



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Boys & Girls Club of Bay County	2 PROJECT NUMBER 91X-2449B-9PCC1	
3 PROJECT/PROGRAM TITLE 21st Century Community Learning Centers- Statewide <p align="right">TAPS 19B030</p>	4 AUTHORITY 84.287C 21st CCLC NCLB, Title IV, Part B USDE or Appropriate Agency FAIN#: S287C180009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 09/01/2018 - 08/31/2019 Program Period:09/01/2018 - 08/31/2019	
7 AUTHORIZED FUNDING Current Approved Budget: \$246,741.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$246,741.00	8 REIMBURSEMENT OPTION Reimbursement with Performance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>08/31/2019</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2019</u> • Last date for receipt of proposed budget and program amendments: <u>07/31/2019</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2018</u> • Last date for receipt of invoice : <u>08/31/2019</u> 		
10 DOE CONTACTS Program: Kimberly Berry Phone: (850) 245-0821 Email: Kimberly.Berry@fldoe.org Grants Management: Unit B (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 827320623 FEIN#: F591114292001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="121 1680 730 1816">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div data-bbox="828 1680 1071 1795"> <u>2/1/19</u> Date of Signing </div> <div data-bbox="1169 1648 1510 1764" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

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.

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-2449B-9PCC1

C) TAPS Number:

19B030

(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 working to ensure that students in need of remediation are identified and that a plan of improvement is developed; all activities of the 21st CCLC staff; directing, supervising and governing 21st CCLC projects, reviewing deliverables prior to submitting, coordinating with program evaluator as well as the site coordinator. 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 26 pay periods x 0.5 FTE = \$15,000</p> <p><i>Admin (60%) = \$9,000</i> <i>Evaluation (20%) = \$3,000</i></p>	0.5	\$ 15,000.00	100			

5160	Benefits - Program Director/Collaboration Liasion Health Insurance: \$450/month x 12 months = \$5,400 Social Security: \$15,000 x 6.2% = \$930 Medicare: \$15,000 x 1.45% = \$218 Admin (60%) = \$3,929 Evaluation (20%) = \$1,310		\$	6,548.00	100				
5141	Salaries: Site Coordinator/Data Management 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, distribute and conduct surveys, compile data for the evaluation deliverables for evaluator and collect and maintain all data including attendance and assessment data. 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: \$15/hr x 4 hrs/day x 153 days = \$9,180 Summer: \$15/hr x 5 hrs/day x 35 days = \$2,625 Admin (30%) = \$3,542 Evaluation (30%) = \$3,542	0.38	\$	11,805.00	100				
5160	Benefits - Site Coordinator/Data Management Coordinator Social Security: \$11,805 x 6.2% = \$732 Medicare: \$11,805 x 1.45% = \$171 Admin (30%) = \$271 Evaluation (30%) = \$271		\$	903.00	100				

5141	<p>Salaries: Certified Teachers</p> <p>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.</p> <p>Afterschool: 6 teachers @ \$23/hr x 2 hrs/day x 153 days = \$42,228 Summer: 3 teachers @ \$23/hr x 3.25 hrs/day x 35 days = \$7,849</p>	1.05	\$	50,077.00	100	
5160	<p>Benefits - Certified Teachers</p> <p>Social Security: \$50,077 x 6.2% = \$3,105</p> <p>Medicare: \$50,077 x 1.45% = \$726</p>		\$	3,831.00	100	
5141	<p>Salaries: Program Staff</p> <p>Program staff will work with actively participating 21st CCLC students during 21st CCLC program hours to assist with homework, educational life skills, technology and athletic programs. Program staff will be required to have at least a high school diploma and 1-2 years of youth development experience.</p> <p>Afterschool: 7 staff @ \$12/hr x 3 hrs/day x 153 days = \$38,556 Summer: 2 staff @ \$12/hr x 4.5 hrs/day x 35 days = \$3,780</p>	1.7	\$	42,336.00	100	
5160	<p>Benefits - Program Staff</p> <p>Social Security: \$42,336 x 6.2% = \$2,625</p> <p>Medicare: \$42,336 x 1.45% = \$614</p>		\$	3,239.00	100	

5141	<p>Salaries - Family Liason</p> <p>Family Liason will help implement character development education during 21st CCLC Program hours; will be responsible for contacting family members regarding attendance and return of surveys; will conduct small group counseling sessions with students at least once a week.</p> <p>Afterschool: 1 Staff @ \$23/hour x 3 hours/day x 101 days = \$6,969</p> <p>Summer: 1 staff @ \$23/hour x 3 hours/day x 21 days = \$1,449</p>	0.18	\$ 8,418.00	100			
5160	<p>Benefits - Family Liason</p> <p>Social Security: \$8,418 x 6.2% = \$522</p> <p>Medicare: \$8,418 x 1.45% = \$122</p>		\$ 644.00	100			
5024	<p>Contracted Services: Bay District Schools Transportation</p> <p>Contracting with Bay District schools to provide afterschool transportation home and summer transportation to and from the site exclusively for actively participating 21st CCLC students. The transportation provided by the program will be safe, dependable. Ride rosters for boarding/unloading will be kept, bus monitors (depending upon number of passengers) and appropriate licensing and training for bus drivers will be provided. The drivers will all be licensed, insured, trained and screened. Bus driver rate includes benefits and mileage includes all associated costs.</p> <p>Afterschool (\$36,720): Driver: 2 drivers @ \$18/hr x 2.5 hrs/day x 153 days = \$13,770 Mileage: \$3/mile x 25 miles/run x 2 runs/day x 153 days = \$22,950</p> <p>Summer (\$16,800): Driver: 2 drivers @ \$18/hr x 5 hrs/day x 35 days = \$6,300 Mileage: \$3/mile x 25 miles/run x 4 runs/day x 35 days = \$10,500</p>		\$ 53,520.00	100			
5024	<p>Contracted Services: Independent Evaluator</p> <p>Costs associated with the independent evaluator for the 21st CCLC program. Amount to be paid upon receipt of deliverables:</p> <p>Mid-year/Formative: \$1,500 End-of-year/Summative: \$1,500</p> <p>Evaluation (100%) = \$3,000</p>		\$ 3,000.00	100			

	<p>5024 Contracted Services: CPR and First Aid Training Costs associated with training program staff in First Aid and CPR procedures. 7 staff members x \$75/person = \$525</p>		\$ 525.00	100			
	<p>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 (\$18,336): \$141,046/student x 100 students = \$14,105 Summer: \$141,046/student x 30 students = \$4,231</p> <p>Let's Go Learn (\$16,500): Let's Go Learn Reading and Comprehension with assessment. Provides students with foundational ELA instruction at the K-6th grade level. Students are given customized 60-lesson course. 1 year license x \$70/license/student x 100 students = \$7,000</p> <p>Let's Go Learn Mathematics with assessment. Provides students with foundational mathematics instruction at the K-9th grade level. Students are given customized 60-lesson course. 1 year license x \$70/license/student x 100 students = \$7,000</p> <p>Let's Go Learn On-Site Professional Development. One day 6 hour professional development for staff. = \$2,500</p>		\$ 34,836.00	100			
	<p>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: \$45/student x 100 students = \$4,500 Summer: \$45/student x 30 students = \$1,350</p>		\$ 5,850.00	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 12 months = \$2,400 Postage and Shipping - 21st CCLC invoices to Florida Department of Education \$12.50/month x 12 months = \$150		\$ 2,550.00	100			
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. \$0.445/mile x 2,207 miles (estimated) = \$982		\$ 982.00	100			
5300	Travel: 21st CCLC Conference Travel to the annual 21st CCLC Conference. The Program Director and one other staff member will attend the conference: Lodging: 2 rooms x \$150/night x 3 nights = \$900 Per Diem: 2 staff x \$36/day x 3 days = \$216 Mileage: 2 staff x 716 miles x \$0.445/mile = \$637 Tolls: 2 staff x \$25/each = \$50 Registration: \$250/each x 2 staff = \$500		\$ 2,303.00	100			

5300	Travel: Evaluator Mileage for contracted program evaluator Larry Hutcheson, who will be traveling from Pensacola, FL to Youngstown, FL for the purpose of this grant. Mileage: 1 evaluator x 280 miles round trip x .445/mile x 3 trips = \$374 100% Evaluation = \$374	\$ 374.00	100	
D) TOTAL		\$ 246,741.00	Admin - \$16,742 (6.79%) Evaluation - \$11,497 (4.66%)	

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: Liliiana Murphy
Signature: *Liliiana Murphy*
Title: Dist Call Assistant Director
Date: 1/25/19

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: Tywone S Jones
Signature: *Tywone S Jones*
Title: Program Specialist
Date: 1/30/2019

Vendor/Subrecipient Determination for Federally Funded Programs

Non-State Organization: Boys and 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-2449B-9PCC1

Contract Agreement Period: From 09/01/2018 To 08/31/2019

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:

Wayne Tolliver
(Signature)

Wayne Tolliver
(Name)

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

1/25/19
(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.

General Education Provisions Act (GEPA) Statement

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, the Boys & Girls Clubs of Bay County, Inc. are open to all youth from 6 to 18 years of age regardless of race, religion, gender, socio-economic background, sexual orientation, disability, or any other protected class. Youth and 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.

Henry F. Hill

Printed Name of Agency Head

CEO

Title

Henry F. Hill

Signature of Agency Head

08/01/18

Date

Boys & Girls Clubs of Bay County

Applicant Organization

Section D

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

RECEIVED
CONTRACTS, GRANTS, AND
PROCUREMENT
2011 AUG -9 AM 10:22

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

Typed Agency Name

Agency Number

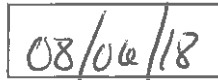
Hank Hill, CEO

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

850-763-2076

Area Code/Telephone Number



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.

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

HPH



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.shtml>



- 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)).

HEH



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 2018-2019 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.

HPH



**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

8/06/2018

Phone No.

(850) 763-2076

Email

CEO@BGCBAYFL.ORG

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

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

**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.

We contacted all of the local private schools informing them of the program. When we decided to focus our response on Waller Elementary School, we were informed that one student was eligible to benefit under the program from the Gulf Coast School for Autism. We have repeatedly attempted to further the discussion with the administration at the school, but they have not responded.

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

One student enrolled in private school has been identified as eligible to benefit under the program.

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



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

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

N/A.

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

We contacted all of the local private schools informing them of the program. When we decided to focus our response on Waller Elementary School, we were informed that one student was eligible to benefit under the program from the Gulf Coast School for Autism. We have repeatedly attempted to further the discussion with the administration at the school, but they have not responded.

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

N/A.

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

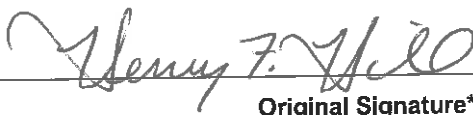
N/A.

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

Agency Name

Boys & Girls Clubs of Bay County, Inc.

Agency Head or
Authorized Agency
Representative


Original Signature*


Printed Name

**Florida 21st Century Community Learning Centers (21st CCLC)
Program Year 2018-2019**



Title	Chief Executive Officer
Date	August 8, 2018
Phone No.	(850) 763-2076
Email	ceo@bgcbayfl.org

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

21st CCLC RFA/RFP 2018-2019 Checklist

Agency BGC of Bay County

Project No. 91X-24495-9RCL Cohort 17

Form/Document	Submitted	Comments/Notes
1. DOE 100A Application Form (Original)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
2. GEPA Statement (Original)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
3. General Assurances for Participation in Federal and State Programs (Original)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
4. 21 st CCLC Subrecipient Assurances (Original)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
5. Equitable Services for Private School Participation Form	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
6. DOE 101S Budget Narrative	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Identify Amount \$246,741
7. Scope of Work/Narrative	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
8. For RFP's Only: Narrative Addendum Form	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
9. Objectives Table	<input type="checkbox"/> Y <input type="checkbox"/> N	
10. Funding Request Guide	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
11. Site Profile Worksheet(s)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
12. For RFP's Only: Activity Plans	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
Attachments		
13. Child Care License	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N/A	Exempt - BGC

21st Century Community Learning Centers

Form/Document	Submitted	Comments/Notes
14. Sample Afterschool Schedule	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
15. Sample Summer Schedule	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N/A	<i>one document</i>
16. Schedule of Family Member Activities	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
17. Partner's Table	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
18. Letters of Commitment	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
19. Agency-wide Organizational Chart	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
20. 21 st CCLC Program Organizational Chart	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
21. Cost Analysis (if applicable)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N/A	
22. Other (if applicable)	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N/A	<i>Priority points</i>

Submitted By: Eni Rosati Date: 1/14/19

Revisions Request: _____ Date: _____

Submitted By: _____ Date: _____

Revisions Request: _____ Date: _____

Submitted By: _____ Date: _____

Revisions Request: _____ Date: _____

Submitted By: _____ Date: _____

BAY DISTRICT SCHOOLS' CALENDAR 2018-2019

	Day	Month	Date
*Instructional Contract District Inservice Day #1	Wednesday	August	1
*Instructional Contract District Inservice Day #2	Thursday	August	2
Instructional Contract District Inservice days are waived by attendance July/August Trainings (2-days)			
Inservice (School-Based)	Tuesday	August	7
Inservice (School-Based)	Wednesday	August	8
Pre-School Planning	Thursday	August	9
Pre-School Planning	Monday	August	13
Pre-School Planning	Tuesday	August	14
First Day of School	Wednesday	August	15
Labor Day (Holiday for All)	Monday	September	3
Teacher PLC Planning Day (School out for Students) STORM DAY (IF NEEDED)	Wednesday	September	19
Columbus Day (School out for Students & Teachers)	Monday	October	8
End of First Nine Weeks	Thursday	October	18
Teacher PLC Planning Day (School out for Students) STORM DAY (IF NEEDED)	Wednesday	October	24
Veterans Day (Holiday for All)	Monday	November	12
Thanksgiving Holidays (School out entire week for Students & Teachers)	Monday	November	19
Thanksgiving Day (Holiday for all)	Thursday	November	22
Return from Thanksgiving Holidays	Monday	November	26
Christmas Break (Early Release for Students)	Friday	December	21
Christmas Holidays Begin	Monday	December	24
Return from Christmas Holidays	Monday	January	7
High School Testing Day (7th period exams)	Wednesday	January	9
High School Testing Day (1/2/3 period exams)/Early Release for High School Students Only	Thursday	January	10
High School Testing Day (4/5/6 period exams)/End of Second Nine Weeks/End of First Semester/Early Release for High School Students Only	Friday	January	11
Records Workday for Teachers (School out for Students)	Monday	January	14
Martin Luther King's Birthday (Holiday for All)	Monday	January	21
Teacher PLC Planning Day (School Out for Students) STORM DAY (IF NEEDED)	Wednesday	February	6
Presidents' Day (School Out for Students & Teachers)	Monday	February	18
Spring Holidays Begin	Monday	March	18
Return from Spring Holidays	Monday	March	25
End of Third Nine Weeks	Thursday	March	28
Good Friday (School Out for Students & Teachers)	Friday	April	19
Memorial Day (School Out for Students & Teachers)	Monday	May	27
High School Testing Day (7th period exams)	Wednesday	May	29
High School Testing Day (1/2/3 period exams)/Early Release for High School Students Only	Thursday	May	30
High School Testing Day (4/5/6 period exams)/End of Fourth Nine Weeks/End of Second Semester/Last Day of School for ALL STUDENTS/Early Release for ALL STUDENTS	Friday	May	31
Post Planning for Teachers	Monday	June	3
Post Planning for Teachers	Tuesday	June	4

STUDENT DAYS		TEACHER DAYS		PROGRESS REPORTS	ORIENTATION DATES	GRADUATION			
Month	Days	Month	Instruct: Other			School	Month	Day	
August	13	August	13 7	Progress reports are available through the District's PARENT PORTAL. Hard copy progress reports will no longer be printed. Parents can contact the school if no internet access is available.	Dates and times for orientation by school location can be found at the Bay District Schools' website @ www.bay.k12.fl.us	Bay Virtual	May	21	
September	18	September	18 2			Arnold	May	28	
October	21	October	21 1			High School:	Rosenwald	May	29
November	16	November	16 2			*Selected Mon. in Sept.	Bay	May	29
December	15	December	15 1			Middle School:	Mosley	May	30
January	17	January	17 3			*Selected Tues. in Sept.	Board Approved: 11/14/2017		
February	18	February	18 1			Elementary School:	*Selected Thurs. in Sept.		
March	16	March	16			*Contact school for specific date			
April	21	April	21			REPORT CARDS October 31 January 25 April 10 June 13			
May	22	May	22						
June		June	2						
Total	177	Total	196						

153-AS

School Name

35-5

2018 - 2019 School Calendar

August '18						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September '18						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						(9)

October '18						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			(21)

November '18						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(16)

December '18						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					(14)

January '19						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		(17)

February '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		(18)

March '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						(16)

April '19						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				(21)

May '19						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	(21)

June '19						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						(20)

July '19						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			(15)



Request for Proposal (RFP) for Discretionary, Competitive Projects
Project Year 2018-19

Statewide – TAPS Number 19B030

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

Section 7: Priority Points

If earned, priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation that it meets the criteria.

It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points. Evidence of eligibility for priority points must be included immediately following the Priority Preference Form.

Priority 1: Evidence that the application targets only high-need students and families (up to 5 points)

Applications that target only high need schools.

	Criteria	Points
	All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:	
	In all the targeted schools, over 65% of the student body receives free/reduced price meals	3 points
<input checked="" type="checkbox"/>	In all the targeted schools, over 80% of the student body receives free/reduced price meals	5 points

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

X

Priority 2: Evidence that the application involves a partnership targeting schools meeting Differentiated Accountability Priority classification (2 points)

Applications submitted by a partnership between an Local Educational Agency (LEA), a community-based organization, and another public or private entity that propose to serve only students who attend schools in Differentiated Accountability (DA) category of "Priority" for 2017-18.

The latest listing of DA schools can be found at on the Florida Department of Education's Bureau of School Improvement web page at <https://www.floridacims.org/downloads?category=da-lists>.

Applicant provides a narrative description of the partnership and the roles to be played by each partner and includes a copy of an agreement such as a Memorandum of Understanding signed by all partners that clearly details the contribution of each partner.

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

Partnership Narrative

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 Waller. Let's Go Learn will be providing ELA Edge and Math Edge programs described earlier. Memorandums of Understandings will be included in the attachments.

Priority 3: Evidence that the application targets only middle and/or high school students (2 points)

Applications that only include students attending eligible middle and high schools as a target population.

Review Criteria

Applicant meets the criteria and provided evidence within the application to support its eligibility.



Priority 4: Evidence that the application targets schools in the following underserved (only one program) districts (5 points)

Applications that include services only in the following Florida counties. These counties will have only one 21st CCLC program operating during the 2016-17 program year.

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

Review Criteria

Applicant meets the criteria and provided evidence within the application to support its eligibility.

Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

MTSS behavior team meets monthly to track behavior incidents, provide assistance/strategies to teachers, and to share information to be able to meet students' individual needs.

Person Responsible

Amanda` Ramsey

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Behavior data, Meeting agendas/notes, Enrich data, FOCUS documentation, EWS data.

G1.B2 Inadequate health and nutrition of students 2

B256344

G1.B2.S1 Waller Elementary School provides free breakfast/lunch to all students. We also have a "backpack" program in coordination with local churches to supply students with food on the weekends and during holidays. In addition, we have a health tech provided by the Bay County Health Department to help meet the needs of students. Similarly, the guidance counselor and social worker have many resources with community agencies outside of the school to meet the needs of students. 4

S271047

Strategy Rationale

Students at Waller Elementary often come to school hungry and/or sick, which tends to cause them to act out at school.

Action Step 1 5

Manage the Backpack Program

Person Responsible

Jimmy Black

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Student/family lists for assistance.

2018 Total Points Earned	2017 Total Points Earned	2016 Total Points Earned	2018 Total Components	2017 Total Components	2016 Total Components	2018 Percent of Total Possible Points	2017 Percent of Total Possible Points	2016 Percent of Total Possible Points	2018 Percent Tested	2017 Percent Tested	2016 Percent Tested	2018 Preliminary Grade	2017 Grade	2016 Grade	Informational Baseline Grade 2015
447	453	424	9	9	9	50	50	47	98	99	99	C	C	C	C
556	485	502	10	10	10	56	49	50	98	96	98	B	C	C	A
447	453	424	9	9	9	50	50	47	98	99	99	C	C	C	C
355	411	329	7	7	7	51	59	47	98	100	98	C	C	C	B
268	315	215	7	7	7	38	45	31	100	99	99	D	C	F	D
311	391	318	7	7	7	44	56	45	100	99	100	C	B	C	C
461	382	198	7	7	7	66	55	28	99	99	96	A	B	F	D
250	237	251	7	7	7	36	34	36	99	100	98	D	D	D	C
413	369	330	9	9	9	46	41	37	98	99	99	C	C	C	C
313	300	267	7	7	7	45	43	38	100	100	100	C	C	D	D
419	366	351	9	9	9	47	41	39	98	98	99	C	C	D	C
335	355	317	7	7	7	48	51	45	100	100	100	C	C	C	B
268	295	245	7	7	7	38	42	35	99	98	99	D	C	D	F
594	562	558	9	9	9	66	62	62	99	98	99	A	A	A	B
377	343	331	7	7	7	54	49	47	99	99	99	B	C	C	D
403	393	322	7	7	7	58	56	46	99	100	100	B	B	C	C
246	245	256	7	7	7	35	35	37	99	98	98	D	D	D	D
249	356	374	7	7	7	36	51	53	100	99	99	D	C	C	C

(This cell only = Maintained = Higher Grade)

2016 Charter School	2017 Charter School	2016 Charter School	2013 Title I	2017 Title I	2016 Title I	2018 Alternative/ESSE Center School	2017 Alternative/ESSE Center School	2016 Alternative/ESSE Center School	2018 School Type	2017 School Type	2016 School Type	2018 Percent of Minority Students	2017 Percent of Minority Students	2016 Percent of Minority Students	2018 Percent of Economically Disadvantaged Students	2017 Percent of Economically Disadvantaged Students	2016 Percent of Economically Disadvantaged Students	Region
NO	NO	NO	YES	NO	NO	N	N	N	3	3	3	51	50.6	47	58.5	62.4	61	1
NO	NO	NO	YES	YES	YES	N	N	N	2	2	2	17.5	18.2	19	64	64.1	64	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	31.2	31.5	28	66	67.1	70	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	55.7	57.1	53	100	100	100	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	44.7	44.1	39	85.1	85.6	82	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	48.3	50.1	51	100	100	86	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	67.5	63.7	64	100	100	100	1
NO	NO	NO	YES	YES	YES	N	N	N	2	2	2	56.6	56	54	100	100	84	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	46.4	45.4	43	77.4	76.9	73	1
NO	NO	NO	YES	YES	YES	N	N	N	2	2	2	62.1	62.9	64	100	100	88	1
NO	NO	NO	NO	NO	NO	N	N	N	1	1	1	24.5	24.4	24	55.2	55.2	53	1
NO	NO	NO	NO	NO	NO	N	N	N	2	2	2	23	20.1	20	44.8	49	52	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	90	49.2	47	100	100	90	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	7.3	5.8	7	63.8	67.4	69	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	66.7	63.9	64	100	100	81	1
NO	NO	NO	YES	YES	YES	N	N	N	1	1	1	9.2	5.1	5	100	100	100	1

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 BGCB 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 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 Youngtown 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.

3.2 STATEWIDE STANDARD OBJECTIVES

3.2.a. Academic Objectives in Core Subjects (All Programs)

Objective Domain Area (Read Only)	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative (Read Only)	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 (Read Only)	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.	50% 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 (Read Only)	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Standard for Success for graded courses using A-F grading scale (Read Only)	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 (Read Only)	All grade levels	All grade levels	All grade levels
Benchmark (Select from dropdown.)	40	50	50
Justify the Benchmark (maximum 600 characters)	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: 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: 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 (maximum 600 characters)	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 (maximum 600 characters)	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers on release days. Teachers will send notes home or call parents of students who are missing report cards. Any subsequent missing report cards will be obtained via BDS records request.	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers on release days. Teachers will send notes home or call parents of students who are missing report cards. Any subsequent missing report cards will be obtained via BDS records request.	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21st CCLC teachers on release days. Teachers will send notes home or call parents of students who are missing report cards. Any subsequent missing report cards will be obtained via BDS records request.
Data Collection Points (Read Only)	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 (Read Only)	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.
End-of-Year Change Measured (Read Only)	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.

3.2.b. Objectives for Academic Benchmarks (All Programs)

Objective Domain Area (Read Only)	Objective 4a: Third Grade Promotion	Objective 4b: Algebra I End-of-Course Exam	Objective 4c: High School Graduation
Objective Narrative (Read Only)	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.	Improve the passing rate of the required Algebra I End-of-Course test for students enrolled in the course.	Improve timely graduation rate within the 4-year cohort for high school students.
Objective Assessment (Read Only)	50% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.	% of regularly participating students ¹ enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.	% of regularly participating students will graduate within their 4-year cohort.
Measure (Read Only)	FSA Score	Algebra I EOC Score	Standard Diploma
Standard for Success (Read Only)	Students achieve an FSA score sufficient to achieve promotion to fourth grade.	Students achieve an Algebra I EOC score sufficient to pass this requirement.	Students earn a standard high school diploma within their 4-year cohort.
Student Grade Groups Measured (Read Only)	3 rd Grade	Middle and High School	12 th Grade
Benchmark (Select from dropdown.)	50		
Justify the Benchmark (maximum 600 characters)	We have based this benchmark on Waller Elementary's 2017-2018 FSA scores, which indicate a strong need for academic support.		
Person(s) Responsible for Data Collection (maximum 600 characters)	21st CCLC site coordinator, 21st CCLC teachers, program staff		
Plan for Obtaining Data (maximum 600 characters)	Because report card information can be used as a progress monitoring assessment, we will follow report card collection protocols. Students will bring report cards to 21st CCLC teachers. Notes or calls will be sent to parents of students with missing report cards, or a BDS records request will be placed.		
Data Collection Points (Read Only)	December, End of School Year	December, End of School Year	December, End of School Year
Mid-Year Change Measured (Read Only)	Progress monitoring assessment, if applicable	Progress monitoring assessment, if applicable	Progress monitoring assessment, if applicable
End-of-Year Change Measured (Read Only)	FSA Score	Algebra I EOC Score	Standard Diploma

3.3 APPLICANT-SPECIFIED OBJECTIVES

Objective 5: Personal Enrichment (All Programs)

Objective Narrative (auto-generated)	demonstrate
Domain Area (select from dropdown)	Personal Enrichment - Health & Nutrition
Grade Group(s) Served (select from dropdown)	Elementary School Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1st <input checked="" type="checkbox"/> 2nd <input checked="" type="checkbox"/> 3rd <input checked="" type="checkbox"/> 4th <input checked="" type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th
Objective Assessment (auto-generated)	50% of regularly participating students will demonstrate their as measured by pre-, mid-, post-assessment.
Benchmark (select from dropdown)	50
Justify the Benchmark (600 characters or less)	We have based this benchmark on Waller Elementary's 2017-2018 School Improvement Plan, which indicates that inadequate student health and nutrition is a barrier to learning at that school.
Content Area (select from dropdown)	
Participant Group (auto-generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	demonstrate
Measure Category (select from dropdown)	pre-, mid-, post-assessment
Name of the Measure If unknown, provide details on the type. (250 characters or less)	Curriculum-provided pre-, mid-, and post-test
Plan for Mid-Year Progress for Each Measure (600 characters or less)	At the beginning of the program, a pre-test from a health and nutrition curriculum will be administered by 21st CCLC teachers to determine students' baseline health and nutrition knowledge. A mid-year assessment from the curriculum will be given the week before winter break (December 16-20, 2018). The results will be compared to determine if students demonstrate increased knowledge of healthy lifestyles.
Plan for End-of-Year Performance for Each Measure (600 characters or less)	At the end of the program (May 28-30, 2019), a curriculum-provided post-test will be administered by 21st CCLC teachers. Scores will be analyzed with scores from the first and second assessments to determine if students demonstrate increased health and nutrition knowledge.
Plan for Obtaining Data for Each Measure (600 characters or less)	21st CCLC teachers will administer the pre-, mid-, and post-tests with assistance from 21st CCLC program staff. The Site Coordinator will collect and analyze data from the three assessments.

Objective 6: Personal Enrichment (If Serving Elementary School)

Objective Narrative (auto-generated)	improve
Domain Area (select from dropdown)	Personal Enrichment - Behavior & Problem-Solving
Grade Group(s) Served (select from dropdown)	Elementary School Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1st <input checked="" type="checkbox"/> 2nd <input checked="" type="checkbox"/> 3rd <input checked="" type="checkbox"/> 4th <input checked="" type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th
Objective Assessment (auto-generated)	50% of regularly participating students will improve their as measured by perceptual survey (teacher).
Benchmark (select from dropdown)	50
Justify the Benchmark (600 characters or less)	This benchmark is generated based on Waller Elementary's 2017-2018 School Improvement Plan, which indicates that over half of the school's population has demonstrated at least one early warning indicator, including suspensions.
Content Area (select from dropdown)	
Participant Group (auto-generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	improve
Measure Category (select from dropdown)	perceptual survey (teacher)
Name of the Measure If unknown, provide details on the type. (250 characters or less)	Pre-, mid-, and post-program perceptual survey for teachers to rate students' behavior and problem-solving skills
Plan for Mid-Year Progress for Each Measure (600 characters or less)	After the first week of the program, 21st CCLC teachers will take a pre-program survey to assess their judgement of each student's behavior and problem-solving abilities. 21st CCLC teachers will take a mid-year survey the week before winter break (December 16-20, 2018) to assess if students improved their behavior and problem-solving abilities.
Plan for End-of-Year Performance for Each Measure (600 characters or less)	At the end of the program (May 28-30, 2019), 21st CCLC teachers will take a post-survey regarding 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 (600 characters or less)	21st CCLC teachers 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: Dropout Prevention & College/Career Readiness (If Serving Middle/High School)

Objective Narrative (auto-generated)	
Domain Area (select from dropdown)	
Grade Group(s) Served (select from dropdown)	
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	
Benchmark (select from dropdown)	
Justify the Benchmark (600 characters or less)	
Content Area (select from dropdown)	
Participant Group (auto-generated)	
Intended Program Impact for Each Measure (select from dropdown)	
Measure Category (select from dropdown)	
Name of the Measure If unknown, provide details on the type. (250 characters or less)	
Plan for Mid-Year Progress for Each Measure (600 characters or less)	
Plan for End-of-Year Performance for Each Measure (600 characters or less)	
Plan for Obtaining Data for Each Measure (600 characters or less)	

Objective 8: Adult Family Services (All Programs)

Objective Narrative (auto-generated)	increase
Domain Area (select from dropdown)	Parental Involvement
Grade Group(s) Served (select from dropdown)	Elementary School Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 st <input checked="" type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input checked="" type="checkbox"/> 4 th <input checked="" type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	50% of regularly participating students will increase their as measured by perceptual survey (parent).
Benchmark (select from dropdown)	50
Justify the Benchmark (600 characters or less)	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 that school. Additionally, Youngstown has an adult illiteracy rate of 20%, and 70% of Waller's students live with non-parent guardians. These combined factors indicate a need for supporting family involvement in the educations of Waller students.
Content Area (select from dropdown)	
Participant Group (auto-generated)	adult family members of regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	increase
Measure Category (select from dropdown)	perceptual survey (parent)
Name of the Measure If unknown, provide details on the type. (250 characters or less)	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 (600 characters or less)	When parents register for the program, they will be given a perceptual survey to assess the level of their involvement of school activities, goals, and their student(s)' needs. A mid-year survey will be administered the week before winter break (December 16-20, 2018) to determine if students' parental involvement increased.
Plan for End-of-Year Performance for Each Measure (600 characters or less)	During the last week of the program (May 28-30, 2019), a post-survey will be given to parents to assess their level of involvement of 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 (600 characters or less)	21st 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.

Objective 9: Additional Objectives

Objective Narrative (auto-generated)	
Domain Area (select from dropdown)	
Grade Group(s) Served (select from dropdown)	
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	
Benchmark (select from dropdown)	
Justify the Benchmark (600 characters or less)	
Content Area (select from dropdown)	
Participant Group (auto-generated)	
Intended Program Impact for Each Measure (select from dropdown)	
Measure Category (select from dropdown)	
Name of the Measure If unknown, provide details on the type. (250 characters or less)	
Plan for Mid-Year Progress for Each Measure (600 characters or less)	
Plan for End-of-Year Performance for Each Measure (600 characters or less)	
Plan for Obtaining Data for Each Measure (600 characters or less)	

Objective 10: Additional Objectives

Objective Narrative (auto-generated)	
Domain Area (select from dropdown)	
Grade Group(s) Served (select from dropdown)	
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	
Benchmark (select from dropdown)	
Justify the Benchmark (600 characters or less)	
Content Area (select from dropdown)	
Participant Group (auto-generated)	
Intended Program Impact for Each Measure (select from dropdown)	
Measure Category (select from dropdown)	
Name of the Measure If unknown, provide details on the type. (250 characters or less)	
Plan for Mid-Year Progress for Each Measure (600 characters or less)	
Plan for End-of-Year Performance for Each Measure (600 characters or less)	
Plan for Obtaining Data for Each Measure (600 characters or less)	

Objective 11: Additional Objectives

Objective Narrative (auto-generated)	
Domain Area (select from dropdown)	
Grade Group(s) Served (select from dropdown)	
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	
Benchmark (select from dropdown)	
Justify the Benchmark (600 characters or less)	
Content Area (select from dropdown)	
Participant Group (auto-generated)	
Intended Program Impact for Each Measure (select from dropdown)	
Measure Category (select from dropdown)	
Name of the Measure If unknown, provide details on the type (250 characters or less)	
Plan for Mid-Year Progress for Each Measure (600 characters or less)	
Plan for End-of-Year Performance for Each Measure (600 characters or less)	
Plan for Obtaining Data for Each Measure (600 characters or less)	

Objective 12: Additional Objectives

Objective Narrative (auto-generated)	
Domain Area (select from dropdown)	
Grade Group(s) Served (select from dropdown)	
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto-generated)	
Benchmark (select from dropdown)	
Justify the Benchmark (600 characters or less)	
Content Area (select from dropdown)	
Participant Group (auto-generated)	
Intended Program Impact for Each Measure (select from dropdown)	
Measure Category (select from dropdown)	
Name of the Measure If unknown, provide details on the type. (250 characters or less)	
Plan for Mid-Year Progress for Each Measure (600 characters or less)	
Plan for End-of-Year Performance for Each Measure (600 characters or less)	
Plan for Obtaining Data for Each Measure (600 characters or less)	

Original RFP Proposal

Waller Elementary						
	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
Afterschool w/ Transportation	100	3.75	153	\$5.00	\$ 286,875.00	\$ 251,274.53
Early Release				\$4.00	\$ -	\$ -
Weekend Days				\$4.00	\$ -	\$ -
Weekend Days w/ Transportation				\$5.00	\$ -	\$ -
Holiday & School Breaks				\$6.00	\$ -	\$ -
Holidays & School Breaks (Winter/Spring)				\$7.00	\$ -	\$ -
Transportation				\$6.00	\$ -	\$ -
Summer w/ Transportation	30	4.5	35	\$7.00	\$ 33,075.00	\$ 28,970.47
					\$ 319,950.00	\$ 280,245.00

Total as per operations = \$ 319,950.00 \$ 280,245.00

Budget Request = \$ 280,245.00
Proportion = 87.59%

*Program reduced number of afterschool hours from 3.75 to 3.25 due to school end times being impacted by Hurricane Michael.

Revised

Waller Elementary						
	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
Afterschool w/ Transportation	100	3.25	153	\$5.00	\$ 248,625.00	\$ 217,770.64
Early Release				\$4.00	\$ -	\$ -
Weekend Days				\$4.00	\$ -	\$ -
Weekend Days w/ Transportation				\$5.00	\$ -	\$ -
Holiday & School Breaks				\$6.00	\$ -	\$ -
Holidays & School Breaks (Winter/Spring)				\$7.00	\$ -	\$ -
Transportation				\$6.00	\$ -	\$ -
Summer w/ Transportation	30	4.5	35	\$7.00	\$ 33,075.00	\$ 28,970.39
					\$ 281,700.00	\$ 246,741.03

Total as per operations = \$ 281,700.00 \$ 246,741.00
Max Funding

Budget Request = \$ 280,245.00
Adjusted Proportion = 87.5900%



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No: 91X-2449B-9PCC1
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ESSA Approved Program Activity	(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services
Needs Assessment Result	Only 32% of Waller Elementary students demonstrated proficiency on the English Language Arts FSA in 2017-2018.
Generated Objective	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.
Time and Frequency of Activity	Twice a week for an hour-long session (after school); five times a week for an hour (summer)
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after school); 30 (summer)
Number of Staff	6 (after school); 5 (summer)
Sample of Related Florida Standard(s)	LFAS.1.RF.3 -- Phonics and Word Recognition; LFAS.2.RL.1 -- Key Ideas and Details; LFAS.3.RL.3 -- Integration of Knowledge and Ideas; LFAS.4.RI.2 -- Craft and Structure; LFAS.5.RF.4 - Fluency
Sample Description of Activities	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.
Materials and Resources	Individual activity: Character Modeling. After reading a short story, students will use play-dough to create one of the story's characters. Books, crayons, paper, pencils, worksheets, play-dough
Expected Outcome	40% of regularly participating students will demonstrate proficiency in English/Language Arts



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No.: 91X-2449B-9PCCI
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ESSA Approved Program Activity	(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services
Needs Assessment Result	Only 44% of Waller Elementary students demonstrated proficiency on the mathematics FSA.
Generated Objective	50% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
Time and Frequency of Activity	Once a week for an hour-long session (after school); five times a week for an hour (summer)
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after school); 30 (summer)
Number of Staff	6 (after school); 5 (summer)
Sample of Related Florida Standard(s)	MAFS.1.G.1 – Reason with shapes and their attributes; MAFS.2.OA.3 – foundations of multiplication; MAFS.3.NF.1 – Fractions; MAFS.4.MD.3 – Geometric Measurement; MAFS.5.OA.1 – Write and interpret numerical expressions
Sample Description of Activities	Class activity: worksheet contest. Students will be given a grade-appropriate worksheet with addition, subtraction, multiplication, or division problems. The teacher will start a timer for a set number of minutes, and whoever finishes the most problems correctly will be 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.
Materials and Resources	Plastic counters, math building blocks, white board markers, paper, pencils
Expected Outcome	50% of students will improve to a satisfactory mathematics grade or above



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County, Inc.	Project No: '91X-2449B-9PCCI
ESSA Approved Program Activity	(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services
Needs Assessment Result	Only 41% of Waller Elementary students demonstrated proficiency on the science FSA.
Generated Objective	50% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year.
Time and Frequency of Activity	Once a week for an hour-long session (after-school); five days a week for 30-minute sessions
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after-school); 30 (summer)
Number of Staff	6 (after-school); 5 (summer)
Sample of Related Florida Standard(s)	SC.3.P.10.1: Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.; LO #1: Working in groups, students will use their knowledge of energy to accurately classify the types of energy used in their towns.; SC.4.N.1.5 Compare the methods and results of investigations done by other classmates.; LO # 6 After observing other students' investigations, students will accurately compare methods and results.; LO # 7 Using factual evidence, students will accurately distinguish between empirical observations and personal opinions.
Sample Description of Activities	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.

	<p>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.</p>
<p>Materials and Resources</p>	<p>Recyclable materials, computers, internet, rulers, pencils, paper, plastic bottles , juice cartons, manila folders, aluminum foil, wax paper, paper towels, tape, straws, and cotton balls</p>
<p>Expected Outcome</p>	<p>50% of students will improve to a satisfactory science grade or above.</p>



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No.: 91X-2449B-9PCCI
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ESSA Approved Program Activity	(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery and attainment
Needs Assessment Result	Waller Elementary School has consistently received low grades and demonstrated low rates of academic proficiency among their students.
Generated Objective	50% of regularly participating students in third grade will achieve promotion based on their performance on the FSA
Time and Frequency of Activity	Twice a week during the months of February and March (after school)
Grade Level(s)	3
Number of Students	25 (after school)
Number of Staff	3 (after school)
Sample of Related Florida Standard(s)	LAFS.3.RI.1 – Key Ideas and Details; LAFS.3.RF.3 – Phonics and Word Recognition; LAFS.3.L.1 – Conventions of Standard English; MAFS.3.OA.1 – Multiplication and Division; MAFS.3.MD.3 – Geometric Measurement
Sample Description of Activities	Class activity: practice FSA tests in mathematics and English Language Arts. By taking practice tests and worksheets, third grade students will prepare for the FSA twice a week.
Materials and Resources	Paper, pencils, highlighters, printer ink
Expected Outcome	50% of regularly participating third grade students will pass the FSA and be promoted to fourth grade



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No: 91X-2449B-9PCC1
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ESSA Approved Program Activity	(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
Needs Assessment Result	Waller Elementary indicated in their 2017-2018 School Improvement Plan that poor nutrition and a need for physical activity are barriers to student performance.
Generated Objective	50% of regularly participating students will demonstrate their knowledge as measured by pre-, mid-, and post-assessment.
Time and Frequency of Activity	Twice a week for an hour-long session (after school); three times a week for an hour (summer)
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after school), 30 (summer)
Number of Staff	6 (after school); 5 (summer)
Sample of Related Florida Standard(s)	HE.1.B.3 – Accessing Information; PE.2.R.5 – Exhibit Responsible Behavior; HE.3.B.5 – Decision Making; PE.4.L.3– Participate regularly in physical activity; HE.5.P8 - Advocacy
Sample Description of Activities	Group activity: create a food advertisement for a healthy snack. Start by researching a product and brainstorming ways to get an audience's attention while delivering interesting information. Write a short skit of the ad, and act it out in front of the class. Class activity: 30 minutes of physical exercise, including a relay race, jump rope contest, and playing tag.
Materials and Resources	Paper, pencils, crayons, jump ropes, Frisbees, chalk
Expected Outcome	50% of students will demonstrate their health & physical education knowledge



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No: 9IX-2449B-9PCC1
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ESSA Approved Program Activity	(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery and attainment
Needs Assessment Result	Waller Elementary School indicated in their 2017-2018 School Improvement Plan that behavioral issues are barriers to student performance
Generated Objective	50% of regularly participating students will improve their behavior and problem-solving skills as measured by perceptual survey (teacher).
Time and Frequency of Activity	Three times a week for an hour session (after school); twice a week for an hour (summer)
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after school); 30 (summer)
Number of Staff	5 (after school); 5 (summer)
Sample of Related Florida Standard(s)	HE.1.B.4 – Interpersonal Communication; HE.2.B.5 – Decision Making; HE.3.P.8 – Advocacy; HE.4.C.2 – Internal and External Influence; HE.5.P.7 – Self-Management
Sample Description of Activities	Class activity: Ways to Say “No.” Ask the class how they would respond to being invited to do dangerous or illegal activities, like doing drugs, playing with weapons, or bullying another student. Have students brainstorm ways to refuse and illustrate with paper and markers. Group activity: Emotions 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.
Materials and Resources	Paper, markers, crayons, cardstock, magazines, newspapers
Expected Outcome	50% of students will improve their behavior and problem-solving skills



21st Century Community Learning Centers



Activity Plan

Agency Name: Boys & Girls Clubs of Bay County	Project No: 91X-2449B-9PCC1
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ESSA Approved Program Activity	(10) parenting skills programs that promote parental involvement and family literacy
Needs Assessment Result	Walier Elementary School indicated in their 2017-2018 School Improvement Plan that a lack of family support is a barrier to student success.
Generated Objective	50% of regularly participating students will increase their parental involvement as measured by perceptual survey (parent).
Time and Frequency of Activity	First quarter: 30-minute program orientation and an additional hour-long program; second quarter: two hour-long programs; third and fourth quarters: one hour-long program session each.
Grade Level(s)	1, 2, 3, 4, 5
Number of Students	100 (after school)
Number of Staff	6 (after school)
Sample of Related Florida Standard(s)	LASF.1.RL.2 – Craft and Structure, LAFS.2.RF.4 – Fluency; LAFS.3.RI.3 – Integration of Knowledge and Ideas; HE.4.C.1 – Core Concepts; HE.5.B.3 – Accessing Information
Sample Description of Activities	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. 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.
Materials and Resources	Books, paper, pencils, crayons, worksheets
Expected Outcome	After attending these events, 50% of students will report increased parental involvement in their educations



State of Florida
Department of Children and Families

Rick Scott
Governor

Mike Carroll
Secretary

May 4, 2018

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

Dear Mr. Hill,

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

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 three (3) 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 5/15/2018 and the expiration date is 5/14/2019.**

This exemption 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,
 - 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,

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

- 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 advise 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: Miatta Jalaber, Regional Safety Program Manager
Angela Strumeyer, Licensing Supervisor
Jason Kesterman, Program Analyst
Stefanie Camfield, General Counsel

Sample Afterschool Schedule (All Grades)

	Monday			Tuesday			Wednesday			Thursday			Friday		
	Multipurpose Room	Playground/ Outside	Computer Lab	Multipurpose Room	Playground/ Outside	Computer Lab	Multipurpose Room	Playground/ Outside	Computer Lab	Multipurpose Room	Playground/ Outside	Computer Lab	Multipurpose Room	Playground/ Outside	Computer Lab
2:30 - 3:00 pm		All grades 1-5 Health/Physical Activity			All grades 1-5 Health/Physical Activity			All grades 1-5 Health/Physical Activity			All grades 1-5 Health/Physical Activity			All grades 1-5 Health/Physical Activity	
3:00 - 3:30 pm	Dinner All grades 1-5			Dinner All grades 1-5			Dinner All grades 1-5			Dinner All grades 1-5			Dinner All grades 1-5		
3:30 - 4:00 pm	Grades 1-3 STEM		Grades 4-5 English Language Arts	Grade 1-3 Character Ed (1 hour)		Grades 4-5 Math	Grades 1-3 STEM		Grades 4-5 Math	Grades 1-3 Character Ed		Grades 4-5 STEM		Grades 1-3 English Language Arts	
4:00 - 4:30 pm				Grades 4-5 Homework Help (1 hour)											
4:30 - 5:00 pm	Grades 4-5 STEM		Grades 1-3 English Language Arts	Grades 4-5 Character Ed (1 hour)		Grades 1-3 Math	Grades 4-5 STEM		Grades 1-3 Math	Grades 4-5 Character Ed		Grades 4-5 STEM		Grades 1-3 English Language Arts	
5:00 - 5:30 pm				Grades 1-3 Homework Help (1 hour)											
5:30 - 5:45 pm	Snack All grades 1-5			Snack All grades 1-5			Snack All grades 1-5			Snack All grades 1-5		Snack All grades 1-5		Snack All grades 1-5	
5:45 pm	Student Pickup/Bus Transport.			Student Pickup/Bus Transportation			Student Pickup/Bus Transport.			Student Pickup/Bus Transport.		Student Pickup/Bus Transport.		Student Pickup/Bus Transportation	

Sample Summer Schedule (All Grades)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 a.m.	Parent and/or Guardian Pickup or Bus Transportation Breakfast	Parent and/or Guardian Pickup or Bus Transportation Breakfast	Parent and/or Guardian Pickup or Bus Transportation Breakfast	Parent and/or Guardian Pickup or Bus Transportation Breakfast	Parent and/or Guardian Pickup or Bus Transportation Breakfast
8:30-9:15 a.m.	English Language Arts Physical Activity	English Language Arts Physical Activity	English Language Arts Physical Activity	English Language Arts Physical Activity	English Language Arts Physical Activity
9:15-9:45 a.m.	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
9:45-10:15 a.m.	Snack	Snack	Snack	Snack	Snack
10:15-11:00 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00-11:45 a.m.	Science	Science	Science	Science	Science
11:45 a.m.-12:30 pm	Character Education	Health & Nutrition Education	Health & Nutrition Education	Character Education	Health & Nutrition Education
12:30 p.m.	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation
Sample Adult Family Member Schedule					
Quarter 1	Quarter 2	Quarter 3	Quarter 4		
Parent Information Session	Nutrition Information Session	Finance Information Session	Middle School Information Session		
Bay District Schools Information Session	Literacy Information Session				

**Agreement to Furnish Food Service
To Boys and Girls Club of Bay County Inc.
July 31, 2018**

This Agreement is between Boys & Girls Club of Bay County (BGCBC) and Chartwells K-12 Food Service Department. This applies to meals vended (sold) to the BGCBC/school for school year 2018-2019.

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 BGCBC Central Menu in Nutrislice.
3. The meal prices will be: \$1.85 for breakfast and \$2.95 for lunch/dinner, adult lunch \$3.50 and \$0.78 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 the Delivery Ticket.

The site coordinator and UA will:

1. By 9:00 A.M. during the afterschool program, each school day, notify the Chartwells K12 Food Service Department of the number of meals to be prepared by type entrée.
2. By 9:00 A.M. during the summer program, notify Chartwells K12 Food Service Department of the number of meals to be prepared by type entrée for the following program day.
3. Receive meals by signing the Delivery Ticket and serve meals to students.
4. Ensure that the meals are maintained at the proper temperature in the Food containers provided.
5. Make payment for meals within fourteen (14) days of the weekly invoice date.

- a. The Boys & Girls Club of Bay County hereby releases, acquits and forever discharges The School Board of Bay County, Florida ("School Board") and Chartwells K-12 Bay District Compass Group, 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 & Girls Club of Bay County 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 Compass Group, 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 Compass Group, 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 Compass Group on any claim or demand arising from or associated with this Agreement.

Henry F. Hill
Print Name

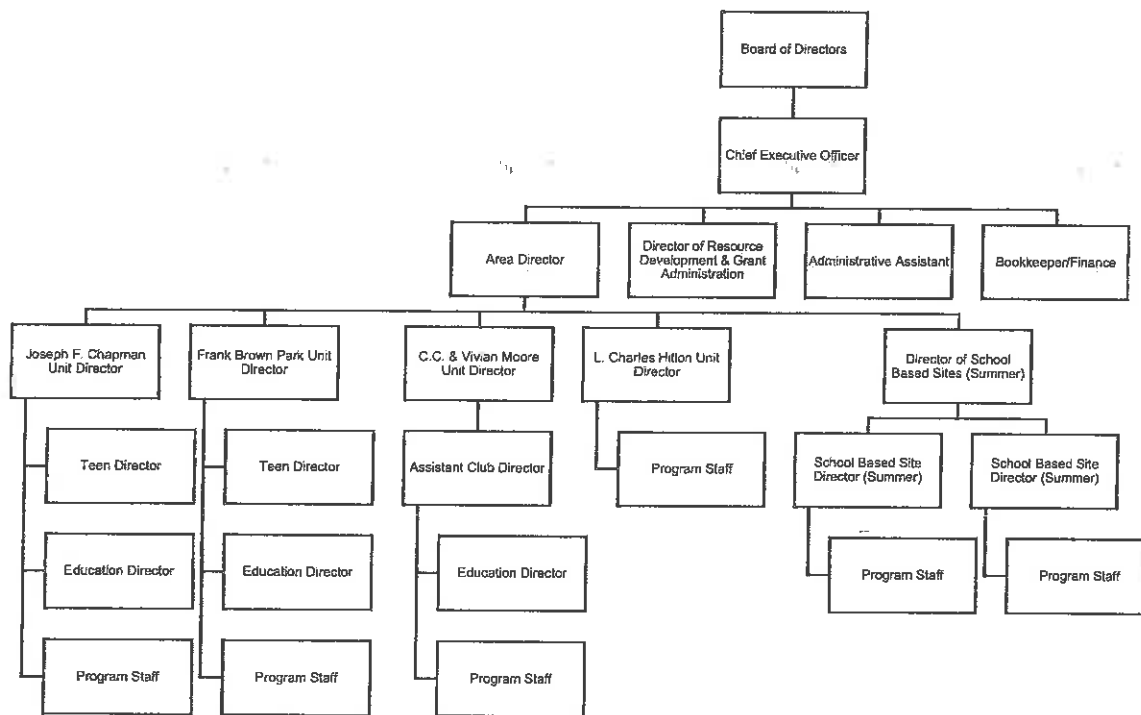
Glenn F. Hill
Boys & Girls Club of Bay County
Panama City, Florida

[Signature]
Chartwells K-12, Bay County

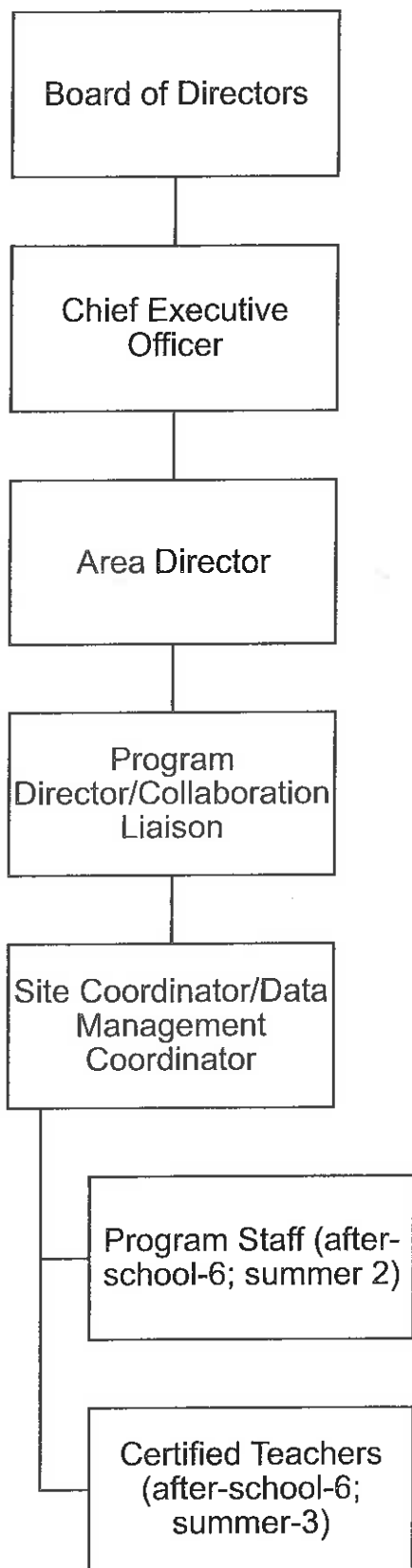
Date: July 31, 2018

Date: July 31, 2018

2018-2019 Boys & Girls Clubs of Bay County, Inc. Organizational Chart



2018-2019 Boys & Girls Clubs of Bay County, Inc. 21st CCLC Organizational Chart





21st Century Community Learning Centers



2018-19 Cost Analysis Worksheet

Agency Name: Boys & Girls Clubs of Bay County	Project Name: 91X-2449B-9PCC1
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Per the 2018-19 Request for Proposals, applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by Section 216.3475, F.S. A cost analysis must be included in the application as an attachment for the following cost items:

- salaries of the agency leadership positions if any portion of that salary is included in the program budget.
- equipment with a unit cost of \$1,000 or more
- contractors with an agreement totaling \$5,000 or more on an annual basis.

Instructions: Please conduct a cost analysis for each applicable line item in your budget outlined in the DOE 101S that fits the categories above. For each expenditure, please list the vendor or name of each applicable line item, the vendor or source of the quote, the actual quoted amount, your agency's selection, your rationale for selection and, if applicable, whether the vendor has been suspended or debarred. Please attach supporting documentation for each line item.

Account Title from DOE 101S	Vendor or Source Name #1	Amount of Quote #1	Vendor or Source Name #2	Amount of Quote #2	Vendor or Source Name #3	Amount of Quote #3	Which vendor or amount did you select?	Why did you select this vendor or amount?	According to SAM.gov, has this vendor been suspended or debarred?
Materials & Supplies (Instructional)	Let's Go Learn	\$16,500	Champions	\$181,500	Khan Academy	\$0 – free resource	Let's Go Learn	LGL offers a comprehensive, tech-forward reading and math program at a reasonable price.	No



BOYS & GIRLS CLUBS
OF BAY COUNTY



Boys & Girls Clubs of Bay County
21st CCLC at Waller Elementary
Project Number: 91X-2449B-9PCC1

Cost Analysis: Let's Go Learn

For the Boys & Girls Clubs of Bay County's 21st Century Community Learning Center at Waller Elementary, the program "Let's Go Learn" was selected for its comprehensive design and capacity to serve 100 students. This program includes a training for teachers, and both the math and reading programs feature a diagnostic tool to provide students with material tailored to their level. Because it is online, "let's Go Learn" can serve a large number of students without requiring a large amount of room.

The company Champions was also investigated as an afterschool curriculum. According to phone conversations with Champions representatives, to manage financial risks, Champions opens multiple sites within a school district, which is not feasible under this current grant. They offered a rough cost estimate based on their Florida operations' average costs, which is approximately \$55-\$65 per student per week. At this rate, a 100-student program costing \$55/student that runs for 33 weeks would cost \$181,000. This large cost, paired with Champions' self-identified barriers to operation, make Champions an unfeasible option for this grant's curricula.

Finally, Khan Academy was considered due to its lack of cost and its reputation as a user-friendly resource. However, utilizing their lessons would not offer a unified, comprehensive curriculum, and as a free resource, cannot offer the instructor supports needed for this 21st Century program.

LGL DESCRIPTION FOR RFPs and Grants

The Boys & Girls Clubs of Bay County, Inc. has a partnership with Let's Go Learn to serve the needs of our students and their families. By using the Let's Go Learn suite of research-based online adaptive diagnostic assessments, we will be able quickly and accurately identify the individual learning needs of students in grades K-12. Following the completion of the diagnostic assessment, the sophisticated reporting system will provide our team a) access to real-time actionable data, b) the ability to monitor progress, growth, as well as mastery, c) the ability to make real-time instructional decisions to further personalize instruction, intervention, and tutoring for struggling students. Let's Go Learn assessments are fully aligned to the State Standards for reading and math.

Evidence of Effectiveness

ABOUT LGL: 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).

- Let's Go Learn's assessments are criterion-referenced, and have been administered to over 10 million students. The company's development team established content and construct validity through both expert review and correlational studies, and also established the reliability through both internal-consistency and test-retest analysis.
- Reading Assessment measures: High Frequency Words, Phonemic Awareness, Phonics, Word Recognition, Vocabulary, Spelling, Silent Reading Comprehension, and Fluency.
- Phonemic awareness areas include: addition, deletion, substitution, identification, categorization, blending, segmenting, isolation, and rhyming.
- Phonics areas that are covered are: beginning sounds, short vowel sounds, blends, the silent E rule, consonant digraphs, vowel digraphs, r-controlled vowels, diphthongs, and syllabification.
- For silent reading assessment, the content of each silent reading passage is expository and written to reflect the subject areas that students of a particular grade level would encounter. Students silently read passages of increasing difficulty and answer questions about each passage immediately after they read it. The questions for each passage are broken up into three factual questions, two inferential questions, and one contextual vocabulary question.
- Mathematics Assessment measures: Numbers and Operations; Algebra; Geometry; Data Analysis; and Measurement.
- For pre-algebra, they include integer operations, fraction operations, decimal operation, comparing and converting, estimating and rounding, evaluating exponents, ratios and

proportions, simplifying expressions, coordinate graphing, linear functions, simple equations, geometry, interpreting data, and simple probability.

- For algebra, the areas include: evaluating advanced exponents, solving linear equations, graphing and analyzing linear equations, relations and functions, solving and graphing inequalities, solving and graphing systems, polynomial equations, factoring polynomials, radical equations and expressions, quadratic equations, rational expressions and equations.

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 diagnostic assessment.
- 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.
- LGL Pre-Algebra Edge is unique web-based differentiated instruction, designed to give students the extra edge they need to successfully begin Algebra I. Based on the built-in diagnostic assessments, students not waste time covering materials they have already mastered.
- LGL Algebra Edge provides online differentiated instruction in Algebra I, supporting students in their individual learning needs during the crucial Algebra I coursework for grades 8-12.

LGL components:

Title: Diagnostic Online Reading Assessment (DORA) and Reporting

Topic: Reading

Grade level: K-12

Number of Lessons: N/A

Publication Year: 2001-2018

Summary: Diagnostic Online Reading Assessment (DORA) is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths.

Title: DORA Phonemic Awareness Assessment and Reporting

Topic: Reading

Grade level: PreK-2

Number of Lessons: N/A

Publication Year: 2008-2018

Summary: DORA Phonemic Awareness is ideal for non-readers or struggling readers, measures nine phonemic awareness skills using audio and picture-only items, for a thorough assessment of oral phonemic awareness skills.

Title: DORA Spanish/EDELL Assessment and Reporting

Topic: English language development

Grade level: K-12

Number of Lessons: N/A

Publication Year: 2009-2018

Summary: DORA Spanish/EDELL is a powerful, diagnostic online assessment of student Spanish reading abilities. DORA Spanish/EDELL provides an effective means of comparing students' first language Spanish abilities with their developing second language English reading skills, and allows parents and teachers to best utilize those Spanish reading skills to further develop English reading skills.

Title: ADAM (Adaptive, Diagnostic Assessment of Mathematics) K-7 and Reporting

Topic: Math

Grade level: K-7

Number of Lessons: N/A

Publication Year: 2012 – 2018

Summary: ADAM is designed specifically to be fully aligned with the Common Core Standards. ADAM assess across 44 constructs within NCTM's five instructional strands.

Title: DOMA Pre-Algebra Assessment and Reporting

Topic: Math

Grade level: 6-12

Number of Lessons: N/A

Publication Year: 2005-2018

Summary: DOMA Pre-Algebra intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction.

Title: DOMA Algebra Assessment and Reporting

Topic: Math

Grade level: 8-12

Number of Lessons: N/A

Publication Year: 2005-2018

Summary: DOMA Algebra intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

Title: LGL Emergent Reader Edge Personalized Instruction

Topic: Reading

Grade level: K-3

Number of Lessons: 60 lessons

Publication Year: 2012-2018

Summary: LGL Emergent Reader Edge is web-based, differentiated learning course focusing on phonemic awareness, phonics, vocabulary, reading comprehension, writing, grammar, punctuation, and spelling. Songs and animations provide direct instruction and young children as they learn in areas targeted by the built in diagnostic assessment.

Title: LGL ELA Edge Personalized Instruction

Topic: Reading and ELA

Grade level: K to 6; Intervention Middle School and High School

Number of Lessons: 250

Publication Year: 2016

Summary: LGL ELA Edge is web-based, differentiated learning course focusing on decoding, vocabulary, and comprehension strategies reading skills. In addition, it includes ELA skills such as grammar, punctuation, and spelling. Pop-cultured themed materials engage students as they learn in areas targeted by the built in diagnostic assessment.

Title: LGL Math Edge Personalized Instruction

Topic: Math

Grade level: K-7

Number of Lessons: 60 lessons

Publication Year: 2012

Summary: 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!

Title: LGL Pre-Algebra Edge Personalized Instruction

Topic: Math

Grade level: 6-12

Number of Lessons: 60 lessons

Publication Year: 2010-2012

Summary: LGL Pre-Algebra Edge is unique web-based differentiated instruction, designed to give students the extra edge they need to successfully begin Algebra I. Based on the built-in diagnostic assessments, students not waste time covering materials they have already mastered.

Title: LGL Algebra Edge Personalized Instruction

Topic: Math

Grade level: 8-12

Number of Lessons: 60 lessons

Publication Year: 2010-2012

Summary: LGL Algebra Edge provides online differentiated instruction in Algebra I, supporting students in their individual learning needs during the crucial Algebra I coursework for grades 8-12.

Family Engagement

WAYS TO ENGAGE PARENTS THROUGH LGL: Let's Go Learn understands the importance of making sure parents get the best information possible about their student's academic needs and development. Because parent engagement positively and directly affects student achievement, Let's Go Learn has designed easy to understand Parent Reports that we will share with parents during regular parent meetings. Components of the Parent Report include color coordinated and easy-to-read graphics that quickly illustrate the student's performance in each assessed area along with a grade level equivalent score and flags in areas where more skill development is required. To help parents take part in their student's learning, the Parent Report also includes recommended activities that can be easily incorporated into daily routines. These activities are designed to reinforce skills and provide additional practice opportunities for students in areas where the student is struggling.

Professional Development

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORT FROM LGL: Let's Go Learn is committed to training and supporting the team at [insert organization name] to ensure a successful implementation. The components of the Let's Go Learn solution are part of a comprehensive web-based learning platform that combines powerful diagnostic assessments with personalized supplemental instruction. Due to the online nature of these programs, the timeline for implementation and training is short and relatively easy which leaves more time for teaching and learning. A typical implementation will consist of the following steps:

- The Implementation Manager will schedule a "kick-off" meeting with the appropriate staff members at [insert organization name].
- The virtual product tour/training is scheduled.
- Onsite professional development is scheduled.
- Student rostering is completed, and usernames/passwords are assigned.
- Diagnostic assessment day is selected and students complete the first assessment.
- After students complete the diagnostic assessment, LGL provides customized lesson plans for each student with appropriate personalized instructional online.

Let's Go Learn will work collaboratively with the team to design and deliver a customized 4-6 hour onsite training session for all teachers and administrators. The proposed onsite training is designed to help staff interpret diagnostic assessment data and use data to make instructional decisions and monitor progress. Subsequent virtual training sessions will be used to reinforce learning and answer new questions.

Pricing of Services

Student Volume Breakout:

Cost per student per subject (reading and math):

Assessment LGL Edge Instruction add-on: \$70 per student.

Example:

Assessment and Instruction 1 subjects: \$70 per student

Assessment and Instruction 2 subjects: \$140 per student

Professional Development:

Virtual Training Sessions: \$250 per session

On Site 4-6 hour Training: \$2500

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE BOYS & GIRLS CLUBS OF BAY COUNTY
AND
THE SCHOOL BOARD OF BAY COUNTY, FLORIDA**

This Memorandum is made this 08 day of Aug, 2018, between the School Board of Bay County, Florida, a corporate body politic pursuant to the Constitution of the State of Florida ("Board") and the Boys & Girls Clubs of Bay County ("BGCBC").

WITNESSETH:

WHEREAS, the Board owns property located at 1332 County Road 388, Youngstown, FL 32466 (Waller Elementary School); and

WHEREAS, the parties desire to enter into this Memorandum to allow BGCBC use of certain School Board facilities for the 21st Century Community Learning Centers in the provision of services and academic enrichment opportunities during non-school hours for students who attend high-poverty and low-performing schools; and

WHEREAS, the parties support collaborative initiatives between the Board and BGCBC to provide additional development, social, and cultural opportunities for the community; and

WHEREAS, the Board and BGCBC recognize the benefits to be derived from the use of the Board facilities by BGCBC;

WHEREAS, this Memorandum sets forth the basic framework under which BGCBC may utilize Board facilities; and

NOW, THEREFORE, in consideration of the mutual representations, terms, and covenants herein set forth, the parties hereby agree as follows:

ARTICLE 1: GENERAL

1.01 The foregoing recitals are true and correct and are incorporated herein as if fully set forth.

1.02 The purpose of this Memorandum is to enable BGCBC utilization of the Board facilities and provide procedures for authorizing the use of the Board's facilities.

1.03 Definitions. The defined terms as used in this Memorandum shall have the following meanings:

A. "Board Facilities" and/or "Board Facility" shall mean the facility located at 1332 County Road 388, Youngstown, FL 32466 (Waller Elementary School), which is owned by the Board used by BGCBC primarily for the delivery of community-based activities, excluding facilities that are leased, licensed, or under the contractual control of others.

B. "Program" shall mean the 21st Century Community Learning Centers operated by BGCBC in the provision of services and academic enrichment opportunities during non-school hours for students who attend high-poverty and low-performing schools.

C. "Participants" shall mean students enrolled in the Program. Although Program Participants may also be Bay District Schools students during the school day/year, during the Program, Participants are under the sole supervision and control of BGCBC.

ARTICLE 2: EFFECTIVE DATE/TERM

This Memorandum shall become effective when signed by each of the parties. The term of this Memorandum shall be for a period beginning on the effective date and ending on August 31, 2019. This Memorandum may be renewed and extended for additional periods of time by Memorandum of the parties.

ARTICLE 3: OWNERSHIP

The Board Facilities shall remain in the ownership of the Board and subject to all terms and conditions imposed herein subject to Board policy and Florida Statutes and Department of Education rules.

ARTICLE 4: USE OF FACILITIES

4.01 Use of Board Facilities. The Board agrees to make Board Facilities available for use by BGCBC as provided for in this Memorandum. BGCBC's use of Board Facilities shall be subject to and in accordance with:

- A. The terms and conditions of this Memorandum;
- B. The Board's rules, regulations and policies governing the use of Board Facilities; and
- C. All applicable local, state and federal laws.

4.02 Adequate Supervision. BGCBC shall at all times be responsible for the health, safety, and supervision of all Program Participants. BGCBC shall provide adequate supervision at all times, taking into consideration the type of activities planned when using the Board Facilities. BGCBC will ensure that visitors and participants of the Program remain in the designated areas to facilitate ongoing safety and security for the Participants and any other students who may be on campus. BGCBC shall distribute a letter to all Participants' parents describing the nature of the program as distinct from the School Board and providing point of contact information related to Participant concerns. A sample of that letter is attached hereto as Exhibit B.

4.03 Background Screening. BGCBC represents and warrants to the School Board that the BGCBC has read and is familiar with Florida Statute Sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 regarding background investigations. BGCBC covenants to comply with all requirements of the above cited statutes and shall provide School Board with proof of compliance upon request. BGCBC agrees to indemnify and hold harmless the School Board, its officers, agents and employees from any liability in the form of physical injury, death, or property damage resulting from the BGCBC's failure to comply with the requirements of this paragraph or Florida Statute Sections 1012.32, 1012.321, 1012.465, 1012.467 and 1012.468.

4.04 Vandalism or Other Damage to Board Facilities When in Use Pursuant to this Memorandum. BGCBC agrees to be responsible for vandalism or other damage occurring to the

Board's Facilities during the periods the Board's Facilities are used by BGCBC. The Board shall cause such repairs to be made as necessary to correct the damage to the Board's Facilities in an expeditious and timely manner and submit an itemized invoice to BGCBC for damages incurred during the BGCBC's use of the Board's Facilities. All invoices for damage repairs shall be paid by BGCBC within sixty days of receipt of the invoice.

4.05 BGCBC agrees not to reassign or sublet the facilities, equipment or property requested herein or any part thereof for any other purpose than specified herein.

4.06 The School Board reserves the right of use of the facilities, equipment or property and agrees to notify BGCBC of any changes to this Memorandum within 48 hours of BGCBC's activity.

4.07 Student Discipline.

A. The 21st Century Community Learning Center Site Coordinator will review the Bay District Schools Code of Student Conduct and Discipline with all program personnel and students.

B. The 21st Century Community Learning Center Site Coordinator will sign and date an acknowledgement that the Bay District Schools Code of Student Conduct and Discipline has been reviewed.

C. The 21st Century Community Learning Center Site Coordinator will inform parents via a letter that the Bay District Schools Code of Student Conduct and Discipline is in effect at the program site.

D. The 21st Century Community Learning Center Site Coordinator will serve as an assistant to the school-based principal for discipline processes only in regards to the 21st Century Community Learning Center Programs involving bullying, harassment, and SESIR incidents. The school-based principal will provide the training necessary for the Site Coordinator in these areas. All other disciplinary incidents will be handled by the 21st Century Community Learning Center Site Coordinator.

E. The school-based principal will investigate reports involving bullying, harassment, and SESIR incidents for compliance with District/state policies, procedures, and legal requirements. School-based principals will make final disciplinary decisions involving bullying, harassment, and SESIR incidents.

4.08 Food Service.

Program sites for the Florida Department of Health after-school meals must be located in an area served by a school in which at least 50% of enrolled children are eligible for free or reduced price meals. The program must provide after-school care with regularly scheduled education or enrichment activities that are structured and supervised. If the eligibility is not known, the school's district nutrition/food service department must be contacted. After eligibility is determined, the district must be contacted at least 30 days prior to the start of the program. If for any reason the program adds a day or time different from the original time frame, the District School Food Service Department must also be notified in order to inform the state agency of any changes. The state requests a minimum of a thirty-day advance notice for prior approval.

4.09 Bay District Schools Transportation.

A. The 21st Century Community Learning Center operates at Waller Elementary School until 5:45pm Monday through Friday of each week beginning September 17, 2018 and ending May 30, 2019.

B. After-school transportation will be provided September 17, 2018 through May 30, 2019.

C. Summer transportation will be provided June 3, 2019 through July 26, 2019. Summer hours of operation will be 8:00am until 12:30pm.

D. Any summer field trips will be billed separately from this agreement using standard District rates:

1. \$18.00 per hour, per bus, per driver. Two (2) hour minimum driver guarantee.

2. \$3.00 per mile, per bus, each trip made.

3. 45-50 passengers per bus maximum.

4. Paraprofessional from each school will accompany each bus driver to assist with student safety management. Driver will return the paraprofessional to school upon route completion.

5. Transportation requires a designated contact person and an alternate person with phone numbers for list child situations at each school location.

6. Cancellation of 21st Century Community Learning Center classes or field trips must be given to Transportation within 24 hours prior to the class pick up time or field trip time. Anything less than 24 hours incurs minimum guaranteed hours for each affected driver.

7. The 21st Century Community Learning Center will reimburse Transportation for all bus route development, revisions, additions, and maintenance costs (i.e., schools added, additional students, etc.). Estimate of the development costs will be provided to the 21st Century Community Learning Center before bus route work begins. Estimates must be approved in writing before route development work commences.

ARTICLE 5: INDEMNIFICATION/LIABILITY/INSURANCE

5.101 Indemnification. BGCBC hereby releases, acquits and forever discharges the School Board of Bay County ("School Board"), its officers, agents and employees, of and from every claim, demand, cause of action or right of whatsoever nature or kind, for personal injuries, illness, disease or damage to property, arising from or associated with this Memorandum or the use of school facilities, equipment or property by 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 or intentional act of the School Board, its officers, agents or employees. Further BGCBC agrees to defend, indemnify and hold the School Board, 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 or intentional act of the School Board, its officers, agents or employees. BGCBC, at its own cost, expense and risk, shall defend any legal proceedings that may be brought against the School Board

on any claim or demand arising out of the use of the School Board's facilities, equipment or property and shall satisfy any judgment that may be rendered against the Board. The School Board shall notify BGCBC of the receipt of any such claim or demand.

5.02 Sovereign Immunity. The School Board and BGCBC acknowledge the waiver of sovereign immunity for liability in tort contained in Florida Statutes Section 768.28, the State of Florida's partial waiver of sovereign immunity, and acknowledge that such statute permits actions at law to recover damages in tort for money damages up to the limits set forth in such statute for death, personal injury or damage to property caused by the negligent or wrongful acts or omissions of an employee acting within the scope of the employee's office or employment. The School Board and BGCBC agree to be responsible for all such claims and damages, to the extent and limits provided in Florida Statutes Section 768.28, arising from the actions of their respective employees. The parties acknowledge that the foregoing shall not constitute a waiver of sovereign immunity, nor a waiver of any defense the parties may have under such statute, nor as consent to be sued by third parties.

5.03 Insurance. BGCBC shall maintain, throughout the term of this Agreement and any renewals, general liability insurance in an amount of not less than \$1,000,000.00 per occurrence, \$3,000,000.00 aggregate covering its activities pursuant to this Agreement. The policy shall be obtained from a liability insurance carrier rated A or higher, under a policy approved for use in the State of Florida. The policy shall contain an evidence/endorsement providing physical and sexual abuse and molestation coverage. BGCBC shall provide the School Board with a Certificate of Insurance naming "The School Board of Bay County, Florida, its officers, employees, and agents" as included in an additional insured endorsement to the general liability policy as an additional insured under BGCBC's policy and unconditionally entitling the School Board to thirty days' notice of cancellation of such policy or any of the coverages provided by such policy.

ARTICLE 6: TERMINATION

Notwithstanding any provision of this Memorandum to the contrary, this Memorandum may be terminated by any party, with or without cause, upon three days' notice.

ARTICLE 7: MISCELANEOUS

7.01 Governing Law and Venue. This Memorandum shall be construed and governed by the laws of the State of Florida. The parties agree that any controversies or legal disputes arising out of this Memorandum and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Fifteenth Judicial Circuit of Palm Beach County, Florida.

7.02 Captions. The captions and section designations set forth herein are for convenience only and shall have no substantive meaning.

7.03 Severability. In the event that any section, paragraph, sentence, clause, or provision of this Memorandum is held by a court of competent jurisdiction to be invalid, such shall not affect the remaining portions of this Memorandum and the same shall remain in full force and effect.

7.04 Entirety of Memorandum. This Memorandum represents the entire understanding between the parties and supersedes all other negotiations, representations, or Memorandum, written or oral, relating to this Memorandum.

7.05 Incorporation by Reference. The Exhibit attached hereto and referenced herein shall be deemed to be incorporated into this Memorandum by reference. See Exhibit A attached hereto.

7.06 Amendment. Except as otherwise provided for in this Memorandum, this Memorandum may be modified and amended only by written instrument executed by the parties hereto.

7.07 Waiver. No waiver of any provision of this Memorandum shall be effective against any party hereto unless it is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

7.08 No Third Party Beneficiaries. This Memorandum is made solely and specifically among and for the benefit of the parties hereto, and no other person shall have any rights, interest, or claims hereunder or be entitled to any benefits under or on account of this Memorandum as a third-party beneficiary or otherwise.

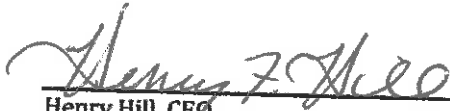
7.09 No Agency Relationship. No person employed by any party to this Memorandum, shall in connection with the performance of this Memorandum or any services or functions contemplated hereunder, at any time, be considered the employee of any other party, nor shall an employee claim any right in or entitlement to any pension, worker's compensation benefit, unemployment compensation, civil service, or other employee rights or privileges granted by operation of law or otherwise, except through and against the entity by whom they are employed.

7.10 Liens. The School Board's interest in the Board Facilities shall not be subject to liens arising from BGCBC's use of the Board Facilities, or exercise of the rights granted hereunder. BGCBC shall promptly cause any lien imposed against the Board Facilities relating to any matter related to this Memorandum to be discharged or transferred to bond.

7.11 Survival. Provisions contained in this Memorandum that, by their sense and context, are intended to survive the suspension or termination of this Memorandum, shall so survive.

7.12 Mandatory Reports of Child Abuse. BGCBC represents and warrants to the School Board that BGCBC has read and is familiar with Florida Statute § 39.201 regarding individuals' duties to report knowledge or suspicion that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care. BGCBC further represents and warrants to the School Board that BGCBC has duly trained its officers, agents, and employees with regard to each of their individual duties to report any such knowledge or suspicion immediately and directly to the Florida Department of Children and Families' Central Abuse Hotline at 1-800-96-ABUSE.

IN WITNESS WHEREOF, the parties have caused this Memorandum to be executed on the day and year first above written.


Henry Hill, CEO
Boys & Girls Clubs of Bay County



William V. Husfelt, III, Superintendent
The School Board of Bay County, Florida

EXHIBIT A

Dear Parents:

We are excited to welcome your student to campus to participate in the Boys & Girls Clubs of Bay County's 21st Century Community Learning Centers (the "Program"). Although Bay District Schools has made some of its facilities available for the Program, the Program is entirely operated by the Boys & Girls Clubs of Bay County ("BGCBC").

While your student is on campus participating in the Program, please know that BGCBC and its staff are responsible for the supervision, control, and direction of Program participants. If you have any questions, concerns, or information to share regarding your student's medical or other needs, such topics should be addressed with:

[name/contact info for site coordinator or BGCBC appointee]

The Bay District Schools Code of Student Conduct and Discipline will be in effect at the Program site. Any student's misconduct during the Program will be reported to the school's administrators and, at the principal's discretion, may result in school-based discipline.

Section 9: 2018-19 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 at a minimum of 12 hours/week for programs serving elementary students and/or nine (9) hours/week for programs serving middle or high school students during non-school hours at the approved site(s) for the minimum of 36 weeks. Subrecipients may have one or multiple centers/sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from August 1, 2018 – July 31, 2019. 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 of six (6) opportunities related to literacy and educational development to the adult family members of students served by 21st CCLC programs.

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

Sep. 15, 2018

August 1 – 30, 2018

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)
 - If there are no student services in August, submit Subgrant Activity Report

In addition to the items above, all subrecipients must submit the following:

- Evidence of provision of Supplemental Snacks/Meals Requirement
- Letter outlining screening and training of all staff and volunteers

In addition to tasks listed above, agencies exempt from DCF licensing must also submit:

- A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption)
- Occupant load certificate

Oct. 15, 2018

September 1 – 30, 2018

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Website and documentation supporting the dissemination of information about the 21st CCLC program

Nov. 15, 2018

October 1 – 31, 2018

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Documentation of teacher certifications
- Evidence of Professional Development activities (to date)

Dec. 15, 2018

November 1 – 30, 2018

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Baseline Data - Update
- Evidence of Collaboration with Regular School-day Staff
- Academic and Personal Enrichment Activities to Date

Jan. 15, 2019

December 1 – 31, 2018

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- 21st CCLC Advisory Board Meeting(s) Members, Minutes and Attendance

Feb. 15, 2019

January 1 – 31, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Analysis of Year-to-Date Expenditures

Mar. 15, 2019

February 1 – 28, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Formative Evaluation Summary

Apr. 15, 2019

March 1 – 31, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Adult Family Member Activities to Date

May 15, 2019

April 1 - 30, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- End-of-Year Teacher, Students and Adult Family Members Survey Data

June 15, 2019

May 1 - 31, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Website and documentation supporting the Dissemination of Information about 21st CCLC Summer Programming, (if applicable)

July 15, 2019

June 1 – 30, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Completed Objectives Assessment and Data Collection Tool

Aug. 15, 2019

July 1 – 31, 2019

Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.

- 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).

Component	Number of Participants	Number of Days/Activities
Before School		
After school		
Weekend/Holidays		
Summer		
Family Activities		

All subrecipients must submit the following source documentation on a monthly basis:

- Monthly Attendance Submission (each site)

In addition to the items above, all subrecipients must submit the following:

- Summative Evaluation Report
- Academic and Personal Enrichment Activities to date