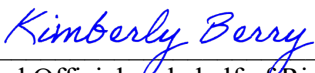



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Boys & Girls Club of Bay County	2 PROJECT NUMBER 91X-2442B-2PCC1
3 PROJECT/PROGRAM TITLE Nita M Lowey 21st Century Community Learning Centers - Expanded Learning Programs TAPS 22B036	4 AUTHORITY 84.287C 21st CCLC ESSA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C210009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2021 - 07/31/2022 Program Period:08/01/2021 - 07/31/2022
7 AUTHORIZED FUNDING Current Approved Budget: \$263,427.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$263,427.00	8 REIMBURSEMENT OPTION Reimbursement with Performance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/31/2022</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2022</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2022</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2021</u> Last date for receipt of invoice : <u>07/31/2022</u> 	
10 DOE CONTACTS Program: Kimberly Berry Phone: (850) 245-0821 Email: Kimberly.Berry@fldoe.org Grants Management: Unit B (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 827320623 FEIN#: F591114292001
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. See page 2 block 11 for Continued Terms and Special Conditions. 	
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="152 1751 751 1875">  _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div data-bbox="824 1766 1068 1843"> <u>10/21/2021</u> _____ Date of Signing </div> <div data-bbox="1192 1709 1511 1808" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.

11 Continued Terms and Special Conditions:

To ensure compliance with the Florida Department of Financial Services, Comptroller/Chief Financial Officer Memoranda Number(s) CFOM # 01 & 02, 2012-2013 the department will initiate amendments for project products and services as necessary. Please contact Angelia Rivers at (850) 245-0853, Angelia.Rivers@fldoe.org

Required Deliverables

All agencies are required to submit all deliverables and evidence of activities as required to the 21st CCLC Program Office at the FDOE by the 15th of each month.

Financial Consequences

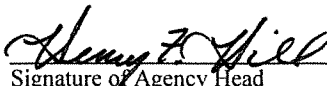
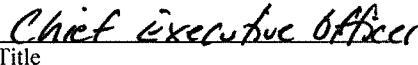

The Florida Department of Education's 21st CCLC Program Office shall periodically review the progress made on the activities and deliverables listed in the Project Deliverable and Invoice Form. If the applicant fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of deliverables, proposed activities and/or proposed goals/objectives) established in the approved application, or to make appropriate progress on the activities and/or towards the deliverables, and they are not resolved within two weeks of notification, the 21st CCLC Program Office may approve a reduced payment, or request the applicant redo and resubmit the work, or terminate the project altogether.

Subsequent Award Years

The 21st CCLC program period is a maximum of five years contingent upon: (1) availability of funding from the USED; (2) satisfactory performance by the sub-grantee as evaluated by the FDOE; (3) submission of annual renewal documents as required by FDOE; (4) compliance with all grant requirements and conditions set forth within the most current RFP/RFA and supplements.

- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Boys & Girls Clubs of Bay County 2021-2022 21st CCLC at Waller Elementary</p> <p style="text-align: center;">TAPS NUMBER: 22B036</p>	<p style="text-align: center;">DOE USE ONLY</p> Date Received <p style="text-align: center;">6/30/2021</p>
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Boys & Girls Clubs of Bay County PO Box 914, Panama City, FL 32402</p>		Project Number (DOE Assigned) <p style="text-align: center;">91X-2442B-2PCC1</p>
C) Total Funds Requested: <p style="text-align: center;">\$263,427</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: <p style="text-align: center;">\$263,427.00</p>	D) Applicant Contact & Business Information	
		Contact Name: Kate Robinson Telephone Numbers: <p style="text-align: center;">850-573-5606</p>
		Fiscal Contact Name: Henry Hill
		Mailing Address: PO Box 914 Panama City, FL 32402
		E-mail Addresses: admin@bgcbayfl.org ceo@bgcbayfl.org
		Physical/Facility Address: 212 Forest Park Circle Panama City, FL 32405
		DUNS number: 827320623 FEIN number: 59-1114292
CERTIFICATION		
<p>I, HENRY HILL, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)	 Signature of Agency Head	 Title
		 Date

Vendor/Subrecipient Determination for Federally Funded Programs

Non-State Organization: BGC of Bay County

Non-State Organization Type:

State/Local Government Public Edu. Agency (LEA/College/University) Nonprofit For-Profit

Federal Program Administrating Agency: US Department of Education

CFDA No. (Catalog of Federal Financial Assistance No.): 84-287C

Contract No. 91X-2442B-2PCC1 Contract Agreement Period: From 08/01/2021 To 07/31/2022

Part A: Check either Vendor or Subrecipient based upon an analysis of the defining characteristics

for each **Vendor (check all that apply):**

- Provides the goods and services within normal business operations
- Provides similar goods or services to many purchasers
- Operates in a competitive environment
- Provides goods or services that are ancillary to (in support of) the operation of the Federal program
- Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

2. **Subrecipient (check all that apply):**

- Determines who is eligible to receive what Federal assistance
- Has its performance measured in relation to whether objectives of a Federal program were met
- Has responsibility for programmatic decision making
- Is responsible for adherence to applicable Federal program requirements specified in the Federal award
- Uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity

Part B: Conclusion.

Use of judgment in making determination. In determining whether an agreement between your agency and another organization casts the latter as a subrecipient or a contractor, the substance of the relationship is more important than the form of the agreement. All of the characteristics listed above may not be present in all cases, and your agency must use judgment in classifying each agreement as a subaward or a procurement contract. (2 C.F.R. Part 200.330(c))

Based on your analysis of the responses to Part A indicate your evaluation of the organization for this contract:

(check one) **Subrecipient**
 Vendor

Comments:

Completed by:

Wayarne Tolliver
(Signature)

Wayarne Tolliver
(Name)

Contract Manager
21st CCLC and BFCO Grants
(Title)

09/14/21
(Date)

NOTES:

- (1) This checklist is a tool for individuals managing contracts to determine a provider's status as either a Vendor or a Subrecipient as defined in 2 C.F.R. Part 200.330.
- (2) 21st CCLC subrecipients are not permitted to issue sub-awards. If you determine that the relationship between your agency and another non-federal entity casts the latter as a subrecipient you must take steps to correct this area of non-compliance.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Department of Education's General Education Provisions Act (GEPA)

Section 427 of the General Education and Provisions Act requires each applicant for funds (other than an individual person) includes in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

In the text area below, please provide a brief narrative outlining how your program will meet the requirements outlined in Section 427 of the General Education Provisions Act (GEPA).

In accordance with Section 427 of the GEPA Public Law 103-382, the Boys & Girls Clubs of Bay County, Inc. are open to all youth ages 6-18 years of age regardless of race, religion, gender, national origin, socio-economic background, sexual orientation, disability, or any other protected class. Youth & families are notified of the program through flyers, internet, and community involvement. In addition, the program is promoted through school personnel participation with students to better assess and meet the needs of every student.

Boys & Girls Clubs of Bay County
Applicant Organization

Murray F. Hill
Signature of Agency Head

CEO
Title

06/16/2021
Date Signed

Section D

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
 - State laws and regulations pertaining to the expenditure of state funds.

Return to:

Florida Department of Education
Bureau of the Comptroller
325 West Gaines Street
914 Turlington Building
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

Section D

Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Authority for Data Collection: 20 USC 1232e (a)

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Boys & Girls Clubs of Bay County

91X

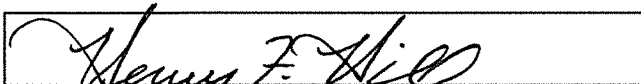
Henry Hill, CEO

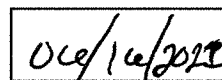
Typed Agency Name

Agency Number

Typed Name and Title of Authorized Official
(Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.


Signature (must be original)


Date

850-573-5606
Area Code/Telephone Number

Section D

Return original to: Florida Department of Education
Bureau of the Comptroller
914 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

Section D

- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the “General Assurances, Terms, and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the “General Assurances, Terms and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- For projects involving construction:
 - The project is not inconsistent with the Florida Department of Education’s overall plans for the construction of school facilities.
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
 - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”).

Section D

- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, “Audit Requirements” and/or Section 215.97, Florida Statutes, “Florida Single Audit Act” as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).

Section D

- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.
- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

Applicant - A school district or other entity seeking a project award from the Florida Department of Education.

Budget - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.

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Budget Period - The interval of time into which a project period is divided for budgetary purposes.

Capital Outlay - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is \$1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Conflict of Interest – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

Disbursement - Payment made in cash, by check, or via other electronic means.

Data Universal Numbering System (DUNS) - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

Equipment – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

Mandatory Disclosure – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

Monitoring – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Non-profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For-Profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

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Project Application - An entity's request for a project award under state or federal education programs administered by the Florida Department of Education.

Project Award - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period - The length of time for which a project has been authorized/awarded.

Project Recipient - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

System for Award Management (SAM) - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). <https://www.sam.gov/portal/SAM/#1>

Supplies - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost

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objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of \$500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

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State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.
3. If the project recipient expends less than \$500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfi0hmyh1r45p1pol\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfi0hmyh1r45p1pol))/account/login.aspx)

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

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- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- Auditor General's Office
401 Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

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Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

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As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The grantee's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building
No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - Requiring such employee to participate satisfactorily in drug abuse assistance or

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rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

DUNS Number - Data Universal Numbering System

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as “DUNS + 4,” which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

EDGAR - Education Department General Administrative Regulations

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

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cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.
- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, 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

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approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted 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, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects 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, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight 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. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

Administrative Fee for Non-Federal Funds

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

Interest Income

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

Lobbying

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

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As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of

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documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.
- To the extent that any product constitutes a “work” within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a “work for hire.” In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.
- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department’s rights.
- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.
- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a “work for hire” basis and shall not in any way infringe upon the Department’s ownership of the product.
- The grantee agrees not to convey any rights in the product to a third party.
- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.
- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

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regulations, and guidance documents.

Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel

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cost. These methods apply only to the Department.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than \$1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.
- Items of equipment with an acquisition cost in excess of \$1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of \$1,000 through \$5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

Section D

income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.¹ Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of \$5,000, must be processed in accordance with 2 CFR §200.313(e)(2), with the assistance and written approval of the Department.

Disposition of Real Property - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)²

Inventory of Property – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Purchasing

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)³ and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

¹ Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

² Ibid

³ CARDS (Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.

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Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400

Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/>) includes the following requirements related to grant files for recipients:

This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

Single Audit Act

- If a recipient expends state financial assistance equal to or in excess of \$500,000 in a fiscal year,

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that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of \$750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at:
<http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf> .

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

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Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.



21st CCLC Subrecipient Assurances

The Subrecipient Assurances Signature Page certifies the applicant's agreement to the assurances outlined below. These Assurances must be signed by the Agency Head or the Agency's Authorized Representative. **Each page must be initialed in the bottom right corner.**

PLEASE READ COMPLETELY BEFORE SIGNING.

21st CCLC Program Assurances

Description: Program specific assurances.

The agency understands that the Request for Proposals (RFP)/Request for Applications (RFA) describes the program requirements and expectations for the implementation of the 21st CCLC Program.

Program Operations

21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier.

Academic Focus

All 21st CCLC programs are required to operate in a manner that will maximize the program's impact on the academic performance of the participating students. Programs will **provide a breadth of activities and services that offer opportunities** for students to learn new skills, develop creative ways to approach challenges and achieve academic success.

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required as part of the deliverables. **Each student in the program must be afforded of the full breadth of programming each week as described in the RFP/RFA.**

Services and benefits provided must be secular, neutral and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

Evidence-based Research

The agency will implement activities based on evidence-based research – The authorizing statute provides principles of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on evidence-based research. The programs or activities must be based in research that shows that the students will meet challenging State academic standards.

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Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Programs must also coordinate Federal, State, and local programs to make the most effective use of resources (ESSA Section 4204(b)(2)(C)). Programs are prohibited from using 21st CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services (21st CCLC NonRegulatory Guidance, Section G-7). Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA) that has a 21st CCLC grant.

Facilities

Program facility(ies) will be as available and accessible to participants as the students' local school. The facility(ies) have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP/RFA and in Florida's child care law ([§402.301-319 or regulations for School-Age Child Care [6A-6.0910, Florida Administrative Code]).

Supplemental Meals

The program will provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21st CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students shall **not** be charged for costs associated with supplemental snacks/meals. Documentation of meeting supplemental snack/meal requirements will be required as part of the deliverables.

Students with Special Needs

In accordance with state and federal laws, children with special needs must be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. Description of services to students with special needs will be required as part of the deliverables.

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

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For Federal Programs - General Education Provisions Act (GEPA)

A concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs was submitted with the proposal/application. For details refer to Section 427 of GEPA, Public Law 103-382, at www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Professional Development

The program has a professional development plan that is responsive to the needs of its staff, and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21st CCLC funding purpose as outlined in the application. 21st CCLC orientation/professional development and evidence of staff training will be required as part of the deliverables.

Collaboration with Schools

The agency will operate the 21st CCLC program in active collaboration with the school attended by the participating students. Adequate communication between the 21st CCLC program staff and the students' regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21st CCLC program. The agency has a written communication plan to identify how these groups will share information about the needs and performance of 21st CCLC students. Communication plans include how the regular school lessons will be identified and reinforced during the 21st CCLC program.

The program was developed and will be implemented in active collaboration with the schools attended by participating students (ESSA, Section 4204(b)(2)(D)) as outlined in the RFP/RFA.

21st CCLC Advisory Board

The agency will establish a local 21st CCLC Advisory Board comprised of students, teachers, parents and members of community agencies and businesses. The agency will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will consider such topics as program needs and concerns, operations and sustainability. The Advisory Board will include **at least two parents and two students (if the program is serving middle or high school students)**.

Documentation supporting 21st CCLC advisory board meetings will be required as part of the deliverables.

Community Awareness

The agency gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (ESSA, section 4204(b)(2)(L)).

Property Under the 21st CCLC

Property acquired (e.g., computers, classroom desks, tables) under the 21st CCLC program will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If the 21st CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment will be used and/or distributed in accordance with EDGAR, 34 CFR, Subpart C, Sections 74.30-74.37 and 80.31-80.33.

Initial here stating that you have read and understand the Assurances on this page HEH



Record Retention

Programs must retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program, typically the submission of the final Project Disbursement Report or until such time as all pending reviews or audits have been completed and resolved.

Monitoring and Evaluation Activities

The subrecipient agrees to fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the FDOE and/or authorized representatives. The subrecipient agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, responding to data requests, submitting accurate data).

The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the USED.

The program understands that the formative and summative evaluation report are **required** of all 21st CCLC programs, that the reports will be compared to all data submitted to the FDOE and USED, that this report may be used to determine continuation of funding and that adequate progress has been defined as achieving 85% of approved objectives.

Student Safety

Ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures, etc. will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.

Suspension of the Grant

The FDOE may suspend or terminate the grant with 30 days notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement.

Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business

Federal grant subrecipients, and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving.

Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

Statement of Assurance for Evaluation Data

Description: While the 21st CCLC grant may include up to five (5) years of funding, the years following the initial year are dependent upon the evaluation of data supporting successful program implementation aligned with the components of the Request for Proposal (RFP) and Request for Application (RFA) submitted.

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- By accepting grant funds, subrecipients agree to participate in both the federal and state evaluation of the Florida 21st CCLC program.
- Subrecipient must submit the Objective and Performance Indicator data to the Florida Department of Education (FDOE); and submit all federally required 21st CCLC program data to the United States Department of Education, as required and outlined in the RFP/RFA.
- Agency understands that if evaluation data does not support program progress as required, the FDOE may reduce and/or terminate future funding.

Project Deliverable Assurance

Description: All subrecipients must collect, submit online and keep copies on file, all required deliverables for each performance period. All required deliverables will be submitted on the 21st CCLC web-based system by their respective due date as outlined in the RFP/RFA.

Required Deliverables

All agencies are **required** to submit all deliverables and evidence of activities as required by the RFA by the 5th of each month.

Financial Consequences

The Florida Department of Education, 21st CCLC Program Office, shall periodically review the progress made on the activities and deliverables listed. If the applicant fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of deliverable, proposed activities and/or proposed goals/objectives) established in the approved application or to make appropriate progress on the activities and/or towards the deliverables, and they are not resolved within two weeks of notification, the 21st CCLC Program Office will (1) approve a reduced payment, (2) request the applicant redo the work and/or (3) terminate the project.

By accepting grant funds, the agency agrees to submit the required project deliverables for Florida 21st CCLC program as outlined in the 2021-22 RFP/RFA. The agency understands that if the deliverables do not support program progress as required, the FDOE will reduce and/or terminate future funding.

Initial here stating that you have read and understand the Assurances on this page

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**Subrecipient Assurances
Signature Page**

All information requested below must be provided.

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency shall comply with the program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the Request for Proposal (RFP)/Request for Application (RFA).

Agency Name Boys & Girls Clubs of Bay County

Agency Head or Authorized Agency Representative Henry F. Hill
Signature

Henry F. Hill
Printed name

Title Chief Executive Officer

Date 06/16/2021

Phone No. (850) 573-5604

Email CEO@BGC BAY FL.ORG

**Please note that only original signatures will be accepted. Stamped or electronic signatures are not allowable. Blue ink is preferred.*

**Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

Description:

Both ESSA and the Education Department General Administrative Regulations (EDGAR) require that 21st CCLC funded programs provide equitable services to eligible private school students, teachers and other education personnel. The applicant must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education agency(ies) (LEA) service areas. Documentation supporting private school consultation will be requested as part of the deliverables.

For more information, see SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS at www.ed.gov/policy/elsec/leg/esea02/pg111.html.

The FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) General Assurances states: "After timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity." 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

- (a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

Local private schools were identified through the FLDOE private school directory, as well as through local partners. The administrations of these schools were contacted in the summer of 2021, inviting any students who are zoned for Waller Elementary to learn more about participating in the program. At this time, no private schools have responded to our invitation to participate.

- (b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

No students have been identified as eligible to benefit under the program.



- (c) The number of students enrolled in private schools who will receive benefits under the program.

No students enrolled in private school will receive benefits under the program.

- (d) The basis the applicant used to select the students.

Private school students in Bay County who are zoned for Waller Elementary are eligible to participate in the program. At this time, no private school students have been identified as eligible to benefit under the program.

- (e) The manner and extent to which the applicant complied with § 76.652 (consultation).

Local private schools were identified through the FLDOE private school directory, as well as through local partners. The administrations of these schools were contacted in the summer of 2021, inviting any students who are zoned for Waller Elementary to learn more about participating in the program. At this time, no private schools have responded to our invitation to participate.

- (f) The places and times that the students will receive benefits under the program.

N/A

- (g) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences

N/A

- Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.



Agency Name Boys & Girls Clubs of Bay County

Agency Head or Authorized Agency Representative  Signature

Henry Hill Printed name

Title CEO

Date 06/29/2021

Phone No. 850-573-5606

Email ceo@bgcbayfl.org

**Please note that only original signatures will be accepted. Stamped or electronic signatures are not allowable. Blue ink is preferred.*

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Boys & Girls Clubs of Bay County

B) DOE Assigned Project Number: 91X-2442B-2PCC1

C) TAPS Number: 22B036

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5141	<p>Salaries: Grant Administrator This position will be the main contact for the FLDOE for most matters related to the 21st CCLC program. They will be responsible for: assembling and submitting monthly deliverables; assembling and submitting reimbursement requests; prepare and submit documentation to the FLDOE as needed; implement the data collection plan; analyzing and presenting data and budgetary spending to stakeholders; scheduling Advisory Board meetings; and other responsibilities as needed. This position will be required to have a bachelor's degree or 4-5 years of youth development experience along with experience administering and supervising subgrants and/or grants.</p> <p>\$32,500 per year x 25% FTE = \$8,125 \$15.63/hour x 2080 hours/year = \$32,500 x .25 FTE = \$8,125</p> <p><i>Admin (60%) = \$4875</i></p>	0.25	\$ 8,125.00	100			
	5160	<p>Benefits - Grant Administrator Health Insurance: \$60/month x 12 = \$720 x .25 = \$181</p> <p>Social Security: \$8,125 x 6.2% = \$504</p> <p>Medicare: \$8,125 x 1.45% = \$118</p> <p><i>Admin (60%) = \$482</i></p>		\$ 803.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5141	<p>Salaries: Program Director This position will be responsible for the daily operation, coordination, and delivery of services at Waller Elementary School. They will be responsible for: researching, planning, and implementing programming; acquiring supplies; obtaining and organizing documentation of grant requirements; coordinating and communicating with program partners; communicating with program families and enforcing disciplinary policies; managing the 21st Century team and directing their work; and other responsibilities of leading and implementing the program. They will also serve as the designated Collaboration Liaison for the program. This position will be required to have at least a high school diploma (Bachelor's Degree preferred) and 3 years' minimum experience working in education, youth development, or similar fields. Time beyond direct service hours is distributed to administrative and evaluation duties specifically for the 21st CCLC grant.</p> <p>\$33,280 x 100% FTE = \$33,280 \$16/hour x 2080 hours/year x 1 FTE = \$33,280</p> <p><i>Admin (25%) = \$8,320</i> <i>Eval (10%)= \$3,328</i></p>	1	\$ 33,280.00	100			
	5160	<p>Benefits - Program Director Social Security: \$33,280 x 6.2% = \$2,063</p> <p>Medicare: \$33,280 x 1.45% = \$483</p> <p>Insurance: \$80/month x 12 = \$960 \$2,063+\$483 + \$960= \$3,506 <i>Admin (25%) = \$877</i> <i>Eval (10%)= \$350</i></p>		\$ 3,506.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5141	<p>Salaries: Site Coordinator This position will work in conjunction with the Program Director/SiteCoordinator on the daily operations of the program, family and community connections, directing the work of Teachers and Program Staff, and other responsibilities as needed by the Program Director. They will be the designated second-in-command in the absence of the Program Director. This is a full-time position.</p> <p>\$30,160 x 100% FTE = \$30,160 \$14.50/hour x 2080 = \$30,160 Admin (25%) = \$7,540 Eval (25%)= \$7,540</p>	1	\$ 30,160.00	100			
	5160	<p>Benefits - Site Coordinator Social Security: \$30,160 x 6.2% = \$1,870 Medicare: \$30,160 x 1.45% = \$437 Insurance: \$300/month x 12 = \$3600 \$1,870 + \$437 + \$3,600=\$5,907 Admin (25%) = \$1,477 Eval (25%)= \$1,477</p>		\$ 5,907.00	100			
	5141	<p>Salaries: Certified Teachers Certified teachers will provide direct academic instruction for actively participating 21st CCLC students during 21st CCLC program hours. The certified teachers will be responsible for monitoring 21st CCLC student performance and progress in core academic areas and identifying and determining remedial work. The certified teachers will be familiar with testing, concepts, practices and procedures of teaching and hold a valid Florida Professional Educators certificate or temporary certificate. 153 after school days, the extra 6 days are for planning purposes.</p> <p>Afterschool: 3 teachers @ \$24/hr x 2 hrs/day x 159 days = \$22,896 Summer: 3 teachers @ \$24/hr x 5 hrs/day x 28 days = \$10,080 \$22,896 + \$10,080 = \$32,976</p>	0.66	\$ 32,976.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5160	Benefits - Certified Teachers Social Security: $\$32,976 \times 6.2\% = \$2,045$ Medicare: $\$32,976 \times 1.45\% = \478 $\$2,045 + \$478 = \$2,523$		\$ 2,523.00	100			
	5141	Salaries: Program Staff Program staff will work with actively participating 21st CCLC students during 21st CCLC program hours to assist with homework, educational life skills, technology and athletic programs. Program staff will be required to have at least a high school diploma and 1-2 years of youth development experience. 153 after school days, the extra 6 days are for planning purposes. Afterschool: 5 staff @ \$13/hr x 4 hours/day x 159 days = \$41,340 Summer: 4 staff @ \$13/hr x 7 hrs/day x 28 days = \$10,192 $\$41,340 + \$10,192 = \$51,532$	1.9	\$ 51,532.00	100			
	5160	Benefits - Program Staff Social Security: $\$51,532 \times 6.2\% = \$3,195$ Medicare: $\$51,532 \times 1.45\% = \747 $\$3,195 + \$747 = \$3,942$		\$ 3,942.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5024	<p>Contracted Services: Bay District Schools Transportation Contracting with Bay District schools to provide afterschool transportation home and summer transportation to and from the site exclusively for actively participating 21st CCLC students. The transportation provided by the program will be safe, dependable. Ride rosters for boarding/unloading will be kept, bus monitors (depending upon number of passengers) and appropriate licensing and training for bus drivers will be provided. The drivers will all be licensed, insured, trained and screened. Bus driver rate includes benefits and mileage includes all associated costs.</p> <p>Afterschool (\$36,108): Driver: 2 drivers @ \$18/hr x 2 hrs/day x 153 days = \$11,016 Mileage: \$2/mile x 41 miles/run x 2 buses/day x 153 days = \$25,092</p> <p>Summer (\$15,008): Driver: 2 drivers @ \$18/hr x 6 hrs/day x 28 days = \$6,048 Mileage: \$2/mile x 40 miles/run x 4 runs/day x 28 days = \$8,960</p> <p>\$36,108 + \$15,008 = \$51,116</p>		\$ 51,116.00	100			
	5270	<p>Contracted Services: Academic Enhancement Activities To provide direct instruction and activities exclusively to 21st CCLC students at Waller Elementary during program hours. Contractors provide their own instructors and supplies, with occasional supplements from the Club.</p> <p>STEAM projects contractor: \$5.50/student x 100 students x 6 sessions = \$3,300 + \$100/instruction x 6 sessions = \$3,900</p>		\$ 3,900.00	100			
	5024	<p>Contracted Services: Staff Training CPR and First Aid Training Costs associated with training program staff in First Aid and CPR procedures. 6 staff members x \$50/person = \$300 Miscellaneous Training: Costs associated with training opportunities as they arise during the year. They may be associated with technology, SEL, classroom management, and other competencies. 12 staff x \$50/person = \$600</p>		\$900.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5260	<p>Materials and Supplies (Instructional) Instructional materials and supplies needed for the proposed activities of the 21st CCLC program to be exclusively used by actively participating 21st CCLC students during program hours at Waller Elementary. STEM Kits: \$50/kit x 100 students = \$5,000 Scholastic Magazine Subscriptions = \$1,600</p> <p>Afterschool: \$65/student x 100 students = \$6,500 Summer: \$55/student x 30 students = \$1,650</p> <p>\$5,000 + \$1600 + \$6,500 + \$1,650 = \$14,750</p>		\$ 14,750.00	100			
	5260	<p>Materials and Supplies (Consumables) Consumable materials and supplies for the exclusive use of actively participating 21st CCLC students and staff during 21st CCLC program hours. This includes items such as: paper, writing utensils, folders, binders, paper clips, flash drives.</p> <p>Afterschool: \$44.42/student x 100 students = \$4,442 Summer: \$44.42/student x 30 students = \$1,333</p> <p>\$4,442 + \$1,333 = \$5,775</p>		\$ 5,775.00	100			
	5260	<p>Materials and Supplies (Custodial) Reimbursement to Waller Elementary for custodial supplies used on-site during program hours, as well as safety items related to COVID-19 like masks and disinfectants.</p> <p>\$200/semester x 3 semesters = \$600 \$100/month x 12 months = \$1,200</p> <p>\$600 + \$1,200 = \$1,800</p>		\$ 1,800.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	5260	<p>Materials and Supplies (Office) Materials and supplies needed for the direct operation of the 21st CCLC program and used exclusively by program staff during 21st CCLC operation hours. This includes items such as: paper, printer ink, writing utensils, binders, toner, staplers. \$150/month x 12 months = \$1,800</p> <p>Postage and Shipping - 21st CCLC invoices to Florida Department of Education \$12.50/month x 12 months = \$150</p> <p>\$1,800 + \$150 = \$1,950</p>		\$ 1,950.00	100			
		<p>Field Trips Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. Documentation will be maintained to support the expenditure including lesson plan, sample student work, and attendance logs for both students and adult chaperones. Ticket prices do not include food and are only applicable to the students in attendance. Field trips in 2021-22 will take place outdoors to reduce risk of COVID-19.</p> <p style="text-align: right;">Bus costs for 3 trips: \$150 x 3 = \$450</p> <p style="text-align: right;">Ticket cost for 3 trips: \$100 x 3 = \$300</p> <p>Miscellaneous supplies (sun safety items, towels, and other necessary supplies): \$32/student x 30 students = \$960</p> <p>\$450+\$300+\$960 = \$1,710</p>		\$ 1,710.00	100			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
		<p>Travel: 21st CCLC Conference Costs for the Project Director, Grants Administrator, and one other staff member to attend the state-mandated 21st CCLC conferences in the fall of 2021 and spring of 2022.</p> <p>Fall Meeting: Lodging: 3 rooms x 4 nights x \$89/night = \$1,068 Parking: \$12/day x 4 days = \$48 Per diem: 3 staff x \$36/day x 4 days = \$432 Mileage: 3 staff x .445/mile x 726 miles/roundtrip = \$969</p> <p>Spring Meeting: Lodging: 3 rooms x 4 nights x \$89/night = \$1,068 Parking: \$12/day x 4 days = \$48 Per diem: 3 staff x \$36/day x 4 days = \$432 Mileage: 3 staff x .445/mile x 726 miles/roundtrip = \$969</p> <p>\$1,068 + \$48 + \$432 + \$969 = \$2,517 x 2 = \$5,034</p>		\$ 5,034.00	100			
	5024							
		<p>Travel: Local Milage Mileage reimbursement for the travel of the Grant Administrator, Program Director, Site Coordinator and other staff members to the 21st CCLC site and related business. Travel will vary from week to week depending on program need.</p> <p>Afterschool: \$0.445/mile x 40 miles/roundtrip x 180 trips = \$3,204 Summer: \$0.445/mile x 40 miles/roundtrip x 30 trips = \$534</p> <p>\$3,204 + \$534 = \$3,738</p>		\$ 3,738.00	100			
	5005							
D) TOTAL				\$ 263,427.00		Admin: \$ 23,571.00 (8.95%)	Eval: \$12,695.00 (4.82%)	



Budget Narrative Form Instructions

A) Enter Name of Eligible Recipient/Fiscal Agent

B) Enter DOE Assigned Project Number

C) Enter TAPS Number

D) Enter the Total Amount for (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*, which best classifies the overall purpose or objective of the goods or services budgeted

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual*; *Non-public entities* – Use the Object Codes that are used in the respective entity's/agency's chart of accounts.

(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:

Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.

Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or *Inter-agency agreements* – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the *DOE Project Application and Amendment Procedures for Federal and State Programs (Green Book)* for additional guidance regarding indirect cost.

- *School Districts Only* - Provide the percentage rate from the district's Approved Indirect Cost Plan.

- *Colleges and Universities Only* – Provide the percentage rate (maximum of 5%) approved by the DOE.

(4) FTE - (Only applicable for items classified as *Salaries and Other Personal Services (Refer to (2) Object Code.)*) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

(7) - (9) Allowable, Reasonable and Necessary - DOE USE ONLY.

(6) PERCENT ALLOCATED

If the cost entered in (5) for each service/commodity listed in (3) is not the total cost of this service/commodity, enter the appropriate percentage in (6) that is applicable to this project. If the cost entered in (5) for each service/commodity listed in (3) is the total cost for this service/commodity and is applicable to this project, enter 100% in (6).

Example A

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6200	110	Salaries - Provides for supervision of all project activities; specific areas for supervision/ coordination are listed by position below. Supervisor /Grant Administration/National Instructional Materials Accessibility Standards Coordinator /Professional Development and Training	2	\$120,000	100%	The total cost for the two positions listed in (5), a Supervisor and a Coordinator (2.0 FTE), are charged to this project. Therefore, the percent of the cost for Salaries and Benefits allocated to this project is 100%.
6200	210	Retirement (9.85%)		\$11,820	100%	
6200	220	FICA (6.20%)		\$7,440	100%	
6200	223	Medicare (1.45%)		\$1,740	100%	
6200	231 / 232	Health / Life (11.90%)		\$14,280	100%	
6200	240	Worker's Comp. (1.26%)		\$1,512	100%	
TOTAL				\$156,792		

Example B

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
7900	430	Utilities - Electricity, water and sewage charges for the facility where this project is housed.		\$10,000	50%	The total cost for utilities for the facility where this project is housed is \$20,000 annually. However, this project only occupies 50% of the facility. Therefore, the percent of the cost for Utilities allocated to this project is 50%.
TOTAL				\$10,000		

(6) PERCENT ALLOCATED (continued)

Example C

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6300	331	In County Travel - Travel cost for staff to and from agency headquarters to designated program sites for the purpose of performing activities related to the administration and supervision of project.		\$1,980	100%	The mileage estimated for travel for district staff to and from the county office to the program sites was estimated to be 4,500 miles annually @ \$0.44/mile. Therefore, the percent of the cost for In County Travel allocated to this project is 100%.
TOTAL				\$1,980		

Example D

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
NA for Private Entities	350	Purchased Services - Contract with ABC Company for the repair/ maintenance of the office equipment; one laser printer and copier.		\$1,250	25%	The total cost for the maintenance contract for this equipment is \$5,000. It has been determined that this project only uses this equipment 25% of the time. Therefore, the percent of the cost for Purchased Services allocated to this project is 25%.
TOTAL				\$1,250		

Scope of Work Narrative

3.1 Project Abstract or Summary (0 Points)

The Boys & Girls Clubs of Bay County, Inc. (from this point on, "BGCBC") 21st CCLC Program serves students at Waller Elementary School (from this point on, "Waller") (Youngstown) in grades 1-5. This site serves 100 students during the after-school program, and 30 students during the summer program. The program targets low performing students from the aforementioned targeted (and Title I) school. The after-school program operates from September 17, 2018-May 30, 2019. Over the course of the 153-day program, program days are Monday-Friday and program hours are 2:00-5:45 p.m. (3.75 hours/day). The summer program operates from June 3, 2019 to July 26, 2019. Over the course of the 35-day program, program days are Monday-Friday and program hours are 8:00 a.m.-12:30 p.m. (4.5 hours/day).

The program goals are: increased academic achievement, increased interest in learning, expanded learning opportunities, increased personal achievement, enhanced decision-making skills, and increased parental involvement. Each site offers the following components: academic enrichment through Project-Based Learning (English Language Arts, Mathematics, and Science), personal enrichment (Character Education and Nutrition & Health Information), physical recreation, and homework help. BGCBC facilitates six sessions for adult family members of the students: Parent Information Session (provides parents a review of the 21st CCLC program requirements and activities), Bay District Schools Information Session (provide parents the opportunity to strengthen their connection with the school district), Literacy Information Session (provide parents and students the opportunity to read a story together and role play what they are reading), Nutrition Information Session (provides parents with information that mirrors student programming), Finance Information Session (provide parents with the opportunity learn pertinent financial tips to help themselves and their families prosper),

and Middle School Information Session (provide parents the opportunity to connect with their students' future school).

3.2 Community Notice and Needs Assessment (7 Points)

3.2.a. Community Notice

BGCBC notified Waller, Bay District Schools, and community, including private schools, of our intention to submit a proposal in response to the RFP through emails (beginning July 13, 2018) and phone calls (beginning July 13, 2018) to eligible public and private schools. It was also posted on the BGCBC website on July 13, 2018. The proposal will be available to the community following its submittal through emails to Bay District Schools and by posting it on our organizational website.

3.2.b. Needs Assessment

Waller is located in Youngstown, Florida in the northern part of Bay County. It serves approximately 550 students in grades PK-5 and is a Title I school (Elementary, "Our School"). Waller has high-need students and families (100% Free and Reduced Lunch rate) (**Priority 1**). Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary School provides free breakfast/lunch to all students..." (2017-2018 Waller Elementary School School Improvement Plan, page 27). Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary School is located in a rural and low socioeconomic area in which students' social and emotional needs are often extremely high and resources are severely limited" (2017-2018 Waller Elementary School School Improvement Plan, page 25). Waller is on the 2018-2019 Preliminary Differentiated Accountability Priority Support list ("D" school) and the 2017-2018 Lowest 300 Performing Elementary Schools list. Additionally, Waller has demonstrated deficiencies across all academic areas (2017-2018 Waller Elementary School School Improvement Plan, page 2). Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary will focus on increasing the academic performance of students in the lowest quartile in English/Language Arts, as

indicated by the FSA. In addition, intensive data-driven lesson preparation/professional development, Professional Learning Communities (PLC), and BDS common assessments will continue to guide classroom instruction to narrow our focus and ultimately benefit all of the students at Waller and enhance academic achievement in ELA" (2017-2018 Waller Elementary School School Improvement Plan, page 21).

The median earnings per worker in Youngstown are \$31,509, compared to \$38,899 for the state of Florida ("Youngstown FL Economy data"). The median household in Youngstown is \$41,711 compared to \$48,900 for the state of Florida ("Youngstown FL Economy data"). The hourly earnings in Youngstown are \$15.58 compared to \$19.43 for the state of Florida. The percent of households with public assistance in Youngstown is 22% compared to 15% for the state of Florida ("Youngstown FL Economy data"). The percent of population in poverty in Youngstown is 27.6%. The median home value in Youngstown is \$83,200 compared to \$166,800 for the state of Florida ("Youngstown FL Housing data").

The percent of residents who have at least a high school education in Youngstown is 80%, compared to 87% for the state of Florida ("Youngstown FL Education data"). The percent of residents who have a bachelor's degree or better education in Youngstown is only 6% compared to 28% for the state of Florida ("Youngstown FL Education data"). As a city, Youngstown lacks an educational legacy to pass on to current students.

To identify the need for a 21st CCLC program in the proposed community, we held a meeting with Gina McNally, the administrative assistant at Waller, where we discussed the community and school needs. We asked her to send an IRIS Alert, which "send out important information to parents via email, text, and phone calls," to parents gauging their interest in the program (Khalil, "Important information distributed through Bay District Schools IRIS Alerts").

The community and local private schools were involved in determining the need for a 21st CCLC program by posting our Community Notice on the BGCBC website and emailing our Community Notice to all eligible private schools:

The availability and accessibility of out-of-school services for the targeted population is limited. Currently, Waller buses between 10-30 of their students to Tommy Smith Elementary School for Bay BASE (Elementary, "Bay BASE"). Bay BASE "is an after-school program designed to enrich children's lives educationally, socially, culturally, emotionally, and physically in a safe and familiar setting..." (Elementary, "Bay BASE"). Bay BASE charges the following fees and rates: "After School Registration Fee (\$25.00 per child; non-refundable); After School Program (\$45.00 per week first child; \$20.00 per week each additional child) ..." (Marketing, "Bay Base | Bay District Schools"). Because of the aforementioned fees and distance, the Bay BASE program is not feasible for many parents and/or guardians at Waller.

The data sources used for the needs assessment are: 2017-2018 Waller Elementary School School Improvement Plan, Bay District Schools website, Waller Elementary School website, Important information distributed through Bay District Schools IRIS Alerts article, and the Towncharts website.

3.3 Dissemination of Information (5 Points)

The 21st CCLC program will disseminate information about the program through flyers, emails, social media (i.e. BGCBC, etc.), websites (i.e. BGCBC, Waller), Waller IRIS alerts, Waller events, and local media outlets. The dissemination plan is appropriate for the community being served by the 21st CCLC program because it provides a well-rounded approach to dissemination. While community members may not have access to all of these mediums, they most likely have access to at least one. Our agency plans to develop, launch and maintain a webpage within one month of beginning the program. The following will be available on the webpage: program description, the program address, the target schools, hours of operation, the contact information for the **site coordinator/data management coordinator**, a copy of the approved grant narrative, the ongoing process towards the proposed goals and objectives, a calendar of 21st CCLC events and meetings, pictures of 21st CCLC students participating in the

program. The program director/collaboration liaison will be charged with maintaining the content. The website will be updated on a monthly basis.

3.4 Target Population, Recruitment and Retention (10 Points)

In accordance with ESEA Sec. 4203(a)(3), Waller meets the criteria in Section 1.5 of the RFP. Based on their 2018 FSA results below, students are struggling in all academic subject areas:

2018 Florida Standards Assessments (FSA) Achievement Percentage			
Target School	English Language Arts (ELA) %	Mathematics %	Science %
Waller Elementary School	32% (2018)	44% (2018)	41% (2018)
	37% (2017)	44% (2017)	48% (2017)
	41% (2016)	53% (2016)	51% (2016)

(BDSAA 2017 to 2018 School Grades Comparison: Category Breakdown)

Targeted students [after-school (100) and summer (30)] attend Waller and are in grades 1-5. Priority will be given to students who have been identified by school administration and students scoring below a 3 on standardized assessments (FSA) in all subject areas. Students with special needs will be served as long as their safety can be maintained throughout the completion of the activity and program. Eligible students will be identified by school administration, reviewing standardized assessments (FSA), reviewing behavioral reports, and reviewing familial relationships among students (Waller administration suggested that we attempt to enroll sibling groups, if possible, to help their parents and/or guardians). Print materials in English and Spanish (as needed) will be sent home to reach those students and enroll them in the 21st CCLC program. The program will encourage students to participate regularly and remain in the program from beginning to end of each program day by highlighting

the benefits of supplemental enrichment (academic and personal) in collaboration with regular school day activities.

According to the CDC, "Parent engagement in schools contributes to students' health and learning. Studies have shown that students who have parents engaged in their school lives are more likely to have higher grades and test scores, better student behavior, [and] enhanced social skills..." ("Promoting Parent Engagement: Improving Student Health and Academic Achievement", 2012). The program will engage adult family members of the students attending the program by providing consistent updates regarding their child's progression in the program. Open and effective communication between parents and educators is key for student success. The program will provide consistent updates regarding their child's progression in the program as well as innovative and engaging activities for both students and parents to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

3.5 Times and Frequency of Service Provision (5 Points)

The following have been included in the attachments: a Site Profile Worksheet, a sample after-school schedule, a sample summer schedule, and a sample adult family member education schedule. The sample after-school and summer schedules match the times and/or frequency of services as indicated on the Site Profile Worksheet and the minimum requirements of the RFP. The adult family member education activities include the following: Parent Information Session, Bay District Schools Information Session, Literacy Information Session, Nutrition Information Session, Finance Information Session, and Middle School Information Session.

3.6 Program Evaluation (10 Points)

Larry Hutcheson will manage the 21st CCLC evaluation of the program. Larry was selected because of his previous evaluation experience with the BGCBC. Larry has over 52

years of experience in the field of education. During this time, he was a classroom teacher, guidance counselor, Director of Testing for the Orange County Schools, Director of Assessment and Evaluation for the Georgia Department of Education, and Bureau Chief of Curriculum and Assessment for the Florida Department of Education. After retiring from the Florida Department of Education, he opened his own consulting business. His major focus was policy development and the evaluation of programs. He has served as the external evaluator for over 10 different 21st CCLC programs. His education includes an A.A. degree from Orlando Junior College, a B.S. degree from Florida State University, a M.Ed. degree from Rollins College, and an Ed.S. degree from Valdosta College. In addition, he has 30 hours of master's level courses from Stetson University, and has completed all course work and oral and written exams for his Ph.D. from Florida State University. The activities included in the evaluation of the program include a mid-year report and a final report.

His approach to the evaluation of 21st CCLC programs begins with a meeting with all staff to discuss all aspects of the program to be implemented. He believes it is very important for all staff to fully understand the goals and objectives for the program and the activities selected for meeting these during the year. As a part of this meeting, he will explain his evaluation approach and emphasize continuous quality improvement activities to identify performance measures and ensure outcomes for students. During the course of the evaluation, he will continue to collect data and discuss with staff what the draft results are demonstrating and discuss a review of activities that may need to be expanded, changed, or deleted. He believes it is very important for the staff to understand that continuing to implement an activity that's not working is a waste of time.

His evaluation questions will focus on the beginning, middle and end of the program. Baseline data will be needed to assure the project as written is being followed during the program year. Such data will include but not limited to: student enrollment/attendance data by grade, male/female, date of enrollment; parent/community interaction with the program;

alignment of programs and activities with program objectives; and development and implementation of partnerships.

Hutcherson will work with the **program director/collaboration liaison** to review all data necessary to assess program progress towards goals. The actual data will be collected by the program, and he will review and discuss results with the program staff. Individual student data such as report card grades and conduct grades related to each outcome will be collected from the Bay District Schools and analyzed. In addition, student discipline data and out of school suspensions data will be collected from Bay District Schools and utilized to assess behavior and out of school suspensions. Surveys will be utilized to collect data such as parent involvement, program satisfaction, and teacher satisfaction. Baseline assessments for newly enrolled students will occur within five days of enrollment. 21st CCLC program staff will be involved in the collection of data and must recognize the need to collect and maintain accurate data. In addition, the need for confidentiality will be an on-going discussion among program staff. Hutcherson will work with the **program director/collaboration liaison** to review all baseline, mid-year, and end-of-year data necessary to assess program progress towards goals.

3.7 Approved Program Activities (20 Points)

During the after-school program, students will be released from the regular school day at 2:00 p.m. When the regular school day ends, they will transition to the cafeteria for attendance, homework help, and snack until 3:15 p.m. The staff-to-student ratio for this block will be 1:20. After attendance, homework help, and snack, students will transition to two back-to-back blocks each for a total of two hours of enrichment per day. Students will have two hours of English Language Arts per week. Waller administration specifically requested an additional hour of English Language Arts enrichment due to the extremely low level of student proficiency in this area. Also, students will have one hour of Mathematics and Science each, three hours of Character Education, and two hours of Health & Nutrition Education per week. For academic

enrichment blocks, the teacher-to-student ratio will be 1:10. For personal enrichment blocks, the program staff-to-student ratio will be 1:20. After the academic and personal enrichment blocks, students will wait for parent pick-up or bus transportation.

During the summer program, students will be picked up by a bus or dropped off by their parent and/guardian by 8:00 a.m. for breakfast. After breakfast ends at 8:30 a.m., students will transition to the English Language Arts block until 9:15 a.m., followed by the Physical Activity block until 9:45 a.m. Then, students will transition to snack until 10:00 a.m. and a Mathematics block until 10:45 a.m. Following the Mathematics block, students will transition to the Science block until 11:15 a.m., then the Character Education or Health & Nutrition Education block until 12:30 p.m. For academic enrichment blocks, the teacher-to-student ratio will be 1:10. For personal enrichment blocks, the staff-to-student ratio will be 1:20. After the academic and personal enrichment blocks, students will wait for parent pick-up or bus transportation.

The proposed activities that will be offered, based on the sample activity plans are:

- **English Language Arts**

During the after-school and summer programs, students will utilize an online platform called "Let's Go Learn". Per the partnership agreement, "Let's Go Learn's assessments and the accompanying individualized online instructional programs were modeled after Cal Reads, a successful tutoring program developed by Dr. McCallum at University of California, Berkeley. In his tutoring program, Dr. McCallum had shown that consistent, individualized assessment and instruction could raise skills of struggling students by approximately two years within a school year as compared to a control group of similar students (McCallum et al., 2000). The Let's Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments described above...LGL ELA Edge is web-based, differentiated learning course focusing on decoding, other basic reading skills, and English Language Arts. Pop-cultured

themed materials engage students as they learn in areas targeted by the built-in (sic) diagnostic assessment...”

Sample activities include: Group Activity: Story Illustration- Students will break into groups and read a short story together. Then, each group member will be assigned a paragraph from the story to illustrate. When all members are finished, their drawings will be put together in chronological order and they will reread the now-illustrated story.; Individual Activity: Character Modeling- After reading a short story, students will use play-dough to create one of the story's characters.

The proposed activities align with the needs assessment result and objective because only 32% of Waller Elementary students demonstrated proficiency in English Language Arts in 2017-2018. This program's English Language Arts enrichment will directly address this issue by providing innovative, research-based online programming combined with Project Based Learning activities. The times and frequencies of the proposed English Language Arts activities are two hours per week (after-school) and 3.75 hours per week (summer).

- **Mathematics**

During the after-school and summer programs, students will utilize an online platform called “Let's Go Learn”. During the after-school and summer programs, students will utilize an online platform called “Let's Go Learn”. Per the partnership agreement, “...The Let's Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments...: LGL Math Edge is the perfect accompaniment to ADAM K-7, our diagnostic math assessment. Data from the 44 sub-tests in ADAM K-7 are used to prescribe one of five LGL Math Edge online courses: ME2, ME3, ME4, ME5, or ME6. Students enter the appropriate level of instruction based on their strengths and weaknesses. With Let's Go Learn, every learning event is customized to a student's needs...”

Sample activities include: Class Activity: Worksheet Contest- Students will be given a grade-appropriate worksheet in addition, subtraction, multiplication, or division. The teacher will start a timer for a set number of minutes, and whoever finishes the most problems correctly is recognized.; Group Activity: Math Blocks- In small groups, students will be given math building blocks and a building guide based on simple equations. Students will build a structure based on the results of the equations.

The proposed activities align with the needs assessment result and objective because only 44% of Waller Elementary students demonstrated proficiency in Mathematics in 2017-2018. This program's Mathematics enrichment will directly address this issue by providing innovative, research-based online programming combined with Project Based Learning activities. The times and frequencies of the proposed Mathematics activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Science**

During the after-school and summer programs, students will participate in curriculum developed by teachers which will mirror regular school day activities and rely heavily on Project-Based Learning activities.

Sample activities include: Planning for the Future: Energy in My Town- Students will act as environmentalists, conservationists, and energy researchers investigating alternative forms of energy to power a town.; Plant Packages- Design a plant package that supports the basic needs of plant survival. The design must allow for the plant to receive air, sunlight, water and nutrients. The package must accommodate for shelter and storage.

The proposed activities align with the needs assessment result and objective because only 41% of Waller Elementary students demonstrated proficiency in Science in 2017-2018, and our Science enrichment will directly address this issue by providing Project Based Learning activities. The times and frequencies of the proposed Science activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Academic Benchmark (3rd Grade Promotion)**

During the after-school and summer programs, program staff will ensure student success through targeted activities preceding the FSA.

Sample activities include: Class Activity- Students will practice FSAs in Mathematics and English Language Arts. By taking practice tests and worksheets, third grade students will prepare for the FSAs twice a week.

The proposed activities align with the needs assessment result and objective because Waller has consistently received low grades and demonstrated low rates of academic proficiency among their students, and the use of FSA practice tests and worksheets will further expose students to questions and problems that are similar to what they will see on the FSAs.

- **Personal Enrichment 1 (Character Education)**

Character Education will provide: "self-awareness activities to develop respect for one's own body, ability to handle feelings and healthy habits; activities to develop the ability to interact and work in groups; practice in decision-making, problem solving and goal setting; age-appropriate information about alcohol, tobacco and other drugs; and training in refusal techniques useful for avoiding risky situations." (BGCUtah)

Sample activities include: Class Activity: Ways to Say "No."- The class will be asked how they would respond to being invited to do dangerous or illegal activities (i.e. doing drugs, playing with weapons, bullying another student, etc.). Students will brainstorm ways to refuse and illustrate with paper and markers.; Group Activity: Emotion Charades- Students will break into teams, and the staff member will have pictures of people showing emotions. One student will go to the front and look at one of the pictures, then act out the emotion. Students will try to guess what emotion they are displaying.

The proposed activities align with the needs assessment result and objective because Waller has indicated in their 2017-2018 School Improvement Plan that behavioral issues are barriers to student performance. Character Education will directly address this issue by

providing students with techniques (i.e. problem-solving, etc.) to aid them during the regular school day. The times and frequencies of the proposed Character Education activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Personal Enrichment 2 (Health & Nutrition Education)**

Health & Nutrition Education will: teach young people about the benefits of healthy habits such as eating right and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both during the program and at home; encourage young people to take small steps toward positive behavior change.” (BGCUtah)

Sample activities include: Group Activity: Students will create a food advertisement for a healthy snack. They will start by researching a product and imagining what an audience would want to know about it. Then, they will brainstorm ways to get their attention and deliver interesting information. They will write a short skit of the advertisement and act it out in front of the class.; Class Activity: Students will do 30 minutes of physical exercise such as relay races, jump rope contests, and tag.

The proposed activities align with the needs assessment result and objective because Waller Elementary has indicated in their 2017-2018 School Improvement Plan that poor nutrition and a need for physical activity are barriers to student performance; Health & Nutrition Education will directly address this issue by providing students with helping students learn and develop healthy eating habits and participate in physical activities. The times and frequencies of the proposed Health & Nutrition activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Adult Family Member Education**

BGCBC will facilitate six sessions for adult family members of the students: Parent Information Session, Bay District Schools Information Session, Literacy Information Session, Nutrition Information Session, Finance Information Session, and Middle School Information

Session. The Parent Information Session will provide parents a review of the 21st CCLC program requirements and activities. The Bay District Schools Information Session will provide parents the opportunity to strengthen their connection with the school district. The Nutrition Information Session will provide parents with similar information to what their students are learning about health and nutrition to help them reinforce what their students are learning. A speaker from a local health organization will be solicited for this session. The Literacy Session will provide parents and students the opportunity to read a story together and role play what they are reading. The Finance Information Session will provide parents with the opportunity learn pertinent financial tips to help themselves and their families prosper. A speaker from a local financial institution will be solicited for this session. The Middle School Information will provide parents the opportunity to connect with their students' future school.

Representatives/speakers from area middle schools will be invited for this session.

Sample activities include: Class Activity: Meal Planning- After receiving materials about healthy foods and how to purchase them, parents and students will write a week-long dinner menu together.; Group Activity: Parent-Student Plays- Parents and students will read a short book together. Then, they will imagine what happens after the book ends and write a skit together. Volunteers will act out the skit in front of small groups.

The times and frequencies of the proposed activities are two, one-hour sessions in the first quarter of the school year, as well as one, one-hour session per each of the following academic quarters.

3.8 Applicant's Experience and Capacity (5 Points)

The BGCBC and its staff have extensive experience managing public and federal funding. For many years, their team has been awarded the Office of Juvenile Justice and Delinquency Prevention (OJJDP) grant, working with at-risk youth. Allocation of hours worked, expenditures for supplies and strict record keeping, as well as good accounting policies and

procedures, has allowed this organization to satisfy all of the past grant requirements in an effective manner. In the past, partnerships with the Boys & Girls Clubs of the Emerald Coast to create a 21st CCLC site gave much needed insight into how the 21st Century grant works. In addition, Chief Executive Officer (CEO) Henry Hill previously worked with a different Boys & Girls Club in Tennessee that was awarded a 21st CCLC grant. For three years during his leadership, the organization was in good standing with the Department of Education.

The BGCBC currently has a licensed CPA that manages our books weekly, utilizing QuickBooks for our organization's accounting software. He and the CEO work closely to manage the financial matters of the organization. We also have a board of directors' treasurer looks over the financials monthly to present them to the rest of the board of directors, which meets on the third Monday of each month. Each month's financials (treasurer's reports) are filed for audit. The audit committee consists of several board members, the CEO, bookkeeper, and is led by the board treasurer. We meet annually for an extensive look at our financials through an audit that is conducted by a third-party CPA firm and filed with Boys & Girls Clubs of America (from this point on, "BGCA") BGCA and other relevant stakeholders. For the audit years of 2015 and 2016, the BGCBC has not had any material findings of significance. 2017 will be the third year the current auditing firm has been used; as of August 6, 2018, the BGCBC has already begun the auditing process, but it has not been completed yet. It is the policy of this organization to change auditors after three years to get a fresh perspective. That process will be bid out per BGCBC policies and procedures.

Henry Hill, CEO of the organization, has 7 years of experience leading a Boys & Girls Club at the executive level and more than 17 years working in youth development. He has been through extensive professional development including attending and completing Harvard's Business School of Executive Leadership, as well as the Advanced Leadership Program in BGCA School of Executive Leadership. He also attained his bachelor's degree from the University of Alabama at Birmingham (UAB). Area Director, JC Schwab, a 16-year veteran of

the BGCBC has also previously worked with the 21st CCLC grant. He also completed the BGCA Advanced Leadership Program. The proposed plan to operate the 21st CCLC has been crafted with special attention towards adding a grant administrator position. This is not a supplanted position that we already have in our organization; this position will be able to adequately support the grant.

For the last five years, through the Florida Alliance, the BGCBC has had a Department of Education and Office of Juvenile Justice Program grant in which services are provided to at-risk youth. These grants require mentoring components along with educational instruction that focus on the needs of Club members, much like the 21st CCLC programs. The Club currently has a variety of programming and Club professionals who focus on enhancing Club members' abilities to succeed in and out of the classroom. This organization has had a 50-year history of providing quality programs during summer, after-school, and out-of-school times. The goal of this application is to expand into an area of Bay County that is not being served by after-school and summer programs. The Clubs have an established relationship with Bay District Schools that allows the collection and monitoring of the grades and attendance of Club members, with special attention to students who are struggling. The BGCBC focuses on the youth who need the most in our community. Our focus is on the kids who need us most in our community. In 2017, 59% of Club members were from minority races, 83% came from free or reduced lunch homes, and 69% lived in single parent homes.

The BGCBC has been utilizing the National Youth Outcomes Initiative (NYOI) for the past three years to evaluate data for program improvement. NYOI has established outcomes through an extensive online survey conducted every spring with Club members ages 9-18. BGCBC has also collected attendance and participation data Club members to better examine Club programs and ensure they are meeting the needs of our youth. In addition to NYOI, our organization reports monthly on the number of mentoring hours conducted and the number of days each Club member is in attendance. An annual report is created of Club member

successes. Through NYOI, 76% of the Club can report members are on track to graduate from high school, 62% of Club members reported being active for at least an hour, five days or more per week, and that 38% of Club members are receiving the overall Optimal Club Experience (doing great with no improvements needed). This meets the national average of 38%. Based on the experience above, the BGCBC is a strong candidate for the 21st CCLC subgrant.

3.9 Staffing and Professional Development (5 Points)

3.9.a. Staffing Plan

A **program director/collaboration liaison (1)** will serve as the primary contact for FDOE in all matters related to the 21st CCLC program and be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. The **program director/collaboration liaison** will be responsible for: working to ensure that students in need of remediation are identified and that the plan of improvement is developed; all activities of the 21st CCLC staff; directing, supervising and governing 21st CCLC projects; reviewing 21st CCLC deliverables prior to submittal; coordinating with the evaluator as well as the **site coordinator/database management coordinator**; relying on extensive experience and judgement to plan and accomplish goals; performing a variety of tasks (i.e. traveling to the site, preparing and submitting all 21st CCLC reports (i.e. deliverables, etc.), and reviewing the budget, etc.), leading and directing the work of others; reporting to the board of directors; and ensuring that active collaboration occurs in program planning and implementation (**collaboration liaison**). The **program director/collaboration liaison** will be required to have a bachelor's degree or 4-5 years of youth development experience along with experience administering and supervising subgrants and/or grants. A **site coordinator/database management coordinator (1)** will be responsible for the daily operation, coordination, and delivery of services at Waller. The **site coordinator/management coordinator** will be

responsible for: assisting in the responsibility for actively participating BGCBC 21st CCLC student safety; coordinating enrichment activities for BGCBC 21st CCLC students and their families; developing the 21st CCLC program; ensuring that the BGCBC 21st CCLC sub-grant and contracts adhere to organizational standards; interacting with program staff and teachers on-site to assist with proper application of sub-grant objectives and to troubleshoot problems; distributing and conducting surveys; compiling information concerning the sub-grant deliverables for the evaluator; and **collecting and maintaining all data including attendance and assessment data**. The **site coordinator/database management coordinator** will be required to have at least two years of youth development experience. Time beyond direct serve hours is distributed to administrative and evaluation duties specifically for the 21st CCLC after-school and summer programs. **Certified teachers (6-10)** will provide direct academic enrichment instruction for actively participating 21st CCLC students during the 21st CCLC program hours. The **certified teachers** will be responsible for monitoring 21st CCLC student performance and progress in core academic areas and identifying and determining remedial work for actively participating 21st CCLC students. The **certified teachers** will be required to be familiar with survey and data collection, testing, concepts, practices, and procedures of teaching and hold a valid Florida Professional Educator's certificate or a temporary certificate. **Program staff (5-10)** will work with actively participating 21st CCLC students during 21st CCLC program hours to assist with homework assistance, educational life skills, technology, and athletic programs. Program staff will be required to have at least a high school diploma and 1-2 years of youth development experience.

At least two of the staff members described above will be CPR and First Aid certified, including the face-to-face component. All 21st CCLC staff will be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. Any 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.

The plan to recruit the **site coordinator/database management coordinator, certified teachers, and program staff** is to provide the administration at Waller with the staffing plan and encourage them to solicit certified teachers and support staff who excel at their school. The plan to recruit the **program director/collaboration liaison** is to solicit the community through the BGCBC social media platforms and website, the BGCA organization website, and local job boards. The plan to hire any new staff will be to have the BGCBC review the applicants and make the final decision based on the staffing plan. The plan to train the **certified teachers and program staff** is to provide yearly training concerning 21st CCLC program requirements. The plan to train the **site coordinator/database management coordinator and program director/collaboration liaison** is to participate in yearly training concerning 21st CCLC program requirements and best practices and attend the mandatory training in Fall of 2018.

3.9.b. Staffing Plan

The types of trainings proposed for the staff are: yearly training concerning 21st CCLC program requirements, best practices, classroom management, wraparound support, and CPR and First Aid training (as needed). The 21st CCLC yearly training will be led by the BGCBC CEO and/or the **program director/collaboration liaison**. This is dependent on the date of the mandatory training in Fall of 2018. Initially, the BGCBC CEO and/or the **program director/collaboration liaison** will lead the training based on knowledge of the program requirements. The CPR and First Aid training will be conducted by certified professionals. Knowledge will be transferred into practice during program activities in a few ways. First, trainees will be provided a handbook during training that details their responsibilities and answers any frequently asked questions. This handbook will be intended for use throughout the program as a reference. There will also be random checkups and reviews by the **site coordinator/data management coordinator and/or the program director/collaboration liaison** to ensure that all staff are performing adequately.

3.10 Facilities (5 Points)

The facility where the proposed 21st CCLC program will take place is Waller. Waller has the available space necessary for the implementation of the 21st CCLC program that includes: a cafeteria for snack and adult family member education, classrooms for academic enrichment (i.e. project-based learning, etc.), two computer labs for academic enrichment, portable computer labs for academic enrichment and homework help, a multipurpose room for personal enrichment (i.e. indoor physical fitness activities, etc.), a covered pavilion for personal enrichment (i.e. outdoor physical fitness activities, etc.), a baseball field for personal enrichment (i.e. outdoor physical fitness activities, etc.), and a media center for adult family member education. The facility is located in close proximity to the students' homes and school because they attend Waller during the regular school day. Students and their adult family members can access the facility in the same way they do during the regular school day. BGCBC has a valid exemption from the Department of Children and Families.

3.11 Safety and Student Transportation (5 Points)

BGCBC will ensure student safety, including appropriate adult supervision and staff background screening, by using the BGCA national safety policies and actions and the Bay District Schools safety policies. Throughout all of the following activities, students will be transition based on the required 1:10 teacher-to-student ratio and 1:20 staff-to-student ratio. Students will be received at the beginning of the program by program staff in the cafeteria to begin snack. If needed, students will be picked up from their classrooms and transported to the cafeteria. The students will be released at the end of the program once a parent and/or guardian on the allowable adult pick-up list picks them up, or they are transported home by bus. The list will be collected upon program enrollment. Furthermore, a visitor log and a sign in/out log will be created and consist of the date and time the student was checked out as well as a parent and/or guardian signature of the person who picked up the student. All visitors to the program will be

required to sign-in on the visitor log and provide current identification. The students will transition from one activity to the next with program staff. To maintain emergency preparedness, the will conduct monthly fire drills and record logs. All incidents and behavioral issues will be documented in writing by 21st CCLC program staff. At least two individuals per program site will be certified in CPR and First Aid. Prior to any off-site field trip, a signed consent form will be required. Any off-site field trips will be chaperoned by the appropriate number of program staff. All staff will keep records of hourly head counts during off-site activities.

During the after-school program, students will already be on 21st CCLC site at the conclusion of the school day because the students will be served at their targeted school, Waller. The students will travel from the site to their homes by parent and/or guardian, or by program transportation to a community stop where parents and/or guardians may pick up their students. Bay District Schools Transportation Department transports over 13,000 students to and from school, and their fleet is maintained and required to be inspected monthly by their shop staff. Community stops are based on the student addresses in FOCUS Student Information System. When they transport students from Waller, they assign them stops based on their home address. They use routing software, Versa Trans, to determine the safest and closest stops within a 0.75-mile distance from their homes. Students already have assigned school-to-home stops as bus riders that they will be familiar with and comfortable with. These stops are community stops based on home address. This will be done because the school serves a wide, rural area and it will be expensive and time-consuming to drop off each student at their home. The transportation provided by the program will be safe and dependable due to the inclusion of ride rosters for boarding/unloading, bus monitors (depending upon the number of passengers), and appropriate licensing and training for drivers. The drivers are chosen by seniority and based on the area requesting the program transportation needs. All drivers must attend yearly in-service and refresher in-service throughout the year with a focus on safety and student management.

During the summer program, students will be picked up from and dropped off at community stops or picked up and dropped off by a parent and/or guardian. The transportation provided by the program will be safe and dependable because there will be ride rosters for boarding/unloading, bus monitors (depending upon the number of passengers), and appropriate licensing and training for drivers. The drivers will be appropriately licensed, insured, trained, and screened. The same school year safety provisions will be in effect during the summer program.

3.12 Partnerships, Collaboration & Sustainability (8 Points)

3.12.a. Partnerships

We have partnered with Let's Go Learn to support the proposed program. They will be providing ELA Edge and Math Edge programs described earlier. A partnership agreement will be included in the attachments.

We have partnered with the Bay District Schools Transportation Department to support the proposed program. They will be providing safe and dependable transportation during the after-school and summer programs. They will drop off students after the after-school program to community stops, and they will pick up and drop off students at community stops during the summer program. A partnership agreement will be included in the attachments.

We have partnered with Chartwells to support the proposed program. They will contribute daily nutritious meals and snacks for students during the after-school and summer programs. Chartwells will distribute dinner to students at the beginning of the program around 2:30 p.m. After at least an hour after dinner, students will be provided a snack. Documentation will be collected and reported by program staff. A partnership agreement will be included in the attachments.

3.12.b. Collaboration

Because the targeted students of Waller will be served at Waller and by Waller Elementary staff, except the **program director/collaboration liaison**, it will be feasible to maintain

effective collaboration. In addition, the administration at Waller is enthused about potentially participating in this program and is eager to make the collaboration successful. Because the **program director/collaboration liaison** will not be a current employee of Waller, the **program director/collaboration liaison** will need to firmly establish and maintain effective communication channels with the school. The **program director/collaboration liaison** will do so by making regular visits to the site and staying in consistent communication with the school through emails and phone calls. The frequency of communications will be high because the targeted students of Waller will be served at Waller and by Waller Elementary staff. The BGCBC administration will maintain open communication channels by regularly using emails, phone calls, face-to-face contacts, and will request information regarding student grades, attendance, and behavioral incidents from the school.

3.12.c. Sustainability

Our plan for continued sustainability of the 21st CCLC program is to secure funding through other subgrant and grant opportunities. In order to ensure broad-based community support, we will establish a 21st CCLC Advisory Board comprised of two parents, one regular school day teacher from Waller, and a diverse group of members of community agencies and the private sector. The goal is to have at least ten members. There will be quarterly meetings, where minutes will be taken, and attendance will be recorded. Advisory Board members will consistently review and suggest other sources of funding (i.e. subgrants, grants, etc.). This will be the strategy to develop continued support after the funding ends.

Section 4: Program/Project Budget (15 Points)

As instructed, we have completed a funding request guide based on the Site Profile Worksheets. We used 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.

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

Section 5: Priority Points

A Priority Preference Form and supporting documentation are attached to this response. Five points are requested for **Priority 1: Evidence that the proposal targets only high-need students and families**. Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary School provides free breakfast/lunch to all students..." (2017-2018 Waller Elementary School School Improvement Plan, page 27). Three points are requested for **Priority 2: Evidence that the application involves a partnership targeting schools meeting Differentiated Accountability Priority classification**. We have partnered with Bay District Schools and Let's Go Learn to support the proposed program. Bay District Schools will be providing access to . Let's Go Learn will be providing ELA Edge and Math Edge programs described earlier. Memorandums of Understanding will be included in the attachments.

References

2017-2018 Waller Elementary School School Improvement Plan (page 2, 25, 27)

BDSAA 2017 to 2018 School Grades Comparison: Category Breakdown

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Cohort 17 (2018-19) RFP Scope of Work/Narrative Addendum

Agency Name:

BGC of Bay County

Project Number:

91X-2449B-9PCC1

Program Name:

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes: Additions Deletions Both

The following items are incorporated as part of the Scope of Work:

3.2b Needs Assessment

Identify and describe community resources and supports that are available to meet the needs or that could be aligned with the proposed program services.

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 consultation with all stakeholders (community and target school) needed in order to develop the program.

Include a description of the consultation with eligible private schools to determine the need for a 21st CCLC program.

To identify the need for a 21st CCLC program in the proposed community, we held a meeting with Gina McNally, the administrative assistant at Waller, where we discussed the community and school needs. **Ms. McNally emphasized the lack of resources and supports available to the Waller community, such as lack of transportation and large rural distances, students living with guardians other than their parents, and the low income level of Youngstown. The lack of resources and community supports make Waller an ideal site for a 21st CCLC program. To alert the community, we asked her to send an IRIS Alert, which "send out important information to parents via email, text, and phone calls," to parents gauging their interest in the program (Khalil, "Important information distributed through Bay District Schools IRIS Alerts").**

The community and local private schools were involved in determining the need for a 21st CCLC program by posting our Community Notice on the BGCBC website and emailing our Community Notice to all eligible private schools on July 18, 2018. **Local private schools were sent a follow-up email on July 26. However, all but one of the private schools did not respond to the emails; the one school that did respond did not engage with our requests to set up a meeting, and were thus excluded from the grant.**

While Bay County offers an afterschool program called "Bay BASE," they do not have a site at Waller. Bay BASE "is an after-school program designed to enrich children's lives educationally, socially, culturally, emotionally, and physically in a safe and familiar setting..." (Elementary, "Bay BASE"). Currently, Waller buses between 10-30 of their students to Tommy Smith Elementary School for Bay BASE (Elementary,

"Bay BASE"); however, the limited busing capacity restricts how many Waller students can participate in Bay BASE, as many Waller parents cannot transport the children to Tommy Smith Elementary themselves. In addition, Bay BASE charges the following fees and rates: "After School Registration Fee (\$25.00 per child; non-refundable); After School Program (\$45.00 per week first child; \$20.00 per week each additional child) ..." (Marketing, "Bay Base | Bay District Schools"). Given the Youngstown community's reduced earnings and elevated poverty level, these fees mean that Bay BASE is out of reach for many Waller families. While Bay BASE can meet the needs of some Waller students, it is unfeasible for the majority of Waller families. The proposed 21st CCLC program at Waller would close the gaps in services for this community.

The data sources used for the needs assessment are: 2017-2018 Waller Elementary School School Improvement Plan, Bay District Schools website, Waller Elementary School website, Important information distributed through Bay District Schools IRIS Alerts article, and the Towncharts website.

3.5 Times and Frequency of Service Provision for Students and Adult Family Members

Describe the operations that meet the minimum requirements of the RFP.

The following have been included in the attachments: a Site Profile Worksheet, a sample after-school schedule, a sample summer schedule, and a sample adult family member education schedule. **This proposed program will operate for well over 300 hours between the afterschool and summer components. During the school year, this program will operate Monday-Friday for 3.75 hours a day, or 18.75 hours per week. The afterschool program will end at 5:45pm daily to accommodate for the scheduling needs of Waller families. During the summer, the program will operate Monday-Friday from 8:00am-12:30pm, so that families can ensure students' transportation before work and during their lunch break. The summer program will be 4.5 hours per day, totaling 22.5 hours per week.**

This proposal outlines six adult family member education activities, which exceeds the requirements of the RFP. These activities have been selected based on the needs of the Youngstown community and encourage familial involvement in students' education. The proposed adult family member education events are: Parent Information Session, Bay District Schools Information Session, Literacy Information Session, Nutrition Information Session, Finance Information Session, and Middle School

Information Session. **The first two activities will occur in the first quarter of the school year, the third and fourth events will occur during the second quarter, the fifth event would take place in the third quarter, and the final event during the last quarter of the 2018-2019 school year. These program parameters meet the requirements of this grant as outlined in section 3.5 of the Florida Dept. of Education Request for Proposal.**

3.6 Program Evaluation

Describe how the evaluation results will be shared with the community.

Once the evaluation results are received, they will be shared with the community on the 21st Century web page administered by the Boys & Girls Clubs of Bay County.

3.11 Safety and Student Transportation

Describe a safety plan for field trips, emergencies, etc.

A parental contact sheet will be maintained with updated phones, emails, and emergency contact information. Prior to any off-site field trip, a signed consent form will be required. Any off-site field trips will be chaperoned by the appropriate number of program staff. All staff will keep records of hourly head counts during off-site activities.

In the case of an emergency, the first priority will be ensuring students' safety. Program staff will utilize Bay District Schools and Waller Elementary School policies regarding weather emergencies and threats to the program site. At least two staff members will be CPR certified and trained in First Aid, in case of a medical emergency. Once student safety has been established in an emergency situation, guardians will be notified as soon as possible and will be allowed to pick up their children.

When Hurricane Michael struck Bay County on October 10th, 2018, it caused an unprecedented level of destruction that severely impacted the entire area. Accordingly, some adaptations will be made to accommodate for the realities of the post-Michael situation. The program is unable to commence until January 2019, and there may be other changes made as well.

Appendix A
Continuing Improvement 2019-20

Agency Name: Boys & Girls Clubs of Bay County Project Number: 91X-2440B-0PCC1
Program Name: Leaping into the 21st Century

Reason(s) for the change:

Section 3.1

Program times and hours are updated to reflect the 2019-2020 school year, new Waller Elementary dismissal time, and summer schedule.

This change includes: Additions Deletions Both

Narrative Language:

The Boys & Girls Clubs of Bay County, Inc. (from this point on, "BGCBC") 21st CCLC Program serves students at Waller Elementary School (from this point on, "Waller") (Youngstown) in grades 1-5. This site serves 100 students during the after-school program, and 30 students during the summer program. The program targets low performing students from the aforementioned targeted (and Title I) school. ~~The after-school program operates from September 17, 2018 May 30, 2019. Over the course of the 153-day program, program days are Monday-Friday and program hours are 2:00-5:45 p.m. (3.75 hours/day). The summer program operates from June 3, 2019 to July 26, 2019. Over the course of the 35-day program, program days are Monday-Friday and program hours are 8:00 a.m. 12:30 p.m. (4.5 hours/day). The after-school program operates from October 1, 2019 through May 22, 2020. Over the course of the 135-day program, program days are Monday-Friday and program hours are 2:15-5:45 p.m. (3.5 hours/day). The summer program operates from June 1, 2019 to July 23, 2019. Over the course of the 28-day program, program days are Monday-Thursday and program hours are 8:00 a.m.-2:00 p.m. (6 hours/day).~~ The after-school program operates from October 1, 2019 through May 22, 2020. Over the course of the 135-day program, program days are Monday-Friday and program hours are 2:15-5:45 p.m. (3.5 hours/day). The summer program operates from June 1, 2019 to July 23, 2019. Over the course of the 28-day program, program days are Monday-Thursday and program hours are 8:00 a.m.-2:00 p.m. (6 hours/day).

Underscore reflects additions to the 2017-18 narrative.

~~Cross-out~~ reflects deletion of language in the 2017-18 narrative.

Reason(s) for the change:

Section 3.6

The program is working with a new evaluator for the 2019-2020 year.

This change includes: Additions Deletions Both

Narrative Language:

Larry Hutcherson will manage the 21st CCLC evaluation of the program. Larry was selected because of his previous evaluation experience with the BGCBC. Larry has over 52 years of experience in the field of education. During this time, he was a classroom teacher, guidance counselor, Director of Testing for the Orange County Schools, Director of Assessment and Evaluation for the Georgia Department of Education, and Bureau Chief of Curriculum and Assessment for the Florida Department of Education. After retiring from the Florida Department of Education, he opened his own consulting business. His major focus was policy development and the evaluation of programs. He has served as the external evaluator for over 10 different 21st CCLC programs. His education includes an A.A. degree from Orlando Junior College, a B.S. degree from Florida State University, a M.Ed. degree from Rollins College, and an Ed.S. degree from Valdosta College. In addition, he has 30 hours of master's level courses from Stetson University, and has completed all course work and oral and written exams for his Ph.D. from Florida State University. The activities included in the evaluation of the program include a mid-year report and a final report.

His approach to the evaluation of 21st CCLC programs begins with a meeting with all staff to discuss all aspects of the program to be implemented. He believes it is very important for all staff to fully understand the goals and objectives for the program and the activities selected for meeting these during the year. As a part of this meeting, he will explain his evaluation approach and emphasize continuous quality improvement activities to identify performance measures and ensure outcomes for students. During the course of the evaluation, he will continue to collect data and discuss with staff what the draft results are demonstrating and discuss a review of activities that may need to be expanded, changed, or deleted. He believes it is very important for the staff to understand that continuing to implement an activity that's not working is a waste of time. His evaluation questions will focus on the beginning, middle and end of the program. Baseline data will be needed to assure the project as written is being followed during the program year. Such data will include but not limited to: student enrollment/attendance data by grade, male/female, date of enrollment; parent/community interaction with the program; alignment of programs and activities with program objectives; and development and implementation of partnerships.

Hutcherson will work with the program director/collaboration liaison to review all data necessary to assess program progress towards goals. The actual data will be collected by the program, and he will review and discuss results with the program staff. Individual student data such as report card grades and conduct grades related to each outcome will be collected from the Bay District Schools and analyzed. In addition, student discipline data and out of school suspensions data will be collected from Bay District Schools and utilized to assess behavior and out of school suspensions. Surveys will be utilized to collect data such as parent involvement, program satisfaction, and teacher satisfaction. Baseline assessments for newly enrolled students will occur within five days of enrollment. 21st CCLC program staff will be involved in the collection of data and must recognize the need to collect and maintain accurate data. In addition, the need for confidentiality will be an on-going discussion among program staff. Hutcherson will work with the program director/collaboration liaison to review all baseline, mid-year, and end-of-year data necessary to assess program progress towards goals.

QUALIFICATIONS: During the course of the creation of the 2019-2020 application for 21st CCLC programming, the Boys & Girls Clubs of Bay County performed a competitive bid process to select a new independent evaluator to assist in the continuous improvement of the 21st CCLC program. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data analysis and reporting to both the FLDOE and USDOE (to the extent allowed by the FLDOE). The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted

under the ethical codes and procedures of these professional organizations. All BGC employees, officers and agents are free from any real or apparent conflict of interest with the selected firm.

EVALUATION PLAN AND ACTIVITIES: Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model . This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the majority of education programs). In essence, this model evaluates programs in “real time”, embracing the plethora of complex interactions between various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.) . The evaluation plan is further enhanced with the Utilization-Focused Evaluation (to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers) . Overall, these approaches form a system-oriented evaluation with emphasis on knowledge integration and communication of results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student’s actions, attitudes, knowledge, performance.

DATA COLLECTION, MAINTENANCE, AND REPORTING: The BGC agrees to provide all necessary data to complete the state and federal evaluation reporting requirements. Data will include all student demographics, state standardized tests (from all prior and current years), student report card ‘grades’, diagnostic results on all students, and a variety of other data used for the evaluation process. The program will collect and provide all required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. All data will be entered directly by the program into the EZReports system, as required by the FLDOE (which no longer allows evaluators to enter any data for the program).

COORDINATION OF EVALUATION ACTIVITIES: The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EXAMINING PROGRAM IMPACT: A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by August 15) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders

to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using FL Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

USE AND DISSEMINATION OF EVALUATION RESULTS: Distribution will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. If requested, up to monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative/summative evaluations, evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in addressing and refining any identified concerns within the complex and evolving system of the 21st CCLC program. In addition, all 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations will be shared with all stakeholders electronically (e.g., administrators, parents, partners) to share information/ encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.

1 Patton, M. Q. (1994). Developmental evaluation. *Evaluation Practice*, 15(3), 311-319.

2 Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

3 Patton, M. Q. (2008). *Utilization-focused evaluation*. Sage publications.

Reason(s) for the change:

Section 3.7

Clarifying an inconsistency in the RFP; the introductory paragraph of section 3.7 says there will be 3 hours of character ed per week in the afterschool program, while the "Personal Enrichment 1 (Character Education)" subsection states there will be one hour of character education per week in the afterschool program. This change clarifies that the program offers one hour of character education per week during the afterschool program.

This change includes: Additions Deletions Both

Narrative Language:

During the after-school program, students will be released from the regular school day at 2:00 p.m. When the regular school day ends, they will transition to the cafeteria for attendance, homework help, and snack until 3:15 p.m. The staff-to-student ratio for this block will be 1:20. After attendance, homework help, and snack, students will transition to two back-to-back blocks each for a total of two hours of enrichment per day. Students will have two hours of English Language Arts per week. Waller administration specifically requested an additional hour of English Language Arts enrichment due to the extremely low level of student proficiency in this area. Also, students will have one hour of Mathematics and Science each, ~~three hours of Character Education~~ one hour of Character Education, and two hours of Health & Nutrition Education per week. For academic enrichment blocks, the teacher-to-student ratio will be 1:10. For personal enrichment blocks, the program staff-to-student ratio will be 1:20. After the academic and personal enrichment blocks, students will wait for parent pick-up or bus transportation.

Reason(s) for the change:

Section 3.7

Clarifying the teacher-student ratio for academic enrichment.

This change includes: Additions Deletions Both

Narrative Language:

~~For academic enrichment blocks, the teacher to student ratio will be 1:10.~~

The academic enrichment blocks will be led by teachers, and a staff member to student ratio of 1:10 will be maintained.

Reason(s) for the change:

Section 3.7

During the 2018-2019 program, both students and teachers indicated that computer time for *Let's Go Learn* was deeply unpopular to the point that students cited it as a reason to leave the program; students spend so much time using computer programs during the school day that adding an additional computer program afterschool was tedious. Because students will retain access to the computer labs and BDS provides multiple online programs, it was decided that focusing more on project-based learning, utilizing existing computer programs, and not purchasing an additional computer program was a better use of resources for this 21st CCLC program.

This change includes: Additions Deletions Both

Narrative Language:

English Language Arts

~~During the after school and summer programs, students will utilize an online platform called "Let's Go Learn". Per the partnership agreement, "Let's Go Learn's assessments and the accompanying individualized online instructional programs were modeled after Cal Reads, a successful tutoring program developed by Dr. McCallum at University of California, Berkeley. In his tutoring program, Dr. McCallum had shown that consistent, individualized assessment and instruction could raise skills of struggling students by approximately two years within a school year as compared to a control group of similar students (McCallum et al., 2000). The Let's Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments described above...LGL ELA Edge is web based, differentiated learning course focusing on decoding, other basic reading skills, and English Language Arts. Pop-cultured themed materials engage students as they learn in areas targeted by the built in (sic) diagnostic assessment..."~~

During the afterschool and summer programs, students will engage in project-based learning for the English Language Arts Enrichment blocks. Hands-on activities have been shown to increase knowledge retention, and feedback from Waller students and staff members consistently indicate that students prefer hands-on activities. English activities will be designed and executed by Waller's 21st Century teachers, as they know precisely what students are working on during the school day. Activities will be creative and include hands-on components to facilitate student engagement and learning, and each grade level should receive a version of the activity modified to their learning level. At times, students may use the Waller computer labs for research or to use computer programs already provided by Bay District Schools, such as SmartyAnts, Achieve 3000, and Accelerated Reader. However, the majority of English Language Arts activities in this program will be project-based and designed by program teachers based on students' needs and Waller's school day curriculum.

Sample activities include: Group Activity: Story Illustration- Students will break into groups and read a short story together. Then, each group member will be assigned a paragraph from the story to illustrate. When all members are finished, their drawings will be put together in chronological order and they will reread the now-illustrated story.; Individual Activity: Character Modeling- After reading a short story, students will use play-dough to create one of the story's characters.

The proposed activities align with the needs assessment result and objective because only 32% of Waller Elementary students demonstrated proficiency in English Language Arts in 2017-2018. This program's English Language Arts enrichment will directly address this issue by providing innovative, ~~research-based online programming combined with Project-Based Learning activities~~ engaging, project-based learning activities that students find both memorable and enjoyable. The times and frequencies of the proposed English Language Arts activities are two hours per week (after-school) and 3.75 hours per week (summer).

Mathematics

During the after-school and summer programs, students will utilize an online platform called "Let's Go Learn". During the after-school and summer programs, students will utilize an online platform called "Let's Go Learn". Per the partnership agreement, "...The Let's Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments...: LGL Math Edge is the perfect accompaniment to ADAM K-7, our diagnostic math assessment. Data from the 44 sub-tests in ADAM K-7 are used to prescribe one of five LGL Math Edge online courses: ME2, ME3, ME4, ME5, or ME6. Students enter the appropriate level of instruction based on their strengths and weaknesses. With Let's Go Learn, every learning event is customized to a student's needs..."

During the afterschool and summer programs, students will engage in project-based learning for the Mathematics Enrichment blocks. Hands-on activities have been shown to increase knowledge retention, and feedback from Waller students and staff members consistently indicate that students prefer hands-on activities. Math activities will be designed and executed by Waller's 21st Century teachers, as they know precisely what students are working on during the school. Activities will be creative and include hands-on components to facilitate student engagement and learning, and each grade level should receive a version of the activity modified to their learning level. At times, students may use the Waller computer labs for research or to use computer programs already provided by Bay District Schools, such as SmartyAnts, Achieve 3000, and Accelerated Reader. However, the majority of mathematics activities in this program will be project-based and designed by program teachers based on students' needs and Waller's school day curriculum.

Sample activities include: Class Activity: Worksheet Contest- Students will be given a grade-appropriate worksheet in addition, subtraction, multiplication, or division. The teacher will start a timer for a set number of minutes, and whoever finishes the most problems correctly is recognized.; Group Activity: Math Blocks- In small groups, students will be given math building blocks and a building guide based on simple equations. Students will build a structure based on the results of the equations.

The proposed activities align with the needs assessment result and objective because only 44% of Waller Elementary students demonstrated proficiency in Mathematics in 20172018. This program's Mathematics enrichment will directly address this issue by providing innovative, ~~research-based online programming combined with Project Based Learning activities~~ engaging, project-based learning activities that students find both memorable and enjoyable. The times and frequencies of the proposed Mathematics activities are one hour per week (after-school) and 3.75 hours per week (summer).

Reason(s) for the change:

Section 3.7

Clarifying and expanding on the health and nutrition curriculum.

This change includes: Additions Deletions Both

Narrative Language:

Personal Enrichment 2 (Health & Nutrition Education)

Health & Nutrition Education will: teach young people about the benefits of healthy habits such as eating right and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both during the program and at home; encourage young people to take small steps toward positive behavior change." (BGCUtah) Activities should include both physical education and a health education component, allowing students to learn about health and nutrition while developing physical fitness.

Sample activities include: Group Activity: Students will create a food advertisement for a healthy snack. They will start by researching a product and imagining what an audience would want to know about it. Then, they will brainstorm ways to get their attention and deliver interesting information. They will write a short skit of the advertisement and act it out in front of the class. Class Activity: Students will do 30 minutes of physical exercise such as relay races, jump rope contests, and tag.

The proposed activities align with the needs assessment result and objective because Waller Elementary has indicated in their 2017-2018 School Improvement Plan that poor nutrition and a need for physical activity are barriers to student performance; Health & Nutrition Education will directly address this issue by providing students with helping students learn and develop healthy eating habits and participate in physical activities. The times and frequencies of the proposed Health & Nutrition activities are one hour per week (after-school) and 3.75 hours per week (summer).

Reason(s) for the change:

Section 3.9a

Following Hurricane Michael, program staff and BGCBC leadership have indicated a need for mental health services for students. Adding a family liaison to act as a program guidance counselor will help address the needs of the Waller community as it recovers from Hurricane Michael.

In addition, the site coordinator role is more involved in the daily operation of the program than data analysis and management. A data management assistant position has been added to assist with analyzing and compiling enrichment survey scores.

This change includes: Additions Deletions Both

Narrative Language:

A program director/collaboration liaison (1) will serve as the primary contact for FDOE in all matters related to the 21st CCLC program and be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. The program director/collaboration liaison will be responsible for: ~~working to ensure that students in need of remediation are identified and that the plan of improvement is developed~~; all activities of the 21st CCLC staff; directing, supervising and governing 21st CCLC projects; ~~assembling and~~ reviewing 21st CCLC deliverables prior to submittal, ~~and managing and storing deliverables content and materials~~; coordinating with the evaluator as well as the site coordinator/~~database management coordinator~~; relying on extensive experience and judgement to plan and accomplish goals; performing a variety of tasks (i.e. traveling to the site, preparing and submitting all 21st CCLC reports (i.e. deliverables, etc.), and reviewing the budget, etc.), leading and directing the work of others; ~~submitting reimbursement requests to the FDOE~~; reporting to the Board of Directors; and ensuring that active collaboration occurs in program planning and implementation (collaboration liaison). The program director/collaboration liaison will be required to have a bachelor's degree or 4-5 years of youth development experience along with experience administering and supervising subgrants and/or grants.

A site coordinator/~~database management coordinator~~ (1) will be responsible for the daily operation, coordination, and delivery of services at Waller. The site coordinator/~~management coordinator~~ will be responsible for: assisting in the responsibility for actively participating BGCBC 21st CCLC student safety; coordinating enrichment activities for BGCBC 21st CCLC students and their families; developing the 21st CCLC program; ~~working to ensure that students in need of remediation are identified and that the plan of improvement is developed~~; ensuring that the BGCBC 21st CCLC sub-grant and contracts adhere to organizational standards; interacting with program staff and teachers on-site to assist with proper application of sub-grant objectives and to troubleshoot problems; ~~distributing and conducting~~ administering surveys; ~~collecting and maintaining attendance data~~; ~~compiling information concerning the sub-grant deliverables for the evaluator~~; and ~~collecting and maintaining all data including attendance and assessment data~~. The site coordinator/~~database management coordinator~~ will be required to have at least two years of youth development experience. Time beyond direct serve hours is distributed to administrative and evaluation duties specifically for the 21st CCLC afterschool and summer programs.

A data management assistant (1) will be responsible for scoring and analyzing the raw survey data from students' enrichment data collections. The data management assistant will score individual student surveys and input student surveys into a data management system. This position will be active during data collection times (baseline, mid-year, and end of year) and will require about 10 hours of work per collection. The data management assistant will be required to possess a valid Florida Educator's certificate or temporary certificate and at least a Bachelor's Degree. Experience in grading papers, data analysis, and data management software is required.

A family liaison (1) will be responsible for designing and administering aspects of the character education program, including mental health-focused components; conducting group counseling with students; collaborating with the program on student behavior during Waller's school day; and connecting with families when there are concerns with students'

attendance, behavior, and grades, or as requested by the family or site coordinator. The family liaison will be required to be a certified counselor or possess equivalent qualifications, as well as possess at least a Bachelor's Degree. They will also be required to have at least 2 years of experience with youth development, providing counseling, and other relevant experience.

Certified teachers (6-10) will provide direct academic enrichment instruction for actively participating 21st CCLC students during the 21st CCLC program hours. The certified teachers will be responsible for monitoring 21st CCLC student performance and progress in core academic areas and identifying and determining remedial work for actively participating 21st CCLC students. The certified teachers will be required to be familiar with survey and data collection, testing, concepts, practices, and procedures of teaching and hold a valid Florida Professional Educator's certificate or a temporary certificate. Program staff (5-10) will work with actively participating 21st CCLC students during 21st CCLC program hours to assist with homework assistance, educational life skills, technology, and athletic programs. Program staff will be required to have at least a high school diploma and 1-2 years of youth development experience.

Reason(s) for the change:

Section 3.12a

No longer using *Let's Go Learn* as a part of this program.

This change includes: Additions Deletions Both

Narrative Language:

~~We have partnered with Let's Go Learn to support the proposed program. They will be providing ELA Edge and Math Edge programs described earlier. A partnership agreement will be included in the attachments.~~

Reason(s) for the change:

Section 3.12b

Clarifying the site coordinator's role in program collaboration.

This change includes: Additions ~~Deletions~~ ~~Both~~

Narrative Language:

Because the targeted students of Waller will be served at Waller and by Waller Elementary staff, except the program director/collaboration liaison, it will be feasible to maintain effective collaboration. In addition, the administration at Waller is enthused about potentially participating in this program and is eager to make the collaboration successful. Because the program director/collaboration liaison will not be a current employee of Waller, the program director/collaboration liaison will need to firmly establish and maintain effective communication channels with the school. The program director/collaboration liaison will do so by making regular visits to the site and staying in consistent communication with the school through emails and phone calls. The frequency of communications will be high because the targeted students of Waller will be served at Waller and by Waller Elementary staff. The BGCBC administration will maintain open communication channels by regularly using emails, phone calls, face-to-face contacts, and will request information regarding student grades, attendance, and behavioral incidents from the school.

In addition to efforts by the program director, the site coordinator will play a large role in collaboration with the regular school day due to their proximity as a Waller employee. The site coordinator should communicate directly with Waller's administration and school day teachers on an ongoing basis, and maintain documentation of this collaboration. The program's teachers and paraprofessionals also work at Waller during the school day and can have an active role in collaborating as well. Relying on the expertise and connections of all team members will ensure that this program collaborates effectively with the Waller school day at all levels.

Appendix A Continuing Improvement 2021-22

Agency Name: Boys & Girls Clubs of Bay County
Program Name: Leaping into the 21st Century at Waller Elementary

Project Number: 91X-2442B-2PCC1

Reason(s) for the change:

Section 3.1

Program times and hours are updated to reflect the 2021-22 school year, Waller Elementary dismissal time, and summer schedule.

Section 3.6

In the 2021-22 program year, the requirement for an external evaluation was removed for 21st CCLC programs.

Section 3.9

Making the Site Coordinator role full-time. Given the additional data that will be required for the 2021-22 school year, this position will work on collecting data from the target school and inputting data into EZ Reports. They will also act as a liaison between the program and individual teachers to provide more specific support to students who need it.

This change includes: Additions Deletions Both

Narrative Language:

Section 3.1

The Boys & Girls Clubs of Bay County, Inc. (from this point on, "BGCBC") 21st CCLC Program serves students at Waller Elementary School (from this point on, "Waller") (Youngstown) in grades 1-5. This site serves 100 students during the after-school program, and 30 students during the summer program. The program targets low performing students from the aforementioned targeted (and Title I) school. ~~The after-school program operates from August 31, 2020 through May 21, 2021. Over the course of the 154-day program, program days are Monday-Friday and program hours are 2:15-5:45 p.m. (3.5 hours/day). The summer program operates from June 1 to July 22, 2021. Over the course of the 27-day program, program days are Monday-Thursday and program hours are 8:00 a.m.-2:00 p.m. (6 hours/day). The after-school program operates from August 30, 2021 through May 20, 2022. Over the course of the 153-day program, program days are Monday-Friday and program hours are 2:15-5:45 p.m. (3.5 hours/day). The summer program operates from May 31 to July 26, 2022. Over the course of the 28-day program, program days are Monday-Thursday and program hours are 8:00 a.m.-2:00 p.m. (6 hours/day).~~

Section 3.6

3.6 Program Evaluation (10 Points)

In the 2021-22 program year, the requirement for an external evaluation was removed for 21st CCLC programs.

~~QUALIFICATIONS: During the course of the creation of the 2019-2020 application for 21st CCLC programming, the Boys & Girls Clubs of Bay County performed a competitive bid process to select a new independent evaluator to assist in the continuous improvement of the 21st CCLC program. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data analysis and reporting to both the FLDOE and USDOE (to the extent allowed by the FLDOE). The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. All BGC employees, officers and agents are free from any real or apparent conflict of interest with the selected firm.~~

EVALUATION PLAN AND ACTIVITIES: Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the majority of education programs). In essence, this model evaluates programs in “real time”, embracing the plethora of complex interactions between various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the Utilization Focused Evaluation (to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented evaluation with emphasis on knowledge integration and communication of results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student’s actions, attitudes, knowledge, performance.

DATA COLLECTION, MAINTENANCE, AND REPORTING: The BGC agrees to provide all necessary data to complete the state and federal evaluation reporting requirements. Data will include all student demographics, state-standardized tests (from all prior and current years), student report card ‘grades’, diagnostic results on all students, and a variety of other data used for the evaluation process. The program will collect and provide all required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. All data will be entered directly by the program into the EZReports system, as required by the FLDOE (which no longer allows evaluators to enter any data for the program).

COORDINATION OF EVALUATION ACTIVITIES: The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EXAMINING PROGRAM IMPACT: A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by August 15) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using FL Afterschool Network Standards); (2) student attendance trends; and

~~(3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.~~

USE AND DISSEMINATION OF EVALUATION RESULTS: Distribution will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. If requested, up to monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative/summative evaluations, evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in addressing and refining any identified concerns within the complex and evolving system of the 21st CCLC program. In addition, all 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations will be shared with all stakeholders electronically (e.g., administrators, parents, partners) to share information/ encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.

Section 3.9

A full-time Program Director/Collaboration Liaison (1) will serve as the head of the daily operations and direction of the 21st CCLC program. They will be responsible for: researching, planning, and implementing programming; acquiring supplies; obtaining and organizing documentation of grant requirements; relying on extensive experience and judgement to plan and accomplish goals; coordinating and communicating with program partners; communicating with program families and enforcing disciplinary policies; managing the 21st Century team and directing their work; and other responsibilities of leading and implementing the program. They will also serve as the designated Collaboration Liaison for the program and be responsible for collaborating and communicating with Waller Elementary's school day. This position will be required to have at least a high school diploma (Bachelor's Degree preferred) and 3 years' minimum experience working in education, youth development, or similar fields. ~~This position replaces all mentions of the Site Coordinator and most mentions of the Program Director role in the original 2018-19 RFP.~~

A full-time site coordinator/database management coordinator (1) will be responsible for the daily operation, coordination, and delivery of services at Waller. The site coordinator/management coordinator will be responsible for: assisting in the responsibility for actively participating BGCBC 21st CCLC student safety; coordinating enrichment activities for BGCBC 21st CCLC students and their families; developing the 21st CCLC program; ensuring that the BGCBC 21st CCLC sub-grant and contracts adhere to organizational standards; interacting with program staff and teachers on-site to assist with proper application of sub-grant objectives and to troubleshoot problems; distributing and conducting surveys; ~~compiling information concerning the sub-grant deliverables for the evaluator;~~ and collecting and maintaining all data including attendance and assessment data. They will work with school-day teachers to obtain data, assignments, and progress updates about students, and they will work with the school's administrative office/school district to obtain required data. The site coordinator/database management coordinator will be required to have at least two years of youth development experience. Time beyond direct serve hours is distributed to administrative and evaluation duties specifically for the 21st CCLC after-school and summer programs.

Underscore reflects additions to the 2021-22 narrative.

~~Cross out~~ reflects deletion of language in the 2018-19 narrative.

Florida's Nita M. Lowey 21st Century Community Learning Centers Evaluation Plan for 2021-22

Objective Category	Objective Number	Domain	Required Objective	Required Measure
1. Academic Achievement	1.A.1	English Language Arts (ELA)	75% of students will show gains in ELA performance on the FSA	ELA Florida Standards Assessment (FSA) scores will be collected for students in all grades annually
	1.A.2	English Language Arts (ELA)	75% of students will show gains in ELA on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.A.3	English Language Arts (ELA)	75% of students will show improvement in ELA grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.B.1	Mathematics	75% of students will show gains in mathematics performance on the FSA	Math Florida Standards Assessment (FSA) scores will be collected for students in all grades annually
	1.B.2	Mathematics	75% of students will show gains in mathematics on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.B.3	Mathematics	75% of students will show improvement in mathematic grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.C.	Grade Point Average (GPA)-Secondary Only	75% of students will improve their cumulative GPA by at least 0.1 point annually	GPA will be collected for all students who receive a GPA annually
2. Dropout Prevention	2.A.	Attendance/Dropout Prevention	75% of students will improve their school day attendance annually	School day attendance rate will be collected for all students annually
3. Behavior	3.A.	Behavior	75% of students will improve their behavior annually	Data report on in-school suspension and discipline referrals will be collected for all students monthly
4. Engagement/ Safe and Supportive Relationships	4.A.1	Engagement/Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually	Stakeholder Surveys (teacher, parent and student on engagement) will be collected for all students annually
	4.A.2	Engagement/Safe and Supportive Relationships	75% of students will increase their engagement in school annually	Stakeholder Surveys (teacher, parent and student on engagement) will be collected for all students annually





PROPOSED
Florida's 21st Century Community Learning Centers
Continuation Attendance-Based Funding Worksheet
2021-2022

This worksheet is designed to bring all 21st CCLC subgrantees into minimum compliance with the attendance thresholds established by the Request for proposals/Applications. It is a standardized process to establish the maximum funding for which the continuing program is eligible. Every 21st CCLC program proposed to provide services to a specific number of students at specific sites on a daily basis (Average Daily Attendance - ADA), and was funded based on this proposed ADA. Due to varied attendance patterns during the pandemic, funding adjustments for attendance been waived for the 2021-2022 program year.

Boys & Girls Club of Bay County	91X-2442B-2PCC1
Agency Name	2021-2022 Project Number
\$263,427.00	1
2020-21 Award Amount (DOE200)	Number of Sites
	17
	Cohort

Agency entering Year 4 of funding.

Program-Level Analysis -- Overall Average Daily Attendance by Component

Component	Proposed Daily Attendance	Reported Daily Attendance	Overall Performance (Reported/Proposed)	Subject to Site-Level Adjustment?
Before School	0	n/a	n/a	no
Afterschool	100	n/a	n/a	no
Weekend	0	n/a	n/a	no
School Breaks/ Holidays	0	n/a	n/a	no
Summer	30	n/a	n/a	no

Site-Level Funding Summary (Individual Site Analysis Attached)

Site Name	2021-2022 Max. Site Funding
Waller Elementary School	\$ 263,427.00
-	\$ -
-	\$ -
-	\$ -

2021-2022 Maximum Funding Amount
\$263,427.00

2021-22 Maximum Funding Amount reflects performance levels and automatic reductions.
Automatic reductions are applied to Cohorts 15 and 16 (80%).

Special Notes / Comments

Program will operate an additional 0.18 hours per day for summer, equalling 6 hours total. The additional 0.18 hours will be provided in kind.

Program will operate for a total of 28 summer days, with one day being provided in-kind.



Florida's 21st Century Community Learning Centers
Site-Level Average Daily Attendance - Funding Worksheet

Agency Name: Boys & Girls Club of Bay Co
 2021-22 Project # 91X-2442B-2PCC1 Cohort: 17

1
of Sites

Waller Elementary School												
2020-2021			Review			2021-2022						
Proposed (Most Recent) # Students	Reported (As submitted through April 2021)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide					Maximum Funding (Proportion Applied) 87.59%	
	ADA	% Perform				# Students	Hrs/Day	# Days	Base Rate	Adj. Rate		Service Total
Before School	n/a	n/a	n/a	no	--	0			\$2.00	\$2.00	\$ -	\$ -
Afterschool Group 1	100	n/a	n/a	no	yes	100	3.5	153	\$5.00	\$5.00	\$ 267,750.00	\$ 234,522.89
Group 2		n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Group 3		n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Early Release		n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Weekend Days		n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
School Break/Hol		n/a	n/a	no	no	0			\$6.00	\$6.00	\$ -	\$ -
Summer	30	n/a	n/a	no	yes	30	5.82	27	\$7.00	\$7.00	\$ 32,999.40	\$ 28,904.26
											\$ 300,749.40	\$ 263,427.00

Calculating the Ratio

Total Services Proposed	\$ 319,950.00
Maximum Funding	\$ 280,245.00

Proportion to Unit Cost 87.59%

This proportion must be applied every year of funding

The proportion must reflect the scenario most beneficial for the department (the best deal). If a program increases the level of services, the ratio must be revised to reflect the lower proportion. The proportion cannot be increased.



2021-2022 SITE PROFILE

Agency Name	Boys & Girls Clubs of Bay County	Project Number	91X-2442B-2PCC1		
Site Name	Waller Elementary School	Zip Code	32466		
Site Address:	11332 County Road 388	City	Youngstown	County	Bay
Site Contact Name:	Topeaka McPhee	Phone	850-767-1752	Email	waller@bgcbayfl.org

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Waller Elementary School	Pre-k – 5	419	100	1-5		100	30		
TOTAL									

BEFORE SCHOOL SITE OPERATIONS									
Start Date				End Date			Total Number of Service Days		
Non-service days									
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.			
Start Time									
End Time									
Hours									

AFTER SCHOOL SITE OPERATIONS										
Start Date	8/30/21		End Date	5/20/22		Total Number of Service Days	153			
Non-service days	9/6/21, 9/23/21, 10/11/21, 10/29/21, 11/11/21, 11/22/21, 11/23/21, 11/24/21, 11/25/21, 11/26/21, 12/16/20, 12/22/21, 12/23/21, 12/24/21, 12/27/21, 12/28/21, 12/29/21, 12/30/21, 12/31/21, 1/3/22, 1/4/22, 1/5/22, 1/6/22, 1/7/22, 1/17/22, 2/2/22, 2/18/21, 2/21/22, 3/10/22, 3/14/22, 3/15/22, 3/16/22, 3/17/22, 3/18/22, 3/30/22, 4/15/22									
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.				
Start Time	2:15pm	2:15pm	2:15pm	2:15pm	2:15pm					
End Time	5:45pm	5:45pm	5:45pm	5:45pm	5:45pm					
Hours	3.5	3.5	3.5	3.5	3.5					
Early Release Dates				Total Service Days		Hours/Day				

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS										
Service days	Holidays/Break						Total number of Weekend service days.			
	Total number of Holiday, School Break service days.			Saturday						
Start Time				Start Time						
End Time	End Time									
Hours	Hours									

SUMMER SITE OPERATIONS										
Start Date	5/31/22		End Date	7/26/22		Total Number of Service Days	27			
Non-service days	6/20/22, 7/4/22, 7/5/22, 7/6/22, 7/7/22 (note: will close the week BDS closes for their mid-summer break).									
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.			
Start Time	8:00	8:00	8:00	8:00						
End Time	2:00	2:00	2:00	2:00						
Hours	6	6	6	6						

ADULT FAMILY MEMBER SERVICES				
Describe Frequency, Duration, and Dosage:	There will be 6 hour-long family member activities scheduled throughout the year.			
Total Number of Sessions	6		Total Number of Adult Family Members Served	50

STUDENT/TEACHER RATIO				
Academic Ratio	1:10		Personal Enrichment Ratio	1:20

Section 8: 2021-22 Deliverables and Financial Consequences

Deliverables

The subrecipients will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students during non-school hours. Subrecipients 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 August 1, 2021–July 31, 2022. The purposes of the 21st CCLC program are as follows:

- 1) Provide opportunities for academic enrichment by implementing activities to the identified students during time and dates as outlined in the agreement.
- 2) Subrecipients must also offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- 3) Subrecipients will offer a minimum number of opportunities related to literacy and educational development to the adult family members of students served by 21st CCLC programs as proposed in their original proposal.

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

Source of Requirements

- 21st CCLC Request for Proposals/Applications
- Approved Application Scope of Work Narrative and Addendum
- Approved Application Site Profile Worksheet
- Approved Application Budget

Financial Consequences

EDGAR 34 CFR 80.43(a), states, “If a grantee or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

- (1) Temporarily withhold cash payments pending correction of the deficiency by the grantee or subrecipient or more severe enforcement action by the awarding agency,
- (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,
- (3) Wholly or partly suspend or terminate the current award for the grantee's or subrecipient's program,
- (4) Withhold further awards for the program, or
- (5) 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 Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 21st CCLC program office.

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

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

Renewability Projects that do not meet the average daily attendance (ADA) at 95 % or higher of the proposed level will not be eligible to request additional student funding beyond the average daily attendance in the department's next 21st CCLC competition. Projects that do not meet their evaluation performance goals as indicated on their most recent approved application may not be eligible to participate in the department's next 21st CCLC competition.

Projects that do not report program and evaluation data into the online system designated by the Florida Department of Education will not be eligible to participate in the department's next 21st CCLC competition.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Sep. 5, 2021		<p>August 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="527 540 1136 756"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Attendance Submission • Participant data updates • Contact hours of approved programming
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Oct. 5, 2021		<p>September 1 – 30, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="527 1081 1136 1299"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Attendance Submission • Participant data updates • Contact hours of approved programming
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Nov. 5, 2021		<p>October 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="533 493 1142 708"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Attendance Submission • Participant data updates • Contact hours of approved programming
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