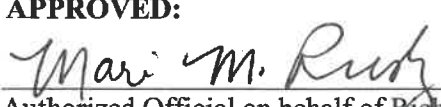
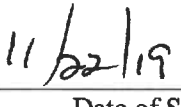
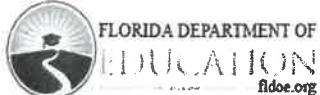


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Boys & Girls Club of Bay County ✓	2 PROJECT NUMBER 91X-2440B-0PCC1 ✓
3 PROJECT/PROGRAM TITLE 21st Century Community Learning Centers-RFA-Continuations <p align="right">TAPS 20B031</p>	4 AUTHORITY 84.287C 21st CCLC NCLB, ATD, Title IV, Part B USDE or Appropriate Agency FAIN#: S287C190009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 10/01/2019 - 07/31/2020 Program Period: 10/01/2019 - 07/31/2020 ✓
7 AUTHORIZED FUNDING Current Approved Budget: \$210,794.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$210,794.00 ✓	8 REIMBURSEMENT OPTION Reimbursement with Performance ✓
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 07/31/2020 Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2020 Last date for receipt of proposed budget and program amendments: 06/30/2020 ✓ 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 : 07/01/2019 Last date for receipt of invoice : 07/31/2020 	
10 DOE CONTACTS Program: Kimberly Berry Phone: (850) 245-0821 Email: Kimberly.Berry@fldoe.org Grants Management: Unit B (850) 245-0496 <i>SP 11/22/19</i>	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. Other: See Page 2 Line 11 for Terms and Special Conditions. 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;">  Date of Signing 11/22/19 </div> <div style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION fldoe.org </div> </div>	

OFFICE
 11/22/19
 OFFICE

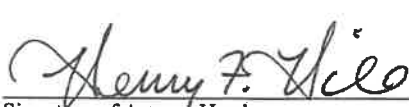

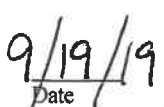
**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 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 Terms and Special Conditions: Listed items apply to this project.

Additional Terms and 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

RECEIVED
 CONTRACTS, GRANTS,
 PROGRAMS
 2019 OCT - 4 AM 4:25

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: Boys & Girls Clubs of Bay County 2019-2020 21 st CCLC at Waller Elementary TAPS NUMBER: 20B031	DOE USE ONLY Date Received Project Number (DOE Assigned) 91X-2440B-OPCC1								
B) Name and Address of Eligible Applicant: Boys & Girls Clubs of Bay County PO Box 914, Panama City, FL 32402										
C) Total Funds Requested: \$ 197,392 210,794 <hr style="width: 50%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Kate Robinson</td> <td style="width: 50%;">Telephone Numbers:</td> </tr> <tr> <td>Fiscal Contact Name: Hank Hill</td> <td>850-573-5606</td> </tr> <tr> <td>Mailing Address: PO Box 914 Panama City, FL 32402</td> <td>E-mail Addresses: admin@bgcbayfl.org ceo@bgcbayfl.org</td> </tr> <tr> <td>Physical/Facility Address: 3404 W 19th St. Panama City, FL 32405</td> <td>DUNS number: 827320623 FEIN number: 59-1114292</td> </tr> </table>		Contact Name: Kate Robinson	Telephone Numbers:	Fiscal Contact Name: Hank Hill	850-573-5606	Mailing Address: PO Box 914 Panama City, FL 32402	E-mail Addresses: admin@bgcbayfl.org ceo@bgcbayfl.org	Physical/Facility Address: 3404 W 19th St. Panama City, FL 32405	DUNS number: 827320623 FEIN number: 59-1114292
Contact Name: Kate Robinson	Telephone Numbers:									
Fiscal Contact Name: Hank Hill	850-573-5606									
Mailing Address: PO Box 914 Panama City, FL 32402	E-mail Addresses: admin@bgcbayfl.org ceo@bgcbayfl.org									
Physical/Facility Address: 3404 W 19th St. 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: Boys & Girls Clubs 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-2440B-0PCC1

Contract Agreement Period: From 10/01/2019 To 07/31/2020

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

1. 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:


(Signature)

Wavarne Tolliver
(Name)

Contract and Grant Manager,
21st CCLC and BFCO Grants
(Title)

10/31/19
(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.

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, newspapers, 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

Henry F. Hill CEO
Signature of Agency Head Title

10/02/19
Date Signed



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.

HEA



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.stml>

HFH



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

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)).

HPH



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.

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.

HFH



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.

- 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 **Reporting Outcomes** section of this RFP to the assigned FDOE Program Development Specialist for submission to the FDOE by the 15th 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 2019-2020 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.

HFH



**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

Original Signature*

Henry F. Hill

Printed Name

Title

CEO

Date

10/02/19

Phone No.

(850) 573-5606

Email

CEO@RGCBAYFL.ORG

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

HFH

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

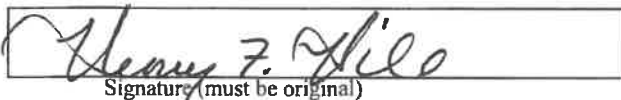
Henry Hill, CEO

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



**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 fall of 2019, 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.

Florida 21st Century Community Learning Centers (21st CCLC)
Program Year 2019-2020



- (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 fall of 2019, 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.

Florida 21st Century Community Learning Centers (21st CCLC)
Program Year 2019-2020



Agency Name Boys & Girls Clubs of Bay County

Agency Head or Authorized Agency Representative 
Signature

Henry Hill
Printed name

Title CEO

Date 10/09/2019

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 Club of Bay County

B) DOE Assigned Project Number:

91X-2440B-0PCC1

C) TAPS Number:

20B031

(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/Collaboration Liaison</p> <p>This position will serve as the primary point of contact for FDOE in all matters related to 21st CCLC program and be responsible for maintaining and implementing educational programs and budget described in the approved application to ensure that the agency meets its requirements to the FDOE under the grant application in a timely manner. The position will serve as the traditional 21st CCLC Program Director and will be the academic link between the regular school day and the 21st CCLC program. This position will be responsible for all activities of the 21st CCLC staff; directing, supervising and governing 21st CCLC projects, assembling and reviewing deliverables prior to submitting, coordinating with program evaluator as well as the site coordinator, and other tasks. This position is required to have a bachelor's degree or 4-5 years of youth development experience along with experience administering subgrants and/or grants and supervising grant employees.</p> <p>\$30,000 per year x 50% FTE = \$15,000 \$1,153.85/pay period x 22 pay periods x 0.5 FTE = \$12,692</p> <p>Admin (70%) = \$8,884 Eval (1%) = \$127</p>	0.5	\$ 12,692.00	100			

1-153.85 x
22 =
0.5 =
12,692.35 *

12,692.00 x
70% =
8,884.40 *
12,692.00 x
1% =
125.92 *

5160	Benefits - Program Director/Collaboration Liasion Health Insurance: \$450/month x 10 months = \$4,500 Social Security: \$12,692 x 6.2% = \$787 Medicare: \$12,692 x 1.45% = \$184 Admin (70%) = \$3,830 Eval (1%) = \$55		\$	5,471.00	100		450° X 10° = 4,500° * 12,692° X 6°2 % 785°904 * 12,692° X 1°45 % 194°034 *
5141	Salaries: Site Coordinator This position will be responsible for the daily operation, coordination, and delivery of services at Waller Elementary School. The position will be responsible for assisting in the safety of students, coordinating enrichment activities for 21st CCLC students and their families, developing the program, ensuring that program adheres to organizational standards; interacting with program staff and teachers on-site to assist with proper application of grant objectives and to trouble shoot problems; work to ensure that students in need of remediation are identified and that the plan of improvement is developed; administer surveys, collect and maintain attendance. This position is required to have at least two years of youth development experience. Time beyond direct service hours is distributed to administrative and evaluation duties specifically for the 21st CCLC grant. Afterschool days include 4 days of professional development/planning. Afterschool: \$15/hr x 4 hrs/day x 138 days = \$8,280 Summer: \$15/hr x 6 hrs/day x 28 days = \$2,520 Admin (40%) = \$4,320	0.35	\$	10,800.00	100		5,471° + 787° + 184° + 5,471° * 5,471° X 70° % 3,829°7 * 5,471° X 1° % 54°71 *
5160	Benefits - Site Coordinator Social Security: \$10,800 x 6.2% = \$670 Medicare: \$10,800 x 1.45% = \$157 Admin (40%) = \$331		\$	827.00	100		15° X 4° X 138° = 8,280° *

	<p>5141 Salaries: Data Management Assistant This position will be responsible for scoring and analyzing the raw survey data from students' enrichment data collections. The data analysis 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. 1 teacher x \$23/hour x 30 hours = 690 <i>Evaluation (100%) = \$690</i></p>	0.014	\$ 690.00	100	
	<p>5160 Benefits: Data Management Assistant Social Security: \$690 x 6.2% = \$43 Medicare: \$690 x 1.45% = \$10 <i>Evaluation (100%) = \$53</i></p>		\$ 53.00	100	
	<p>5141 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. Afterschool days include 4 days of professional development/planning. Afterschool: 5 teachers @ \$23/hr x 2 hrs/day x 138 days = \$31,740 Summer: 3 teachers @ \$23/hr x 4 hrs/day x 28 days = \$7,728</p>	0.83	\$ 39,468.00	100	
<p>5160 Benefits - Certified Teachers Social Security: \$39,468 x 6.2% = \$2,447 Medicare: \$39,468 x 1.45% = \$572</p>		\$ 3,019.00	100		

690.00 = 690.00 *
6.2% = 42.78 *
690.00 x 1.45% = 100.05 *
43.00 + 10.00 = 53.00 *
5.00 x 23.00 = 115.00 *
2.00 x 138.00 = 276.00 *
31,740.00 *
23.00 x 4.00 = 92.00 *
28.00 = 7,728.00 *
7,728.00 + 31,740.00 = 39,468.00 *
39,468.00 x 6.2% = 2,447.016 *
39,468.00 x 1.45% = 572.086 *
2,447.00 + 572.00 = 3,019.00 *

5141	<p>Salaries: Program Staff</p> <p>Program staff will work with actively participating 21st CCTC students during 21st CCTC 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. Afterschool days include 4 days of professional development/planning.</p> <p>Afterschool: 5 staff @ \$12/hr x 4 hours/day x 138 days = \$33,120</p> <p>Summer: 3 staff @ \$12/hr x 5 hrs/day x 28 days = \$5,040</p>	1.54	\$ 38,160.00	100	
5160	<p>Benefits - Program Staff</p> <p>Social Security: \$38,160 x 6.2% = \$2,366</p> <p>Medicare: \$38,160 x 1.45% = \$553</p>		\$ 2,919.00	100	<p>50 X</p> <p>12 X</p> <p>4 X</p> <p>120</p> <p>33,120 *</p> <p>3 X</p> <p>12 X</p> <p>5 X</p> <p>28 =</p> <p>5,040 *</p>
5141	<p>Salaries: Family Liason</p> <p>A family liason will be responsible for designing and administering aspects of the character education program, including mental health 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 liason 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.</p> <p>Afterschool: 1 Staff @ \$23/hour x 2.5 hours/day x 56 days = \$3,220</p> <p>Summer: 1 staff @ \$23/hour x 3 hours/day x 21 days = \$1,449</p>	0.1	\$ 4,669.00	100	<p>5,040 +</p> <p>33,120 +</p> <p>38,160 *</p> <p>38,160 X</p> <p>6.2 %</p> <p>2,365.92 *</p> <p>38,160 X</p> <p>1.45 %</p> <p>553.32 *</p> <p>2,366 +</p> <p>553 +</p> <p>2,919 *</p> <p>23 X</p>
5160	<p>Benefits - Family Liason</p> <p>Social Security: \$4,669 x 6.2% = \$289</p> <p>Medicare: \$4,669 x 1.45% = \$68</p>		\$ 357.00	100	<p>2,366 +</p> <p>553 +</p> <p>2,919 *</p> <p>23 X</p>

5024 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.

Afterschool (\$34,572):
 Driver: 3 drivers @ \$18/hr x 2 hrs/day x 134 days = \$14,472
 Mileage: \$2/mile x 25 miles/run x 3 buses/day x 134 days = \$20,100
 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

3.0 X
 18.0 X
 2.0 X
 134.0 =

14,472.0
 20,100.0
 14,942.0

2.0 X
 25.0 X
 3.0 X
 134.0 =
 20,100.0 *

20,100.0 +
 14,472.0
 24,572.0 *

5024 Contracted Services: Background Checks
 Costs associated with hiring new staff members and processing the DCF-mandated Level 2 background checks.
 5 staff members x \$75/person = \$375

5024 Contracted Services: CPR and First Aid Training
 Costs associated with training program staff in First Aid and CPR procedures.
 5 staff members x \$50/person = \$250

5260 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.
 Afterschool:
 \$152.64/student x 100 students = \$15,264
 Summer:
 \$152/student x 30 students = \$4,560

2.0 X
 18.0 X
 6.0 X
 28.0 =
 6,048.0 *

2.0 X
 40.0 X
 4.0 X

\$ 19,824.00
 100
 \$ 250.00
 100
 \$ 19,824.00
 100

5250	Materials and Supplies (Instructional) Tablets for the exclusive use of actively participating 21st CCLC students. Items will be stored securely when not in use by the program. 6 Tablets = \$95 each x 6 = \$570 Secure storage cabinet = \$450		\$1,020	100		
5260	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, folder, binders, paper clips, flash drives. Afterschool: \$58.29/student x 100 students = \$5,829 Summer: \$50/student x 30 students = \$1,500		7,329.00	100		
5260	Materials and Supplies (Custodial) Reimbursement to Waller Elementary for custodial supplies used on-site during program hours. \$200/semester x 3 semesters (fall 2019, spring 2020, summer 2020) = \$600		600.00	100		
5260	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. \$200/month x 10 months = \$2,000 Postage and Shipping - 21st CCLC invoices to Florida Department of Education \$12.50/month x 10 months = \$125		2,125.00	100		

5 * x
95 * =
570 * *

1,020 * +
450 * +
570 * *

200 * x
3 * =
600 * *
200 * x
10 * =
2,100 * *
12 * x
10 * =
125 * *
125 * +
2,000 * +
2,125 * *

5300	Travel: Local Mileage Mileage reimbursement for the travel of the Program Director and the Site Coordinator to the 21st CCLC site and related business. Travel will vary from week to week depending on program need. Afterschool: \$0.445/mile x 45.45 miles/roundtrip x 1.5 trips/week x 31 weeks: \$940 Summer: \$0.445/mile x 45.45 miles/roundtrip x 1 trip/week x 7 weeks: \$142	\$	1,082.00	100			
D) TOTAL		\$	210,794.00	<input checked="" type="checkbox"/>	Admin - 17,365 (8.24%)	Evaluation - 10,409 (4.94%)	

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE 101S - Print version - Page 2 of 2

0.445 X
 45.45 X
 1.5 X
 31. =
 940.474125 *
 0.445 X
 45.45 X
 7. =
 141.57675 *
 940. +
 142. +
 1,082. *

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.



2019-20 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Boys and Girls Club of Bay County (Cohort 17) – 91X-2440B-0PCC1

STATEWIDE STANDARD OBJECTIVES

Academic Objectives in Core Subjects (All Programs)

Objective Domain Area	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	50% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Standard for Success for graded courses using A-F grading scale	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Benchmark	40	55	50
Justify the Benchmark	We have based this benchmark on Waller Elementary's 2017-2018 FSA scores: only 32% were proficient in English Language Arts. This indicates a dire need for additional support in ELA. The chosen benchmark is an achievable increase for this program.	We have based this benchmark on Waller Elementary's 2017-2018 FSA scores: only 44% were proficient in Mathematics. This indicates a need for additional support in math. The chosen benchmark is an achievable increase for this program.	We have based this benchmark on Waller Elementary's 2017-2018 FSA scores: only 41% were proficient in Science. This indicates a need for additional support in science. The chosen benchmark is an achievable increase for this program.
Person(s) Responsible for Data Collection	21st CCLC Site Coordinator, 21st CCLC Teachers, program staff	21st CCLC Site Coordinator, 21st CCLC Teachers, program staff	21st CCLC Site Coordinator, 21st CCLC Teachers, program staff
Plan for Obtaining Data	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers upon release. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers upon release. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers upon release. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records
Data Collection Points	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.



2019-20 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.
------------------------------------	--	--	--

Objectives for Academic Benchmarks (All Programs)

Objective Domain Area	Objective 4a: Third Grade Promotion		
Objective Narrative	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.		
Objective Assessment	65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.		
Measure	FSA Score		
Standard for Success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.		
Student Grade Groups Measured	3rd Grade		
Benchmark	65		
Justify the Benchmark	Based on Waller Elementary's 2017-2018 FSA data, 63% of third grade students met the standard for success. The above benchmark was chosen because it is challenging yet achievable.		
Person(s) Responsible for Data Collection	21st CCLC Site Coordinator, 21st CCLC Teachers, program staff		
Plan for Obtaining Data	Program teachers and staff will track student academic data throughout the program, and they will track and record third grade FSA scores as they are released. The BGC of Bay County has an agreement with the Bay CSD to obtain FSA data at the end of the school year.		
Data Collection Points	December, End of School Year		
Mid-Year Change Measured	Progress monitoring assessment, if applicable		
End-of-Year Change Measured	FSA Score		



2019-20 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

APPLICANT-SPECIFIED OBJECTIVES

Objective 5: Personal Enrichment (All Programs)

Objective Narrative	demonstrate physical and personal wellness
Domain Area	Personal Enrichment - Health & Nutrition
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	50% of regularly participating students will demonstrate their physical and personal wellness as measured by pre-, mid-, post-assessment.
Benchmark(s)	50
Justify the Benchmark(s)	This benchmark is based on Waller Elementary's 2017-2018 School Improvement Plan, which indicates that many students come to school sick and/or hungry, causing them to act out. 100% of Waller's students qualify as economically disadvantaged and receive free breakfast and lunch at Waller. In our experience with Boys & Girls Clubs programming, over half of students receiving our nutrition/health curricula reported increased health knowledge and awareness.
Content Area	physical and personal wellness
Participant Group	regularly participating students
Intended Program Impact for Each Measure	demonstrate
Measure Category	pre-, mid-, post-assessment
Name of the Measure	Curriculum-provided pre-, mid-, and post-test
If unknown, provide details on the type.	
Plan for Mid-Year Progress for Each Measure	At the beginning of the program, a pre-test for the health and nutrition curriculum will be administered by program staff to determine students' baseline health and nutrition knowledge. A mid-year assessment from the curriculum will be given at the program's halfway mark. The results will be compared to determine if students demonstrate increased knowledge of healthy lifestyles.
Plan for End-of-Year Performance for Each Measure	At the end of the program, a curriculum-provided post-test will be administered by program staff. End-of-year scores will be analyzed with scores from the first and second assessments to determine if students demonstrate increased health and nutrition knowledge. The results from the post-test will be compared to the student's pre-test (initial) result to demonstrate increased knowledge of healthy lifestyles.
Plan for Obtaining Data for Each Measure	21 st CCLC Program staff will administer the pre-, mid-, and post-tests. The Site Coordinator will collect and analyze data from the three assessments.

Objective 6: Personal Enrichment (If Serving Elementary Programs)

Objective Narrative	improve positive behavior
Domain Area	Personal Enrichment - Behavior & Problem-Solving
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (teacher).
Benchmark(s)	50
Justify the Benchmark(s)	This benchmark is based on Waller's 2017-2018 School Improvement Plan, which indicate that over half of the school's population has demonstrated at least one early warning indicator (i.e., attendance below 90%, one or more suspensions, course failures in ELA or Math, Level 1 score on FSA). Additionally, the SIP indicates that the due to school's location in a rural and low-socioeconomic area, their social and emotional needs often go unmet.



2019-20 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Content Area	positive behavior
Participant Group	regularly participating students
Intended Program Impact for Each Measure	improve
Measure Category	perceptual survey (teacher)
Name of the Measure If unknown, provide details on the type.	Pre-, mid-, and post-program perceptual survey by students' homeroom teachers to rate behavior and problem-solving skills
Plan for Mid-Year Progress for Each Measure	After the first week of the program, the students' homeroom teachers at Waller Elem. will take a pre-program survey to assess their judgement of the students' overall behavior and problem-solving skills. The teachers will take a mid-year survey at the halfway point of the program to assess if students improved their behavior and problem-solving abilities.
Plan for End-of-Year Performance for Each Measure	At the end of the program, the students' homeroom teachers at Waller will take a post-survey regarding the students' behavior and problem-solving abilities. The results will be compared to the pre- and mid-program surveys to determine if students improved their behavior and problem-solving abilities.
Plan for Obtaining Data for Each Measure	The student's homeroom teachers at Waller will take a perceptual survey at the beginning, middle, and end of the afterschool program. The Site Coordinator will collect the data and analyze for trends in students' behavior and problem-solving skills.

Objective 7: Adult Family Services (All Programs)

Objective Narrative	increase involvement in student education
Domain Area	Parental Involvement
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	50% of adult family members of regularly participating students will increase their involvement in student education as measured by perceptual survey (parent).
Benchmark(s)	50
Justify the Benchmark(s)	This benchmark is generated based on Waller Elementary's 2017-2018 School Improvement Plan, which indicates that a lack of parental involvement is a barrier to learning faced by the school. Additionally, Youngstown has an adult literacy rate of 20%, and 70% of Waller's students live with non-parent guardians, and about one fifth of Waller's students have attendance below 90%. These combined factors indicate a need for supporting family involvement activities in the educations of Waller students.
Content Area	involvement in student education
Participant Group	adult family members of regularly participating students
Intended Program Impact for Each Measure	increase
Measure Category	perceptual survey (parent)
Name of the Measure If unknown, provide details on the type.	Pre-, mid-, and post program perceptual survey for parents to rate their knowledge and involvement with school activities.
Plan for Mid-Year Progress for Each Measure	When parents register for the program, they will be given a perceptual survey to assess the level of their involvement in school activities, goals, and their student(s)' needs. A mid-year survey will be given at the halfway point of the program to determine if students' parental involvement increased.
Plan for End-of-Year Performance for Each Measure	During the last week of the program, a post-survey will be given to parents to assess the level of their involvement in school activities, goals, and their student(s)' needs. The results will be compared to the first two surveys to determine if students' parental involvement increased throughout the year.
Plan for Obtaining Data for Each Measure	21 st CCLC teachers and program staff will administer and collect the surveys. The Site Coordinator will analyze the survey data to determine if there was an increase in parental involvement in student education.



PROPOSED

Florida's 21st Century Community Learning Centers

Continuation Attendance-Based Funding Worksheet

2019-2020

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. Programs not meeting minimum ADA thresholds are required to adjust 2019-2020 proposed daily attendance to better reflect the performance of the program.

Boys & Girls Club of Bay County

Agency Name

91X-2440B-0PCC1

2019-2020 Project Number

\$246,741.00

2018-19 Award Amount (DOE200)

1

Number of Sites

17

Cohort

Agency entering Year 2 of funding.

2018-2019 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	0	N/A	--
Afterschool	100	100	100.0%	No
Weekend	0	0	N/A	--
School Breaks/ Holidays	0	0	N/A	--
Summer	30	30	100.0%	No

Site-Level Funding Summary (Individual Site Analysis Attached)

Site Name	2019-2020 Max. Site Funding
Waller Elementary School	\$ 263,493.00
	\$ -
	\$ -
	\$ -
	\$ -

2019-2020 Maximum Funding Amount

\$210,794.00

2019-20 Maximum Funding Amount reflects performance levels and automatic reductions.

Automatic reductions are applied to Cohorts 14, 15 and 16 (80%).

POS 10/16/19

Special Notes / Comments

Afterschool hours adjusted to 3.5 hours per day to align with school end times. School end times were later during the 2018-19 program year due to Hurricane Michael.

The 2019-2020 Maximum Funding Amount was calculated at 80% of the annual funding amount for October 1, 2019 to July 31st 2020. The program received a cost extension for 2018-2019 with 20% of funds for August - September 2019.



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

Agency Name: Boys & Girls Club of Bay Co
 2019-20 Project # 91X-2440B-0PCC1 Cohort: 17

1 # of Sites

Waller Elementary School												
2018-2019			Review			2019-2020						
Proposed (Most Recent)	Reported (As submitted through April 2019)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide (Based on ADA Performance Metric - 75% Threshold)					Maximum Funding (Proportion Applied)	
	# Students	ADA				% Perform	# Students	Hrs/Day	# Days	Base Rate		Adj. Rate
Before School		N/A	75%	--	--				\$2.00	\$2.00	\$ -	87.59%
Afterschool Group 1	100	100%	75%	No	yes	100	3.5	153	\$5.00	\$5.00	\$ 267,750.00	\$ 234,522.89
Group 2		N/A	75%	--	no				\$4.00	\$4.00	\$ -	\$ -
Group 3		N/A	75%	--	no				\$4.00	\$4.00	\$ -	\$ -
Early Release		N/A	75%	--	no				\$4.00	\$4.00	\$ -	\$ -
Weekend Days		N/A	75%	--	no				\$4.00	\$4.00	\$ -	\$ -
School Break/Hol		N/A	75%	--	no				\$6.00	\$6.00	\$ -	\$ -
Summer	30	100%	75%	No	yes	30	4.5	35	\$7.00	\$7.00	\$ 33,075.00	\$ 28,970.47
											\$ 300,825.00	\$ 263,493.00

Summer ADA estimated based on the ADA reported for the Afterschool component and the proportion of proposed ADA for Summer vs Afterschool.

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.



State of Florida
Department of Children and Families

Ron DeSantis
Governor

Chad Poppell
Secretary

January 15, 2019

Boys and Girls Clubs of Bay County
Henry Hill
P. O. Box 914
Panama City, FL 32402

Dear Henry Hill,

The Department received the required documentation for exemption from licensure pursuant to Chapter 65C-22.008 (3)(d), F.A.C. for the afterschool programs located at:

CC Moore Unit	3404 West 19th Street, Panama City, FL 32405
Chapman Unit	3030 East 3rd Street, Panama City, FL 32401
Frank Brown Park - Beach Unit	16200 Panama City Beach Parkway, Panama City, FL 32413
Lucille Moore Elementary	1900 Michigan Ave, Panama City, FL 32405
Margaret K. Lewis Elementary	203 N East Ave, Panama City, FL 32401
Waller Elementary	11332 Co Rd 388, Youngstown, FL 32466

65C-22.008 (3)(d), F.A.C. Any program providing care for school aged children that is operated by, or in affiliation with a national membership non-profit, or not for profit, organization that certifies membership organizations meeting the terms of section 402.301, F.S., in at least ten states, that was created for the purpose of providing youth services and youth development, that charges a membership fee for children. Such is certified by its national association as complying with the association's purposes, procedures, minimum standards and mandatory requirements. The program must notify the Department prior to operating and annually, thereafter, of any operation of before school, after school or out of school time programs, provide verification of certification and good standing by its national association, and complete an annual attestation for compliance with background screening requirements. Failure by a program to comply with such reporting, providing required verifications, and screening requirements shall result in the loss of the program's exemption from licensure.

Your request to operate the programs listed above has been reviewed and approved. This correspondence letter serves as official recognition of a national membership exemption from licensure for the six (6) programs operated under the provisions of Chapter 65C-22.008 (3)(d), F.A.C. **The effective date of your national membership exemption from licensure is 1/15/2019 and the expiration date is 1/14/2020.**

This exemption is valid for one year and is not transferrable to another owner or any other location. In order to avoid a lapse in the program's operation, prior to the expiration date, the program must notify the Department by submitting the following updated documents:

1. Submit, on program letterhead, to the Department, advising of:
 - a. The operation of afterschool program operations and addresses of each location/site,

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

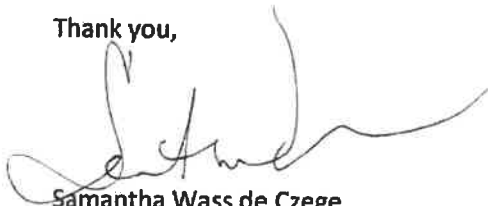
Mission: Work in Partnership with Local Communities to Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

- b. The age group of children being served at the programs,
 - c. The program is not or will not be designated as a Gold Seal Quality Provider,
 - d. The program is operated by or in affiliation with a national membership nonprofit or not for profit organization, and
2. Submit a certification from the national membership association stating/attesting the program(s) (list names of programs to correlate with the notification from the club) is in:
 - a. Good standing with the national membership association,
 - b. Compliance with the association's purpose (development of good character or sportsmanship, education or cultural development of minors), procedures, minimum standards, and mandatory requirements for before school, afterschool, and out of school time programs. The certification must be from a national membership organization that as of February 1, 2017, certified membership organizations in at least ten states.
 3. Submit a completed/signed/notarized Affidavit of Compliance form (CF-FSP 5218) attesting that all of the program staff have been screened pursuant to 402.305 and 402.3055, F.S. as of July 1, 2016.

Please be advised that failure to comply with screening requirements shall result in the loss of the facility's exemption from licensure. If you discontinue the operation of your program, please notify the Child Care Program Office, 1317 Winewood Blvd. Building 6, Room 389, Tallahassee, Florida, 32399.

We hope this information is helpful. If you have additional questions regarding this determination, please feel free to contact the program office at (850) 488-4900.

Thank you,



Samantha Wass de Czege
Director, Office of Child Care Regulation

Cc: Holly Clark, Program Analyst
Mala Ramoutar, Regional Safety Program Manager
Eva Jallah, Licensing Supervisor

Boys & Girls Clubs of Bay County, Inc
PO Box 914
Panama City, FL 32402

December 20, 2018

Attention: Samantha Wass de Czege
Department of Children & Families
Director, Office of Child Care Regulation
1317 Winewood Blvd. Bldg. 6, 3rd Floor
Tallahassee, FL 32399-0700

Dear Ms. Wass de Czege:

Please accept this letter and the attachments as proof of good standing and our readiness to accept the Exemption Status as a provider of services. The Boys & Girls Clubs of Bay County is a non-profit, 501c3, operating as a national member of the Boys & Girls Clubs of America. We are in compliance with the association's purposes in the development of good character and sportsmanship, focusing on education and the cultural development of minors. We closely follow procedures, and meet minimum standards and mandatory requirements set forth by our national charter. I further attest that all program staff are screened pursuant to state requirements.

We are expanding our services to include a new 21st CCLC site at Waller Elementary School where we will be operating after-school and summer programs that serve children between the ages of six and eighteen. This site will not be accepting school readiness funds and will be operating through grant funds only. We understand that our programs are not and will not be designated as a Gold Seal Quality Provider. The addresses of the new club site is as follows:

1. Waller Elementary School Site
11332 Co Rd 388
Youngstown, FL 32466

If you have any questions, please do not hesitate to contact me on my cell (850)832-9167.

In Service to our Youth


Henry Hill, Chief Executive Officer



**BOYS & GIRLS CLUBS
OF BAY COUNTY**

Administration Office
P.O. Box 914
Panama City, FL 32402
Tel 850-763-2076
Fax 850-763-8445
www.bgcbayfl.org

Chief Executive Officer
Hank Hill

2018 Officers

President
Arthur Cullen

Past President
Patrick Ryan

Vice Presidents
Jon Smiley – Resource Dev.
Les McFatter – Operations
Vickie Gainer – Marketing/Comm.

Treasurer
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Secretary
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Representative Jay Trumbull
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Jimmy Barr
Bill Dozier
Jimmy Thorpe
Chris Walker
Tricia Bery

Lifetime Board Members

Bill Black
Olivia Cooley
Gary Nellis



United Way
of Northwest Florida

GREAT FUTURES START HERE.



State of Florida
Department of Children and Families

Rick Scott
Governor

Rebecca Kapusta
Interim Secretary

Child Care Licensure Questionnaire

In order to assess the need for your program to be licensed as a "Child Care Facility", as required under S. 402.302(1), Florida Statutes, please complete all questions below. This questionnaire will be reviewed by the Department and the Office of Child Care Regulation will notify you of a determination.

INSTRUCTIONS FOR COMPLETION

1. Please type or print neatly.
2. If you operate programs that are identical at multiple sites, complete one questionnaire and attach a list of all site addresses.
3. If you operate several different program types, complete a separate questionnaire for each one.
4. Fill out all sections. If a section does not apply to your program, enter N/A.
5. Do not use acronyms or abbreviations.
6. Be sure to submit all additional documents as required. Failure to do so may delay the determination process.
7. Do not submit double sided documents.
8. Do not staple documents.

Program Name: Boys & Girls Clubs of Bay County / Waller Elementary School

Street Address: 3404 West 19th Street / Waller - 11332 Co Rd 388, Youngstown, FL 32466

City: Panama City County: Bay Zip: 32405

Mailing Address if different: P.O. Box 914 City: Panama City Zip: 32402

Name of Contact Person: Henry Hill Title: Chief Executive Officer

Telephone: (850)832-9167 Email: CEO@BGCBAYFL.ORG

It is a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, for any person knowingly to: (a) Fail, by false statement, misrepresentation, impersonation, or other fraudulent means, to disclose in any application for voluntary or paid employment or licensure regulated under ss. 402.26-402.319 all information required under those sections or a material fact used in making a determination as to such person's qualifications to be child care personnel, as defined in s. 402.302, in a child care facility, family day care home, or other child care program. (b) Operate or attempt to operate a child care facility without having procured a license as required by this act.

OPERATIONAL INFORMATION

1. Is the program currently licensed or certified by any other agency, entity, or does it hold a religious exemption from licensure? If so, provide a copy of the current license or accreditation certificate. See s. 402.316, Florida Statutes.

Yes (copy attached) No

2. a. Who operates the program (provides services to the children)?

Public School Individual owner
 Non-public School Partnership – not incorporated
 Corporation or LLC Church
 Other (please provide specifics) Non-Profit

b. What is the legal name of the entity indicated in 2A? Boys & Girls Clubs of Bay County

c. Is the operator affiliated with a national membership non-profit organization that was created for the purpose of providing youth service and youth development and holds membership in good standing that is certified by its national affiliate as complying with the organization's purpose, procedures, minimum standards, and mandatory requirements? If yes, please attach a copy of the program's certification of good standing.

Yes (copy attached) No

3. Where is the program operated?

Public School Name of School Waller Elementary
 Non-public school Name of School _____
 Church Name of Church _____
 Stand-alone building
 Building connected to other operations (strip mall, etc.)
 My home
 Other (please provide specifics) _____

4. If the program is operated by a school and is located on that school's grounds, do you serve children only from that school or also from surrounding schools?

Only children regularly attending that school attend the program

Both children regularly attending that school and children from surrounding schools attend the program

5. Is the program located on the grounds of a school but is operated by an entity other than the school?

Yes No

a. Do you have a written/formal agreement with the school/school district to provide the program (on behalf of the school) wherein the school/school district is named as the responsible party for the operation of the program? If so, please attach a copy.

Yes No

6. How is the program funded? Check all that apply.

Fee or tuition paid by parent

Annual Membership Fee

Grant (s) Source(s) of grant 21st CCLC

School Readiness

Other (please provide specifics) _____

PROGRAM DESCRIPTION

7. What kind of program is being operated?

Before school

Afterschool

Birth – 3 years

Pre –K (3 and/or 4 year olds)

Pre-K wraparound/extended day

Day camp on out-of-school days

Summer camp

Indoor Recreation Center

Drop-In Care

Other (please specify) _____

8. When does the program operate?

School Year Only

Mon	Tue	Wed	Thu	Fri	Sat	Sun

00:00AM to 00:00AM

Summer Only

Mon	Tue	Wed	Thu	Fri	Sat	Sun

00:00AM to 00:00AM

Year Round

Mon	Tue	Wed	Thu	Fri	Sat	Sun
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

After-School
2:00PM to 6:30PM
Summer

9. Number of hours per day children attend:

08:00 am to 12:30 pm

Less than 1 hour 1-2 hours 2-4 hours More than 4 hours

10. Indicate the **number** of children in each age group attending the program:

Birth – 3 years

3 – 4 years (pre- kindergarten)

VPK only

100 Kindergarten – 5th grade

6th grade and up

Other (provide specifics) _____

11. What types of activities does your program provide? Check all that apply:

Arts/Crafts

Games

Homework assistance

Music

Outdoor Recreation/Play

Personal Enrichment/Character Development

Computer Lab

Field Trips

Other (please provide specifics) _____

12. Does the program have a single instructional/tutorial purpose and is that purpose the only service provided? If yes, please provide additional information below.

Yes No

a. What skill(s) is the instruction focused on? _____

b. How long is a session time? _____

c. How many sessions can a child have in one day? _____

13. Does the program provide transportation directly or through a contract or agreement with an outside entity?

Yes No

14. What type of transportation arrangements are utilized for the field trips, if applicable?

Do not go on field trips

Parents transport children

Use our own vehicles

Hire or contract for transportation

15. What type of food service is offered?

No food or snacks provided

Vending Machines available for children to purchase snacks

Pre-packaged individual snacks and drinks only

Participate in USDA Afterschool Meal Program

Food/snacks are prepared (includes any heating/mixing foods and/or serving/storing food that requires refrigeration)

ATTENDANCE POLICY

15. Does the program assume responsibility for the supervision of the children?

Yes No

16. Do the same children attend the program on a regular basis?

Yes No

17. Do parents remain on the premises with the children at all times?

Yes No

18. Are children permitted to enter and leave the program at any time without permission, prior arrangement, or adult supervision? If yes, please attach a copy of the policy that informs parents of this arrangement.

Yes (copy attached) No

19. Are parents/legal guardians required to sign children in and out of the program?

Yes No

Provide a brief description of the program and attach brochures, advertisements, parent information sheets or other information.

Please see attached

Person completing questionnaire:

Name: Henry Hill Title: Chief Executive Officer

Signature: *Henry F. Hill* Date: 12/19/2018

Phone: (850) 832-9167 Email: CEO@BGC BAYFL.ORG

Please return the completed questionnaire to:
HQW.Child.Care.Licensing@myflfamilies.com
Department of Children and Families
Office of Child Care Regulation
1317 Winewood Blvd., BLDG 6, 3rd Floor, Room 389A
Tallahassee, Florida 32399
(850) 488-4900

**21st CCLC
Afterschool Fall 2019
Schedule
BGC of Bay County**

Monday - ELA

Time	Location: MPR	Outside	Cafeteria	Computer Lab
2:15-2:45			Check-in, Dinner	
2:45-3:15	Homework			
3:15-4:15	ELA Group 1	Exercise Group 2		
4:15-5:15	ELA Group 2	Exercise Group 1		
5:15-5:30	Nutrition & snack			
5:30-5:45	Clean up & check out			

Tuesday - ELA

Time	Location: MPR	Outside	Cafeteria	Computer Lab
2:15-2:45			Check-in, Dinner	
2:45-3:15	Homework			
3:15-4:15	ELA Group 1	Exercise Group 2		
4:15-5:15	ELA Group 2	Exercise Group 1		
5:15-5:30	Nutrition & snack			
5:30-5:45	Clean up & check out			

Wednesday - Math

Time	Location: MPR	Outside	Cafeteria	Computer Lab
2:15-2:45			Check-in, Dinner	
2:45-3:15	Homework			
3:15-4:15	Math Group 1	Character Ed Group 2		
4:15-5:15	Math Group 2	Character Ed Group 1		
5:15-5:30	Nutrition & snack			
5:30-5:45	Clean up & check out			

Thursday - Science

Time	Location: MPR	Outside	Cafeteria	Computer Lab
2:15-2:45			Check-in, Dinner	
2:45-3:15	Homework			
3:15-4:15	Science Group 1	Exercise Group 2		
4:15-5:15	Science Group 2	Exercise Group 1		
5:15-5:30	Nutrition & snack			
5:30-5:45	Clean up & check out			

Friday – Personal Enrichment

Time	Location: MPR	Outside	Cafeteria	Computer Lab
2:15-2:45			Check-in, Dinner	
2:45-3:45	Character Ed			
3:45-4:45	Health & Nutrition			
4:45-5:15	Fun Friday - student choice of activities			
5:15-5:30	Snack			
5:30-5:45	Clean up & check out			

Schedule Note: the computer labs and outdoor space may be used as needed.

2019-20 Summer Schedule

21st CCLC

Boys & Girls Club of Bay County

	Monday	Tuesday	Wednesday	Thursday
8:00am-8:25am	Breakfast and morning attendance	Breakfast and morning attendance	Breakfast and morning attendance	Breakfast and morning attendance
8:25am-11:25am	Math/Science/ELA	Math/Science/ELA	Math/Science/ELA	Math/Science/ELA
11:25am-11:50am	Lunch	Lunch	Lunch	Lunch
11:50am-12:20pm	Energy Break	Energy Break	Energy Break	Energy Break
12:20pm-1:15pm	Character Ed	Character Ed	Character Ed	Character Ed
1:15pm-1:45pm	Health Info	Health Info	Health Info	Health Info
1:45-2:00pm	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal



BOYS & GIRLS CLUBS
OF BAY COUNTY

Leaping into the 21st Century

A 21st Century Community Learning Center at Waller Elementary

Proposed Adult Family Member Services Schedule



Adult Family Member Service	Date	Description
Bay District Schools Information Session	3 rd Quarter (Spring 2020)	Adult family members receive information about Bay District Schools resources and programs.
Literacy Information Session	4 th Quarter (Spring 2020)	Adult family members engage in interactive English and STEM activities with their students.
Nutrition Information Session	2 nd Quarter (Fall 2019)	Adult family members engage in hands-on exhibits regarding health information with their students and listen to presentations on health, hygiene, and wellness.
Finance Information Session	10/25/2019	Adult family members and students engage in hands-on finance activities, as well as listen to a presentation on finance.
Middle School Information Session	4 th Quarter (Spring 2020)	Adult family members and 5 th grade students have the opportunity to interact with staff from local middle schools and learn more about what to expect when they leave elementary school.

2019-20 Partners Table
21st CCLC
Boys & Girls Club of Bay County

	Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
1.	Chartwells	OTH	in-kind	Daily dinner and snack for 21st CCLC students	21st CCLC programs are required to provide nutritious meals to students.	Yes
2.	Bay County Library Foundation	CBO	in-kind	Monthly visits in the FLOW and free books for students	Students will achieve a satisfactory English Language Arts grade; promoting family literacy	No
3.	FL Department of Health - Bay County	HBO	in-kind	Monthly visits covering various health and wellness topics	Students will increase their physical and personal wellness	No
				Will provide one finance information	The program will provide one	

4.	Hancock Whitney Bank	FPO	in-kind	session for both students and adult family members.	Financial Literacy session as a part of its Adult Family Member Services	No
5.	Children's Advocacy Center	CBO	in-kind	Will provide safety lessons and character education on a periodic basis.	The program will provide character education.	No
6.	Bay District Schools	SD	in-kind	Bay District Schools allows the Boys & Girls Clubs to operate the 21st Century program for free at its Waller Elementary facility.	The program will provide services at Waller Elementary School to Waller students.	No

**Agreement to Furnish Food Service to
Boys and Girls Club of Bay County Inc. (BGCBC)
July 19, 2019**

This Agreement is between Boys and Girls Club of Bay County (BGCBC) and Chartwells K-12 Bay Food Service Department. This applies to meals vended (sold) to the BGCBC/school for school year 2019-2020.

Chartwells K-12 Food Service Department will:

1. Prepare and package meals to BGCBC. Meals will include milk.
2. Menu choices will be from the Chartwells K12 Bay Central Menu.
3. The meal prices will be: \$1.85 for breakfast and \$2.99 for lunch/dinner, adult lunch \$3.50 and \$0.80 for after school snacks.
4. Meals will be signed for by BGCBC, using a Food Service Delivery Ticket. The ticket will reflect the amount of meals delivered each day.
5. Monthly the school will be invoiced for meals served. An invoice will be prepared by the Chartwells K12 Food Service Office using the copies of Delivery Tickets.

The site operators for and or (BGCBC) will:

1. By 9:00 A.M., each school day, notify the Chartwells K12 Food Service Department of the number of meals to be prepared by type entree.
2. Receive meals by signing the Delivery Ticket and serve meals to students.
3. Ensure that the meals are maintained at the proper temperature.
4. Make payment for meals within twenty (20) days of the month's invoice Date.
 - a. The 21st Century Grant will not be used to pay for this service.
 - b. Waller elementary school is the location for this program.

c. The Boys and girls Club of Bay County (BGCBC) hereby releases, acquits and forever discharges The School Board of Bay County, Florida ("School Board") and Chartwells K-12 Bay district a division of Compass Group-USA, its officers, agents and employees, of and from every claim, demand, cause of action of every kind of character, for personal injuries, illness, disease, damage to property, or any injury, or the effects or consequences thereof, arising from or associated with this Agreement or the use of equipment, property and meals by Boys and Girls Club of Bay County (BGCBC) or any of its officers, agents, employees, contractors or students, sustained at any time in the future by (BGCBC) or any of its officers, agents, employees, contractors or students, except as may result solely from the negligence of Chartwells K-12 Bay district, its officers, agents or employees. Further, the BGCBC agrees to defend, indemnify and hold the School Board and Chartwells K-12 Bay district division of Compass Group-USA, its officers, agents and employees harmless of and from every such claim, demand, cause of action or right of whatsoever nature or kind, except as may result solely from the negligence of Chartwells K-12 Bay District, its officers, agents or employees. The (BGCBC), at its own cost, expense and risk, shall defend any legal proceedings that may be brought against the School Board or Chartwells K-12 Bay district division of Compass Group-USA on any claim or demand arising from or associated with this Agreement.

Henry F. Hill
Print Name

Henry F. Hill
Boys and Girls Club of Bay County
Panama City, Florida

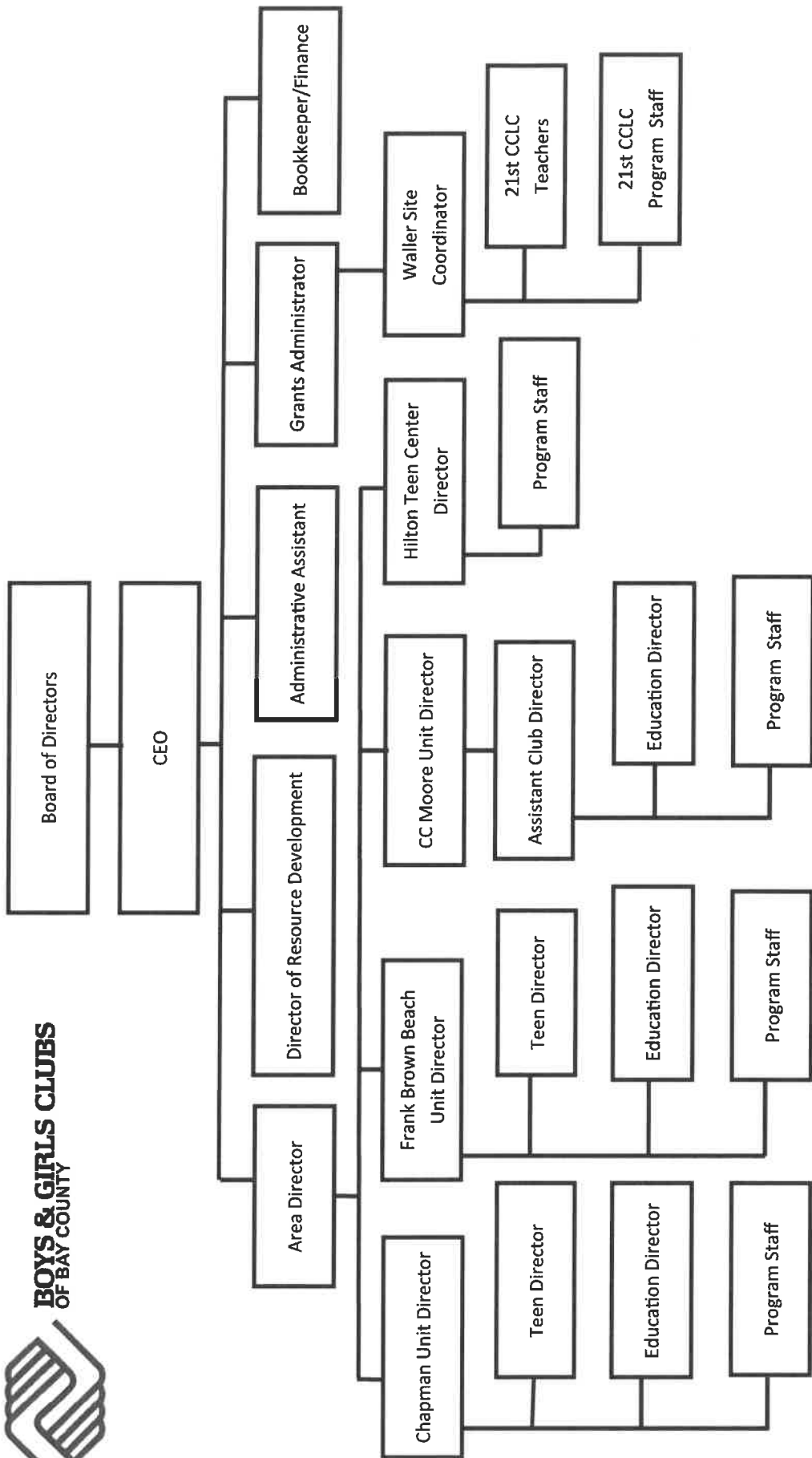
Date: 07/23/19


Chartwells K-12

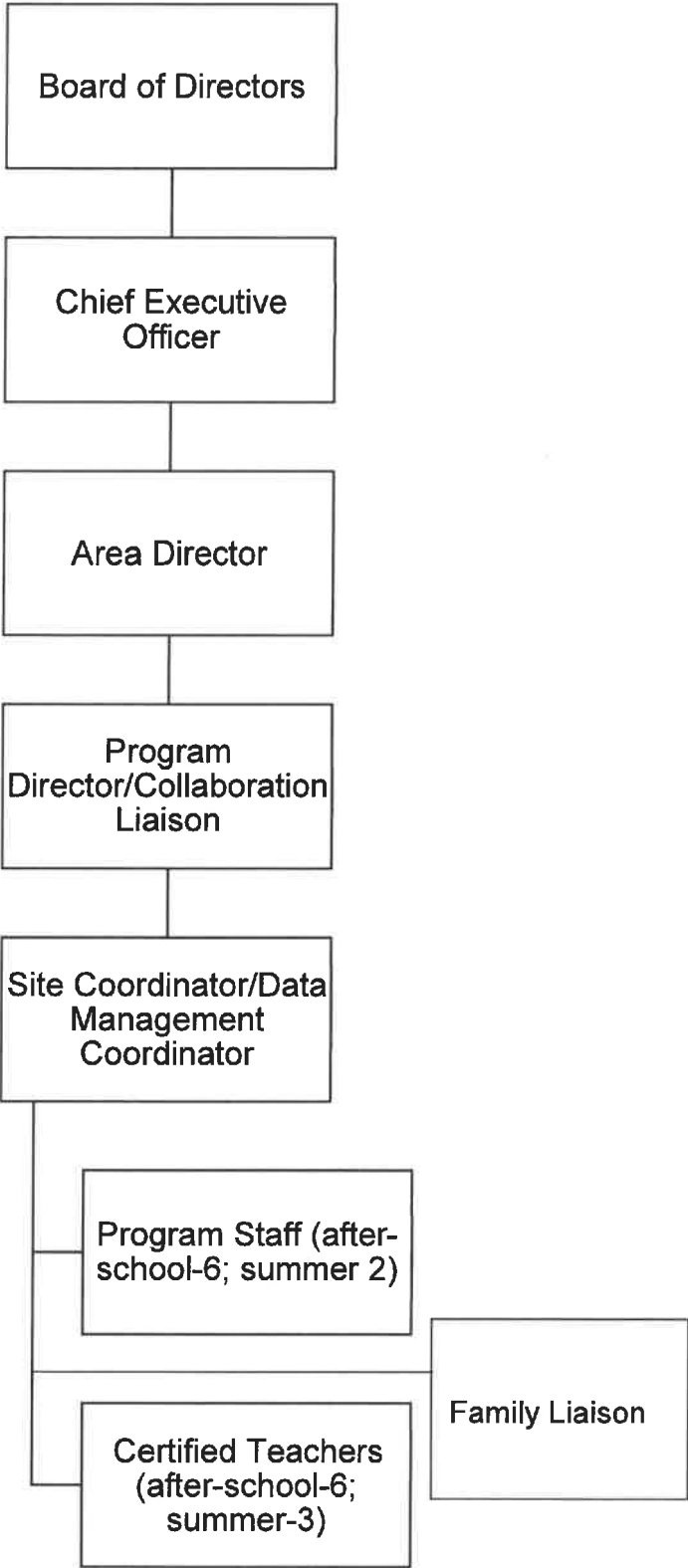
Date: July 19, 2019



BOYS & GIRLS CLUBS
OF BAY COUNTY



2019-2020 Boys & Girls Clubs of Bay County, Inc. 21st CCLC Organizational Chart





CASPER
CENTER for ASSESSMENT, STRATEGIC
PLANNING, EVALUATION and RESEARCH

Price Quote for 21st CCLC Evaluation Services

Boys & Girls Clubs of Bay County

www.CasperFL.com

PROPOSED SERVICES

CASPER proposes the following services for Boys & Girls Clubs of Bay County (The Agency) 21st CCLC Programs. The Agency must provide all necessary data for the evaluation process, including quantitative and qualitative data and general descriptive information necessary to complete the evaluation reports (e.g., prior agency success, student data, etc.). In addition, the Agency must furnish all necessary descriptions of activities and services at each of the identified site locations.

1. **Continuous Improvement:** CASPER will provide assistance and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include, at minimum, the following: 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 objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student's actions, attitudes, knowledge, performance.
2. **Objectives and Evaluation Plan:** CASPER will provide necessary objective language, needs assessment data (based on district and state databases) to establish objective benchmarks, justification for benchmarks, description of assessment process for each objective, method for mid-year assessment and end-of-year assessment for each objective, and method for collecting data on each metric. These items will be submitted to the FLDOE under the RFA and/or RFP systems by the Agency (they will be reviewed by the Agency's grant office and program prior to submission - which is completed by the Agency). The evaluator will also provide the narrative required for the evaluation section of the RFAs and RFPs - including a description of the evaluator, evaluation plan, and method for ensuring continuous improvement.
3. **General Training and Assistance:** CASPER will provide evaluation training and assistance, as requested or required, regarding data collection, selection of data elements, data storage, evaluation planning, development of recommendations under CIM, and use of evaluation findings for planning and revising program activities. The training can be provided in small groups (e.g., training provided during the conference in past years to specialists), during office meetings, or individually (e.g., sitting down with each site coordinator regarding use of the new master database and attendance sheet). Training is always available when the evaluator is already in town visiting sites. NOTE: The FLDOE does not allow the evaluator to be paid for trainings under the 21st CCLC



grant, as being paid for trainings under the grant creates a potential conflict. These are not professional development trainings (and cannot be counted as such under 21st CCLC rules and requirements), but are designed to provide a better evaluation experience for all stakeholders.

4. **Data Collection and Survey Support:** CASPER provides ongoing support and technical assistance to the Program Director and other requested 21st CCLC staff in data collection and survey development for proposed performance indicators (if necessary). CASPER provides assistance with survey development for performance indicators not originally proposed, but only insofar as the surveys and indicators are used for the 21st CCLC program.
5. **Adult Literacy and Performance Survey (ALPS):** CASPER has developed and will provide the ALPS for use in the 21st CCLC program. This survey is provided to adult participating in the program's literacy nights, as required by the FLDOE. This is provided without fee for use by the Agency only for those grants where CASPER is the evaluator. A database will also be developed and provided to the program (for each site) to utilize when collecting ALPS data.
6. **Master Student Database:** CASPER will develop and maintain the Master Student Database for the 21st CCLC program, and/or will assist in setting up and maintaining the EZReports system. This database/system will be designed to collect all necessary data for the program over the course of the year, thus ensuring all deliverables can be submitted timely. The master student database will be a complex spreadsheet, completed at the site level and sent to the evaluator periodically through the year (for the purposes of creating & submitting deliverables to FLDOE).
7. **Periodic Database Submissions:** CASPER will submit state-mandated databases at least three times per year (or as often as required by the FLDOE). This submission includes: (1) obtaining information from the Agency and the associated site locations; (2) pulling data from district data provided within the master student databases; (3) cleaning and compiling student monthly attendance by site; (4) cleaning site-level assessment data; (5) de-identifying the database according to Agency and AEA rules and policies; (6) submitting the databases to the FLDOE; (7) cleaning and submitting a separate database for adult performance data.
8. **Site Visits:** CASPER enjoys the opportunity to visit as many sites as possible during site visits with the program during the Fall, Spring, and Summer. CASPER will visit the program at least once, as per agreement with the Agency should CASPER be awarded the contract(s). There is no minimum required number of visits by the FLDOE, though it would be expected that the evaluator visit the sites at least once, and the agency at least twice during the course of the program year. The program has access to site visit forms used by CASPER, if they chose to complete their own site visits before or after the CASPER visit. The visits are designed to be informal assessment of program operations, and CASPER does not evaluate staff members or school facilities.
9. **Interim Debriefing:** An informal debriefing will be held after program visits, either in person or via teleconference. The debriefing will provide findings and recommendations for the program to improve the quality of 21st CCLC activities and help ensure progress towards program objectives. A written report may be provided based on site visits when there is not an opportunity for a debriefing. While not always necessary, the written report has proven helpful in the past to provide feedback to all stakeholders interested in feedback from the site visits. A written report will only be provided if requested and mutually agreed upon by CASPER and the Agency.
10. **Mid-Year Evaluation Report:** The mid-year evaluation report utilizes data provided for the mid-year database. The mid-year report is a data-only report, where CASPER analyzes data provided at mid-year (e.g., 1st and 2nd semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE (alterations to the form are forbidden by the FLDOE). The data are



not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the mid-year report is located). This is submitted for each grant project and cannot be combined.

11. **Formative Evaluation Summary:** The formative evaluation summary is provided based on the data submitted during the mid-year evaluation report. The evaluator must use the same data submitted at mid-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined.
12. **End-Of-Year Report:** The end-of-year evaluation report utilizes data provided for the end-of-year database. As with the mid-year report, this is also a data-only report, where CASPER analyzes data provided at the end-of-year (e.g., 1st and 4th semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE (without alteration). The data are not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the end-of-year report is located). This is submitted for each grant project and cannot be combined.
13. **Summative Evaluation Summary:** The summative evaluation summary is provided based on the data submitted during the end-of-year evaluation report. The evaluator must use the same data submitted at the end-of-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined. These data and recommendations must be consistent with the Summative Evaluation Report.
14. **Summative Evaluation Report:** This is the most comprehensive element of the evaluation process. The end-of-year report guides the summative evaluation (as they must align entirely), but the summative evaluation report has additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. The summative evaluation encompasses the prior academic year and the immediately preceding summer programming. The purpose of the evaluation is aimed at recording and developing a model that can be applied in other settings, as well as providing a comprehensive report that can be shared with stakeholders (note the report must be uploaded to the program website and is available from the FLDOE website). The summative evaluation includes all elements of program operation (e.g., hours, days); activities; enrollment and attendance; measures of academic performance; feeder schools; staff information; and partnerships. Recommendations for program refinement are provided and based on both quantitative and qualitative data. The summative evaluation report also provides a means for the FLDOE to validate data submitted to the federal government.
15. **Annual Performance Report (Federal Data Submission):** CASPER provides all necessary manpower to clean data, aggregate data, and categorize data for submission to the United States Department of Education Annual Performance Report system (21APR; previously PPICS). The 21APR is a comprehensive data collection system that requires a substantial amount of work to aggregate and submit data for each site. CASPER fully completes the 21APR on behalf of the program to ensure compliance with state and federal rules and regulations. These data are mandated under federal law, and must be submitted to avoid forfeiture of 21st CCLC grants under the agency.
16. **Refinement:** CASPER will assist in refining and addressing any identified concerns. CASPER will also assist, if requested, with revisions of objectives based on future needs assessments and proposed activities aligned to objectives and student needs.



17. **CASPER** will be available by telephone and email to ensure timely communication necessary to accomplish the required work.

EXPLANATION OF PROPOSED COSTS

Most federal projects determine reasonable evaluation costs as 10% of the total grant. While such percent-based allocations are easier to determine, CASPER disagrees with such blanket allocations. As such, this submitted evaluation quote is based on a more appropriate estimate of less than 3% of the total grant award. The request for bids indicates the total evaluation budget is set at 3% of the grant award amounts, but this leaves no funding for internal evaluation costs (e.g., data collection and entry). CASPER believes proposing a lower amount per grant will provide the highest quality of services, while also maximizing available project funding for direct use with 21st CCLC students and direct evaluation costs for each grant project. The model proposed is based on a developmental evaluation model, wherein the evaluators will be available for regular consultation about program design, implementation, refinement, and improvement.

PROPOSED COSTS (FIXED PRICE CONTRACT)

CASPER proposes a fixed rate contract for the 21st CCLC grants under this request for bids by Boys & Girls Clubs of Bay County. The fixed price contract represents a savings to the 21st CCLC programs, as standard fees for evaluation services on federal grants are at least 10% of the total grant. Total costs estimated using standard federal rates would be up to \$25,000 for the 21st CCLC grant included in this solicitation. Even the 5% maximum budget allowed by the BGC Bay County grants would be over \$12,000. However, given CASPER's past working history with 21st CCLC programs and Boys & Girls Clubs throughout Florida, a discounted rate is proposed to ensure maximum funding is allocated to direct student services and ensure the program has sufficient evaluation funds to offset other data collection and data management costs. The fixed price contract is estimated based on \$60 per hour cost for an estimated 190 hours per grant (estimated: 10 hours per site per site visit; 40 hours per grant for database development and maintenance; 60 hours per grant for evaluation support, data analysis, and reporting requirements; 30 hours per site for bi-weekly meetings regarding program progress and troubleshooting; 30 hours per site for direct quality assistance, and 20 hours per site for the 21APR). This total cost includes all stationary, telephone, utilities, travel expenses, taxes, licenses, and insurances associated with the evaluation services described above. Costs do not include printing, postage, online services, and/or travel in excess of that described above. CASPER agrees to provide, in kind, the difference between the 10% federal estimate for evaluation services and the fixed price contract.

Although an hourly rate was used to estimate total costs, the fixed price is based on a Service Fee Base Rate at a percentage of the current grant amount (based on estimated effort and needs of each grant). CASPER understands that the Service Fee Base Rate will be maintained as the evaluation cost for the duration of each of the grants included in this request for bid. As such, even if the total grant award increases or decreases, CASPER will be contracted for the portion of the total grant amount equal to the Service Fee Base Rate. The Service Fee Base Rate is lower than the 5.0% rate allowable by the FLDOE under the 21st CCLC initiative. The proposed Service Fee Base Rate is indicated in the following table. The following cost schedule for the fixed price contract is based on payments being 'triggered' based on specific deliverables. Rather than paying for every deliverable, CASPER proposes a limited number of deliverables to 'trigger' a payment (upon invoice). Payments are made when the noted 'keystone' deliverables are met and submitted to the Agency. The Agency may choose to pay CASPER on a monthly basis, with the following cost allocation table providing the amount to be withheld or returned for failure to provide specific deliverables listed herein.



Boys & Girls Clubs of Bay County	
1) Continuous Improvement / Guidance	Complimentary
2) Evaluation Support and Training	Complimentary
3) Data Collection and Survey Support	Complimentary
a. Student Master Database / EZReports	Complimentary
b. Adult Performance Database	Complimentary
c. Pre-Post Review and Support	Complimentary
d. Literacy Performance Survey	Complimentary
e. Monthly Attendance Support	Complimentary
4) On-Site Evaluation Visits:	--
a. Visit 1 (Fall or Spring)	\$2,000
b. Visit 1 Debriefing Meeting	Complimentary
c. Visit 2 (Fall, Spring or Summer)	Discretionary
d. Visit 2 Debriefing Meeting	Discretionary
5) Data Collection and Reports:	--
a. Baseline Database / EZReports	Complimentary
b. Baseline Database Update	Complimentary
c. Mid-Year Database / EZReports	Complimentary
d. Mid-Year Data Report	Complimentary
e. Formative Evaluation Summary	\$5,000
f. Formative CIM Response	Complimentary
g. End-of-Year Database / EZReports	Complimentary
h. End-of-Year Data Report	Complimentary
i. End-of-Year Data Summary	Complimentary
6) Summative Evaluation Report	\$4,250
7) Federal Data Submission (21APR)	Complimentary
8) Feedback and Debriefings	Complimentary
9) Improvement / Refinement Support	Complimentary
10) Objectives and Evaluation Plan	Complimentary
11) Weekly Communication	Complimentary
Proposed Evaluation Costs	\$11,250
Proposed Service Fee Base Rate	4.50%
21st CCLC Grant Award	\$250,000
Maximum Service Fee (3.0%)	\$12,500

The total proposed evaluation costs for the 21st CCLC grant is \$11,250 (Service Fee Base Rate: 4.50% of the total grant award). This is lower than the total allowable evaluation costs of \$12,500 (\$1,250 savings to the grant).



DEBARMENT AND SUSPENSION CERTIFICATION

As required by Executive Order 12549, the undersigned representative of CASPER certifies, to the best of his or her knowledge and belief, that CASPER and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a ten-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 or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) 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 paragraph (1)(b) of this certification; and (d) Have not within a ten-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

CASPER INSURANCE

CASPER believes in protecting clients and stakeholders of the 21st CCLC programs under evaluation. As such, CASPER currently carries a number of insurance policies. Upon request, all clients are added to these policies as an “additional insured” and are provided certificates as such. Insurances are subject to change, but currently include the following policies:

- Professional Liability (Grant Writing / Evaluation / Consulting) (Lloyds of London): \$500,000
- General Liability (Hartford Insurance): \$1,000,000
- Personal and Advertising Injury (Hartford Insurance): \$1,000,000
- Products and Services Liability (Hartford Insurance): \$2,000,000
- Damage to Premises (Hartford Insurance): \$1,000,000
- Business Owners (Hartford Insurance): \$1,000,000
- Automobile Liability (Hired) (Hartford Insurance): \$1,000,000
- Workers Compensation (Hartford Insurance): 1,000,000

CASPER EXPERIENCE

Dr. Charles E. Byrd is the President and CEO for the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), and will personally oversee all aspects of the proposed evaluation activities. Dr. Byrd began his career as a middle-school educator before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He further focused his expertise by receiving a doctorate in counseling psychology from the University of Florida with a focus on evaluation, assessment, and treatment of children, families, and those with severe and persistent mental illness. Dr. Byrd also serves as an Affiliate Faculty member with the Department of Psychology in the College of Liberal Arts and Sciences and as an Adjunct Professor with the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. Dr. Byrd holds privileges at Shand’s Hospital.

Primarily trained as a psychologist, Dr. Byrd is the author of several chapters within the Encyclopedia of Counseling Psychology regarding intellectual assessment and high-stakes achievement testing. Dr. Byrd has written or co-written over 100 awarded grants and contracts since 2002, receiving over \$20 million in federal, state and private funding. He has also received over \$215,000 in donations and gifts to enhance his projects. Sources for funding have included the National Institutes of Health, National Oceanic and



Atmospheric Administration, Department of Education, Department of Transportation, EdVentures, Charles Stewart Mott Foundation, Noyce Foundation, and Robert Wood Johnson Foundation. Through his work, Dr. Byrd has provided administrative oversight of several large-scale educational and youth service programs, including Florida's 21st Century Community Learning Centers Program, Florida's Learn and Serve Program, and Florida's School Crossing Guard Training Program. In these roles, Dr. Byrd provided statewide leadership to administrators and front-line staff in planning, developing, implementing, evaluating, and sustaining programs that address both state and federal goals and objectives. He oversaw a wide range of tasks, including program evaluation, student outcome evaluation, creating and evaluating statewide policy, compliance and accountability monitoring, providing technical assistance, overseeing grant reviews and negotiations, developing online grant scoring and tracking systems, budget and compliance reviews, and communication with a wide range of stakeholders.

In addition to providing direct services, Dr. Byrd has consulted with a variety of education agencies and youth-focused organizations throughout the United States (e.g., Florida, Georgia, Indiana, Louisiana, New York, and Oregon) and has been invited to provide workshops on program evaluation with the United States Department of Education, Harvard University, and several other institutions. Dr. Byrd has served as grant reviewer for the United States Department of Education, the New York Department of Education and the Florida Department of Education. Further, Dr. Byrd was a Citizen Diplomat for the United States Department of State for the Argentinean Consulate to Geneva. Dr. Byrd has over 16 publications in journals and books, and has delivered over 50 presentations at national and international venues, including Germany, China, Australia, Canada, and across the United States.

Dr. Byrd is a sitting member of several education-focused governing boards, including the Florida Afterschool Network (composed of corporate executives and educational administrators providing advocacy for the afterschool initiative), the Florida After School Alliance (professional membership organization composed of program administrators and focused on enhancing the efficacy and quality of afterschool programs in Florida), and Florida's 4-H Youth Development Council (composed of key 4-H stakeholders and students dedicated to enhancing and expanding the impact of 4-H in Florida). Dr. Byrd is also an active member in a variety of professional associations, including the American Evaluation Association, American Psychological Association, Florida Afterschool Alliance, Florida Educational Association, Florida Medical Reserve Corps, and the National Afterschool Association.

Led by professional evaluators and a licensed psychologist, CASPER has overseen the evaluation of over 400 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethics and procedures of these professional organizations. CASPER realizes that clients are the most important part of our work.

CONTACT INFORMATION

This quote shall not constitute a legal agreement. If you have any questions about this quote, or if you would like further information, please do not hesitate to contact Dr. Charles Byrd at cbyrd@casperfl.com.

CASPER, LLC

Name: Charles E. Byrd, Ph.D.

Title: President & CEO

Date: 09/21/2019

EIN: 27- 4660705

From Laurel Allen (Groundhog Group LLC) to Kate Robinson (Boys and Girls Club)

This is being submitted for Kate Robinson's request for me to enumerate my travel expenses. To set up the evaluation, I would have to travel from my home in Wellington Florida (near West Palm Beach) to the Panama City area. I should stay in a hotel in Panama City for at least two weeks in order to set up the evaluation. Costs:

1. Hotel W in Panama City is \$172 per night so $172 \times 14 = \$2408$.
2. There is no direct airplane flight from West Palm Beach airport to Panama City. All flights involve a change of plane. This means that important equipment and documents must be hand carried to protect them or else not carried at all. This may cause risk of loss. It will take most of the day to travel. American airlines has a first class price of \$787.00.
3. Car + driver to be driven to W.P.B. airport = \$150. Return trip to airport (\$150) and from airport to home (\$150.00). Total costs if done this way= \$450.
4. Security: this does not have to cost much: for the trip from Panama City airport to my hotel, someone from Boys and Girls Club could pick me up from the airport and take me to my hotel. That way, Boys and Girls Club knows that I am there. Whoever picks me up could arrange for compensation from Boys and Girls Club. I would appreciate being able to check in with someone from Boys and Girls Club every day that I am there working on the evaluation.
5. Total costs of travel= $\$2408 + \$787.00 + \$450 = \3645.00 . If yearly budget is \$12,500, this will cut in to profit significantly.
6. It can be set up so that midterm and final assessment results can be transmitted electronically to me for data analysis. If all does not go well, the cost of evaluation will rise since I will have to return to Panama City and sort it out.
7. If assistance from Boys and Girls Club staff can be obtained, this will enable the evaluation to be of better quality and cost less.
8. Please note: I have only done one such study of this kind, and it was part of my coursework at Teacher's College Columbia University. Please note that it was done for a private company that does not want to discuss the results. The project was very secretive. I can obtain a letter of recommendation from the supervising professor who is on leave of absence this for this fall.



Kate Robinson <admin@bgcbayfl.org>

Re: Reminder: BGCBC Request for Evaluation Services

1 message

Sharon Newbill <slnewbill.folkstone@gmail.com>
To: Kate Robinson <admin@bgcbayfl.org>

Wed, Oct 2, 2019 at 6:58 AM

Hi Kate,

Thanks for reaching out. Unfortunately, unexpected family events arose that I had to deal with and I didn't have time to finish my proposal.

Probably more relevantly, is my concern with being an 'outsider' in what you described as a close-knit community - how effective will I be during site visits? My experience in Gallup, NM tells me that it takes time to become 'invisible' and, therefore, able to really see how the program works. People, staff, students were all welcoming and friendly but cautious and remote during my visits. Now over time --and with familiarity with me and knowing that I'm not there to evaluate them but to discover how the program works and to show case their efforts --- my visits became more productive and data rich. For BGCBC, I budgeted in 2 site visits rather than 1 and then found myself struggling to reconcile the data collection and analysis budgets. Then, the family thing and I gave up!

So, here we are. Thank you for the opportunity and the time on the phone - I felt compelled to offer a complete explanation of my reason for not bidding given that you gave so generously of your time.

All the best -Sharon
Sharon L. Newbill, PhD
Folkstone: Evaluation Anthropology
505-269-9675

On Tue, Oct 1, 2019 at 9:01 AM Kate Robinson <admin@bgcbayfl.org> wrote:

Hi Sharon,

I hope this email finds you well! I am following up regarding the Boys & Girls Clubs' request for bids for evaluation services to see if you are interested in submitting a bid for our program. Please let me know if I can provide additional information about our program or if there are any questions we can answer, and thank you for your time and consideration.

Best,
Kate Robinson

*Grant Administrator
Boys & Girls Clubs of Bay County
Office: 850-573-5606
www.bgcbayfl.org
Find us on Facebook!*

*P.O. Box 914
Panama City, Florida 32402*



On Fri, Sep 20, 2019 at 2:39 PM Kate Robinson <admin@bgcbayfl.org> wrote:

Good afternoon,

Thank you for your time and consideration in regards to the Boys & Girls Clubs of Bay County's request for bids for evaluation services. This is a gentle reminder that **bids must be received via email by next Friday, September 27th, 2019.**

The Boys & Girls Clubs of Bay County is currently soliciting price/rate quotations from third-party evaluators interested in providing evaluation services for the Club's Florida Department of Education 21st Century Community Learning Services Program Grant. The Club is seeking an experienced evaluator for this project that provides afterschool and summer programming at Waller Elementary School in Youngstown, FL. Attached below is the Request for Bids with more information about this request, and please visit <http://www.bgcbayfl.org/21st-Century-Learning-Centers.aspx> for more information about this grant project.

If you need more information or have any questions, please feel free to contact me at admin@bgcbayfl.org or 850-573-5606. **Please submit bids via email no later than September 27th, 2019.** Thank you, and have a great weekend.

Best,
Kate Robinson

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Section 9: 2019-20 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 October 1, 2019 – July 31, 2020. The purposes of the 21st CCLC program are as followed:

- 1) Provide opportunities for academic enrichment by implementing activities to the identified students during out-of-school 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 included school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

Source of Requirements

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

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 required evaluation deliverables or federally required data in an approvable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence.
- Programs that do not submit the Formative Evaluation Summary, in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 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.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Nov. 15, 2019		<p>October 1 – 31, 2019</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="532 961 748 1570"> <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 (each site) <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> Baseline Data Codebook Evidence of provision of Supplemental Snacks/Meals Requirement Letter outlining screening and training of all staff and volunteers <p>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</p> <ul style="list-style-type: none"> A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption) Occupant load certificate
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Dec. 15, 2019		<p>November 1 – 30, 2019</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="1117 961 1333 1570"> <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 (each site) <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> Baseline Data SLDRT Evidence of Collaboration with Regular School-day Staff Website and documentation supporting the dissemination of information about the 21st CCLC program
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