that includes the name of each center, the targeted number of students to be served at each center during a typical day, the feeder schools for each center, and whether summer activities will be implemented at a given center. (a sample chart is provided)
- Projected 5-year budget.
- A list of consortium members or partners. List all consortia members or partners, contact persons, addresses, telephone and fax numbers.
- Letters of commitment which clearly document the role and contribution of all involved members.
- Evidence of previous success. A brief summary of evaluation studies, reports, or research that document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application.

All other attachments are disallowable and will not be reviewed and scored by Reviewers.

Method of Answering Frequently Asked Questions or Providing Changes

Answers to frequently asked questions regarding the 21st CCLC program will be found on the Department's 21st CCLC website located at <http://www.firn.edu/doe/curriculum/21century.htm>.

If you have questions regarding the 21st CCLC program, please contact Joe Davis @ 850/245-0424 or Joe.Davis@fldoe.org. All questions will be answered within 3 working days and will be posted on the 21st CCLC website. **The last date that questions will be answered is May 2, 2005.**

Conditions for Acceptance

- 1) **Application is received by the Grants Management office by the close of business on the due date.**
- 2) **Application includes required forms: DOE 100A and DOE 101-Budget Narrative.**
- 3) **All required forms have original signatures by authorized entity.**
- 4) **Application must be submitted to:**

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

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of

the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Method of Review

- All recipients must meet the minimum score of 70 to be considered for funding.
- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients. This funding model does not mean that the funds will automatically be awarded to any particular agency.
- Project applications will be read, evaluated and scored by a team of qualified reviewers. A team of readers will consist of three individuals with knowledge and experience in implementing after school programs. The Department will make every effort to select reviewers that represent local education agencies, community based organizations, and faith based organizations.
- The applicant's scores will be averaged and all applications will be ranked in order of highest to lowest score.
- Funding will be recommended for the applicant with the highest score followed in succession by the next highest scores until funds are exhausted.
- DOE staff will review recommended applications for compliance with the programmatic and fiscal policies of the project.

Implementation Requirements

If funded, applications will be required to participate/adhere to the following:

- Send three program representatives to two state conferences provided by the Department and one national conference as determined by the Department of Education.
- Participate in state evaluations to provide data regarding program progress, budget and implementation.
- Participate in routine monitoring and technical assistance provided through the Department of Education.
- Submit a continuation application each year of the 5-year funding period.
- Submit Project Amendment Requests (DOE 150 and 151) when requesting a program or budget change. The DOE 150 and 151 forms can be found in the Green Book.
- Adhere to all program assurances.

Program Assurances

Applicants must provide assurance that:

- 21st CCLC students are also in attendance during the regular school day.
- Program activities are aligned with regular school day activities.
- The program will cooperate in carrying out any evaluation of the program conducted by state or federal officials.
- Local education agencies and partnering agencies will share pertinent student data required for the evaluation components with the Department, state program evaluators, and technical assistance consultants.
- Property acquired (e.g., computers, classroom desks and tables) under the 21st Century Community Learning Centers program will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired.
- The fiscal agent will adopt and use proper methods of administering each program, including the:
 - enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- If appropriate, will provide scientifically-based research that indicates that the programs or proposed activities will help students meet State and local student academic achievement standards.
- Each 21st CCLC program will operate at least 4 days per week at a minimum of 15 hours per week.
- The 21st CCLC program will be operational within 45 days of receiving the DOE 200 award notification. (Summer only programs should begin operations within one week of the last day of the regular school year.)
- The program will offer a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. Florida 21st CCLC programs that operate on Saturday or non-school days are required to provide either a three or four hour day depending on the amount requested for core funding. Saturday or non-school day programs will offer a daily nutritious breakfast and/or snack that meets the USDA requirements. **This funding cannot be drawn from 21st CCLC funds and must come from other resources.**
- The community was given notice of the applicant's intent to submit an application, and that any waiver request will be available for public review after submission of the application.
- Schools to be served in this application's program are not being served by an existing 21st CCLC program. (A list of schools currently being served by 21st CCLC programs can be found on the Department's 21st CCLC website.)

Signature _____ Date: _____
Agency Head