

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Boys & Girls Club of Collier County, Florida, Inc.	2 PROJECT NUMBER 11C-2446C-6PRN6	
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Renewability TAPS 26B146	4 AUTHORITY 84.287C 21st CCLC ESEA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C250009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2025 - 07/31/2026 Program Period:08/01/2025 - 07/31/2026	
7 AUTHORIZED FUNDING Current Approved Budget: \$489,968.50 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$489,968.50	8 REIMBURSEMENT OPTION Reimbursement with Performance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2026</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2026</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2026</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>07/01/2025</u> • Last date for receipt of invoice : <u>07/31/2026</u> 		
10 DOE CONTACTS Program: Contobia Horsey-Adams Phone: (850) 245-9209 Email: contobia.horseyadams@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: JKZDL89BJH59 FEIN#: F650279110001	
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. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: Please note that additional terms and conditions may apply depending on the assurances associated with this project. For further details, refer to Section 11 on the following page. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> <p><i>Andria G. Cole</i></p> <p>Authorized Official on behalf of the Commissioner of Education</p> </div> <div style="text-align: center;"> <p>11.14.25</p> <p>Date of Signing</p> </div> <div style="text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </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
Subgrantees are reminded that they have existing obligations to comply with Title IV of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), Public Law 104-193. As applicable, grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq. or 42 U.S.C. § 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. § 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. § 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the U.S. Department of Education and/or the Florida Department of Education may take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.



Ryan Petty, *Chair*
Esther Byrd, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganholi, Sr.
Kelly Garcia
MaryLynn Magar

MEMORANDUM

TO: Boys and Girls Clubs of Collier County

FROM: State Program Office - 21st Century Community Learning Centers

DATE: October 1, 2025


SUBJECT: Project Award Notification Addendum

The purpose of this memorandum is to provide additional information to meet Uniform Guidance requirements concerning Federal Funds Obligated and Committed for the below referenced project. This memorandum is an addendum to the DOE 200 – Project Award Notification and approved project application.

See below for the required information specific to your project. Grant award funding is subject to the availability of funds. If you have any questions, please contact the 21st Century Community Learning Centers, State Program Office at 21stCCLCFunds@fldoe.org.

- Program Name: Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) – Renewability
- CFDA: 84.287C 21st CCLC ESSA, Title IV, Part B
- Research and Development: No
- TAPS: 26B146
- Cohort: 19
- Agency Name: Boys and Girls Clubs of Collier County
- Grant Award Period: 08/01/2025 - 07/31/2028
- Project Number: 11C-2446C-6PRN6
- Project Period: 08/01/2025 - 07/31/2026
 - Current Approved Budget (Project Performance Year 1): \$489,968.50
 - Current Maximum Amount: \$489,968.50
 - Total Amount of Federal Funds Obligated: \$489,968.50
 - Total Grant Award Period Maximum: \$1,469,905.50
 - Indirect Cost Rate: 8% maximum

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: Boys & Girls Club of Collier County M2 TAPS NUMBER: 250093 26B146	DOE USE ONLY Date Received 05/22/25
B) Name and Address of Eligible Applicant: Jaime Buitrago, Boys & Girls Club of Collier County 750 Davis Boulevard Naples, Florida 34104		Project Number (DOE Assigned) 11C-2446C-6PRN6
C) Total Funds Requested: 500,000.00 \$699,955.00 <hr style="width: 20%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$ 489,968.50	D) Applicant Contact & Business Information	
Contact Name: Felicia Soto & Jaime Buitrago Fiscal Contact Name: Beth Anderson & Bill Ross		Telephone Numbers: (239) 675-7048 Felicia (239) 325-1701 Megan (239) 325-1758 Beth & Bill
Mailing Address: 750 Davis Boulevard Naples, Florida 34104		E-mail Addresses: FSoto@bgccc.com JBuitrago@bgccc.com BAAnderson@bgccc.com
Physical/Facility Address: Programs will be hold at school sites listed		UEI number: FEIN number: 65-0279110
CERTIFICATION		
<p>I, <u>Jaime Buitrago</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)  _____ Signature of Agency Head	_____ Chief Operating Officer Title	_____ 05/20/2025 Date

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

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

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

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

Return to:

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

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

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

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

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

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

Certification:

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

Boys & Girls Club of Collier County M2

Typed Agency Name

11C

Agency Number

Jaime Buitrago, Chief Operating Officer

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


Area Code/Telephone Number

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

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

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

General Assurances

Assurance is hereby given that, to the extent applicable:

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

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governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.

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

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- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, “Audit Requirements” and/or Section 215.97, Florida Statutes, “Florida Single Audit Act” as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).
- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed

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for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project Application - An entity's request for a project award under state or federal education

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programs administered by the Florida Department of Education.

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

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

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

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

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

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

Explanation of Grants Management Requirements

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

Accounts and Records

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

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for

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general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

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

Audits

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

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

Audits – State-Funded Programs

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

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

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

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

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

Reports to be Submitted

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

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1pol\)\)/account/login.asp](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1pol))/account/login.asp)
[X](#)

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

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

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

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

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

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

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

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

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

Debarment, Suspension, and Other Responsibility Matters

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

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

The applicant certifies that it and its principals:

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

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

Drug-Free Workplace (Grantees Other Than Individual)

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

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

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

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

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

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

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

DUNS Number - Data Universal Numbering System

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

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

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

EDGAR - Education Department General Administrative Regulations

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

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

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

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

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

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

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

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

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

Gun Possession

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

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

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

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

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

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

Administrative Fee for Non-Federal Funds

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

Interest Income

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

Lobbying

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

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

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

Monitoring

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

More Restrictive Conditions

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

Obligations by Project Recipients

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

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

Ownership of Products—Intellectual Property

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

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

Participation of Private School Students and Staff in Federal Grants

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

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regulations, and guidance documents.

Personnel Costs – Time Distribution

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

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

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

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

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

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

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cost. These methods apply only to the Department.

Project Effective Dates

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

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

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

Property

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

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

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

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

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

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

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

Protected Prayer in Public Elementary and Secondary Schools

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

Purchasing

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

Reporting Requirements—Financial Disbursements

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

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

² Ibid

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

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

Retention and Access to Records

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

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

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

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

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

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

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

Single Audit Act

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

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

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

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

Supplement, Not Supplant

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

The Stevens Amendment

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

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

Travel

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

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

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

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

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

21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 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. (S)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (S)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based in evidence that shows that the students will meet challenging State academic standards. (S)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal 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. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (S)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. 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, Florida Statutes and Florida Administrative Code. (S)

Supplemental Meals

Students will be provided 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. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (S)

Students with Special Needs

Students with special needs will 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. (S)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (S)

Community Awareness

The subrecipient 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. (S)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (S)

Records Retention

The subrecipient will 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 or until such time as all pending reviews or audits have been completed and resolved. (S)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. 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 United States Education Department (USED). (S)

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other

emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.

Suspension of the Grant


The department 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.

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program.

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Agency Name Boys & Girls Club of Collier County 21ST CCLC – M2

Agency Head or Authorized Agency Representative 
Signature

Jaime Buitrago
Printed name

Title Chief Operating Officer

Date 25/20/2025

Phone No. 239-325-1700

Email jbuitrago@bgccc.com



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

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants 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 service areas. 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.

The agency will send out a letter to all private schools in the surrounding area informing eligible students about the Boys & Girls Club of Collier County 21st CCLC Program.

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

There are 195 students identified as eligible.

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

Program operates between 3:30PM – 5:30pm (Approximate – varies based on site)

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

NA

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

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



Agency Name Boys & Girls Club of Collier County – M2

Agency Head or Authorized Agency Representative 
Signature

Jaime Buitrago
Printed name

Title Chief Operating Officer

Date 05/21/2025

Phone No. 239-325-1700

Email jbuitrago@bgccc.com

Florida 21st CCLC Objectives Table 2025-26

Objective Category	Objective Number	Domain	Required Objective	Data Management
1. Academic Achievement	1.A.1	Reading and Language Arts GPR Measure 1	Participating students with two years of state assessment data will demonstrate growth toward meeting state and local academic achievement standards in reading and language arts performance on the Florida Assessment of Student Thinking (F.A.S.T.)	Reading and Language Arts F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.B.1	Mathematics GPR Measure 1	Participating students with two years of state assessment data will demonstrate growth toward meeting state and local academic achievement standards in mathematics performance on F.A.S.T.	Mathematics F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.C	Grade Point Average (GPA) GPR Measure 2	Participating students with two years of unweighted school GPA data of less than 3.0 will demonstrate improvement.	GPA data for all students who receive a GPA will be collected for subrecipient annual reporting .
2. Dropout Prevention	2.A	Attendance/Dropout Prevention GPR Measure 3	Participating students with two years of data who had a school day attendance rate at/or below 90% in the prior school year will demonstrate an improved school attendance rate.	The school day attendance rate for all students will be collected for subrecipient annual reporting .
3. Behavior	3.A	Behavior GPR Measure 4	Participating students with two years of data will demonstrate a decrease in the number of in-school suspensions compared to the previous year.	Data reports on in-school suspension for all students will be collected for subrecipient annual reporting .
4. School Engagement	4.A.2	Engagement in Learning GPR Measure 5	Participating students demonstrate an improvement in teacher-reported engagement in learning.	Stakeholder Surveys (day-school teachers on engagement) for all students will be collected for subrecipient annual reporting .

Color key:
Gray represents the federal level.
Yellow represents the state level.
Pink represents the local level.



2020-2021 Scope of Work

Agency Name: BGC Collier

Project Number: 11C-2441B-1PCC6

Program Name: Miracle 2

3.1 Project Abstract

Located in Immokalee, Florida, Miracle 2 (M2) serves 398 underachieving 3rd - 12th grade elementary, middle and high school students at four Title I schools, Highlands Elementary (HLE), Village Oaks Elementary (VOE), Immokalee Middle School (IMS) and Immokalee High School (IHS), with high-quality after-school, Spring Break and Summer activities (Florida Afterschool Network-based). Miracle is designed to (1) support mastery of Florida's high academic standards; (2) build Social Emotional Learning (SEL) skills necessary to recognize and manage emotions, make responsible decisions, and establish and maintain positive relationships; (3) offer enrichment opportunities ranging from art to recreation; provide dropout prevention and opportunities for career exploration and, (4) engage adult family members in educational and personal development opportunities. To utilize safe, familiar and accessible locations, the after-school programs and family outreach operate in the day schools of the students. Programming will be provided for two and a half hours daily after school, eight hours during the Summer and five hours during weekends/holidays. To develop students' understanding and correlation among high school credits, graduation, post-secondary education and careers, the elementary programs are called "Miracle University" (MU). On the secondary school levels, the "6YFN" ("6 Years From Now") design focuses students on "meeting" their future selves by exploring career options. Programming will be provided for two hours (Monday – Thursday) after school. Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

3.2 Applicant's Experience and Capacity



21st Century Community Learning Centers



Over the last 15 years, the Southwest Florida Workforce Development Board (SFWDB) has successfully provided 21st CCLC grant programs at seven sites, including the four in this application. Under SFWDB's educational division, initiatives such as Reading First and the Early Learning and Literacy Model (ELLM) have also been implemented.

SFWDB's 21st CCLC program will be administered by SFWDB's Executive Director, Joe Paterno, who is responsible for the overall compliance and its alignment to SFWDB Board and mission. Mr. Paterno has been the Executive Director for 22 years and will provide direct leadership to the Project Director, Ariana Desmore. Ms. Desmore has extensive professional experience in the implementation of 21st CCLC programs, including one year as the Project Director and seven years as a Site Coordinator and Miracle team lead, directly reporting to the previous Miracle Project Director, Patricia Riley. In 2016, Ms. Desmore completed her MBA at Nova Southeastern University. As Project Director, Ms. Desmore's research focus and active involvement with education and best practices will provide the foundation for Miracle's vision ("big-picture planning") to support site-specific curriculum and instructional strategies.

One Site Coordinator, who reports directly to the Project Director, is responsible for program implementation at each of the four sites. These coordinators have 21st CCLC experience and have contributed to the program's recognized success. If, during the course of the grant cycle, any new Site Coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Experienced Miracle Site Coordinators participate in program-specific trainings annually. Training topics include 21st CCLC basics, disguised learning, First Aid, and classroom management strategies. Site Coordinators also attend leadership and SEL-based training such as 7 Habits of Highly Effective People and Growth Mindsets. These trainings provide a diversity of academic, enrichment and personal development opportunities as well as family educational engagement, all of which support program outcomes.



21st Century Community Learning Centers



The Naples Children & Education Foundation's (NCEF) Director of Out-of-School Time Programs, Jamie Scott, will support the Miracle program by providing 21st CCLC staff access to professional development, program resources, and connections with community partners. Ms. Scott has 10 years of experience in 21st CCLC programs, has co-authored the Growth Mindsets curriculum and is trained in the following: 7 Habits of Highly Effective People, Speed of Trust and Great Leaders, Great Teams and Great Results. Fiscal oversight and reporting will be the responsibility of SFWDB's Chief Financial Officer, Michael Egan. Mr. Egan has over 30 years of experience in both nonprofit and for-profit financial management including several years working with 21st CCLC projects. Mr. Egan and/or Ms. Desmore attend all fiscal-related trainings offered by 21st CCLC. Each year, an outside agency audits SFWDB. All program monitoring and fiscal audits within the last two years have resulted in no findings. Therefore, no corrective action was necessary. The SFWDB and its 21st CCLC programs are in good standing.

In each year of operation, Miracle has served approximately 900 students, met all 21st CCLC requirements, and, in totality, impacted thousands of Immokalee 3rd through 12th grade at-risk students. The quality of these programs has been recognized during 21st CCLC site visits. Monitors have consistently given high marks for a variety of hands-on innovative programming and the integration of Covey's The 7 Habits of Happy Kids. Since implementation of this SEL program, three (and counting) of the seven Immokalee schools have adopted the curriculum creating seamless implementation in the after-school program. Program data shows increases in student achievement and a high degree of student and parent satisfaction. In January 2014, Miracle was selected as a "Spotlight Program" in Florida and described as "exemplary for its overall implementation of an effective and impactful 21st CCLC program, with special attention given to the program's core learning foundation "The 7 Habits of Highly Effective People", this foundation has created essential ingredients in the success of this program." Research-based Foundation/Curriculum; Program Structure; and Excellence in Leadership....[and program supports that assist this 21st



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CCLC program in continuing its effective programming and making continual improvements where needed." Subsequently, the 21st CCLC Administrative Team invited Miracle to be a best-practice peer presenter at the 2014 Student Success Summit. Such recognitions resulted in an invitation to NCEF's Immokalee Out-of-School Time Initiative (IOSTI), which is comprised of high-quality, out-of-school time programs that focus on closing the gaps of educational opportunity for at-risk children in Collier County. This exclusive initiative brings support in partnerships and resources to the 21st CCLC program.

Early Miracle students have begun graduating and significant growth in educational outcomes is evident. In the last four years, graduation rates in Immokalee have risen to over 90%. Yearly, Miracle students have met the program objective goals set forth by 21st CCLC as outlined by the "Miracle 2: 2018-2019 Average Gains" attachment. Highlights of the 2018-2019 data results indicate that Miracle students met and far exceeded all academic goals. This is also true for all personal enrichment and adult family member objectives as well.

Ongoing, varied evaluation has yielded continuous improvement and consistent results. Evaluation strategies include monthly site visits, staff observations, coaching, data analysis and progress monitoring for academic units. Evaluation activities are conducted in a systematic way using a timeline. This process assists in informing the program and stakeholders about progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting. These processes help support the evaluation activities that are required by the grant. Miracle has a history of meeting all 21st CCLC evaluation and quarterly reporting requirements each year.

A partnership with Collier County Public Schools (CCPS) enables Miracle to easily access student data, such as grades, FAIR, FSA and Math Benchmark, to guide improvement through a system called StopWatch. Site Coordinators and lead staff are responsible for the collection and maintenance of student data. Along with program evaluators, program

baseline, mid-year, end-of-year data analyses are conducted and reported as required by the grant. On a continuous basis, program staff utilize the StopWatch system to review student data to ensure effectiveness of efforts. Any programmatic changes are, therefore, the data-driven results of these frequent analysis efforts.

3.3 Needs Assessment

Miracle is a collaborative partner in the Naples Children & Education Foundation's (NCEF) Immokalee Out-of-School Time Initiative (IOSTI). This initiative focuses on collegiality, effectiveness and resource leveraging among out-of-school providers in Immokalee. The NCEF Board of Trustees contracted with the University of Florida Lastinger Center to conduct a needs assessment of childhood well-being in Immokalee in 2005 and 2010, as well as an updated study in 2017 with Civitas Strategies. A three-phase process was used to collect the data: (1) data collection about the conditions and human needs of the children and the agencies addressing those needs; (2) analysis of current delivery system and the impact of NCEF strategic investments (including Miracle); and (3) presentation and report of findings. Both qualitative and quantitative research methods were used, including statistical analysis and program evaluations provided by multiple databases from County, State and Federal sources; professional publications and reports; and extensive interviews with school district personnel (regular and charter schools), health and education service providers, civic leaders and NCEF trustees. There are no private schools in Immokalee.

The updated Civitas report addressed the areas of poverty, health, early learning, student achievement, Reading, Mathematics and Science, retention and dropout, after-school care and substance abuse." Utilizing this study, the Miracle Leadership Team (MLT), comprised of the Project Director and lead coordinators, studied areas of program effectiveness, student achievement, retention and dropout, and after-school care. An alignment and cause- and- effect analysis charts were created correlating areas of need and functioning responses. The MLT examined existing programs and their components to identify those that (1) were effective;



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(2) needed strengthening; or, (3) did not yet exist. The results were shared with the Advisory Board (comprised of program stakeholders and community partners) and the IOSTI Leadership Team as a basis for strategic planning of the Miracle program.

Additionally, the partnership with the Collier County Public Schools District, allowed the MLT to collect and analyze attendance, discipline, and assessment data. The results were completed in March 2020 and discussed with school Principals and lead staff for additional insight pertaining to the needs of each site's target 21st CCLC population. Finally, the MLT looked at the Florida State standards and academic assessment benchmarks to determine if the identified program units and other activities aligned. The resulting comprehensive assessment plan focused on both academic and personal enrichment needs of the students.

An analysis of the U.S. Census data listed in the "Community Demographics: Immokalee Quickfacts" attachment, establishes that Immokalee, one of the nation's largest agricultural regions, has a population of 24,154 people with limited education, job skills and economic resources. Its largely migratory workforce is concentrated in the farm and service industries (e.g., farmworkers, housekeepers and kitchen workers). With the median household income of \$30,426, it is not uncommon to see families with six to eight children living in one- or two-room homes. In the 25-years-and-older Immokalee population, 49.3% have less than a ninth-grade education and 37.8% have at least a high school diploma. This is a community plagued by immigration and human-trafficking issues, and its demographics define it as high need.

Immokalee's children are at-risk with a clear and pressing need for out-of-school time programs. The children are born into conditions that bear the demographic (mobility, language), socioeconomic (poverty, hunger, healthcare), and institutional (underperforming schools) risk factors predictive of educational failure. Poverty and language are the two largest barriers to learning and success. Today, poverty creates the achievement gap and is the "great dividing line in American Education." Recent research has also revealed that severe poverty has a negative effect on child brain



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development but can be offset by intensive interventions such as focused lessons and stimulating games, which are intentionally incorporated into the Miracle design. To break the cycles and effects of poverty, there is an overarching need to develop growth mindsets in students whereby they believe that “effort is the essential component to reaching academic potential” and “grit and persistence is the pathway to learning, not genetics” or environment. At-risk students need to acquire resiliency and self-efficacy to overcome learning barriers and benefit from 21st CCLC opportunities.

Poverty and location are two factors that deny Immokalee children access to opportunities to participate in organized lessons and sports to develop self-discipline and social and teamwork skills. M2's 21st CCLC programming provides experiences that support the developmental needs of the “whole child.” Miracle 2's programming also develops the skills required to overcome the challenges of 21st century college, citizenship, and careers. As the Superintendent of Collier County Public Schools, Dr. Kamela Patton, has stated, “[Miracle] has contributed to the significant increase in graduation rates that have been seen in Immokalee. Our students have gained greater understanding in their academic pursuits as well as many areas of the arts, character development and physical education.” Based on the FL DOE data described in the “M2: Data Points” and “M2 FSA Data” attachments, M2 schools are all Title I schools with well over 90% of the student population considered economically needy. Nearly 75% of all students at each of the M2 school sites come from a home where English is spoken as a second language. In 2019, three of the four M2 schools received a School Grade of a C or D.

The Florida Standards Assessment data outlined in the “M2 FSA Data” attachment, details that all grades in the M2 schools, with the exception of Highlands Elementary, scored far below the State and district average for the 2019 Florida Standards Assessment (FSA) in English Language Arts (ELA), Math and Science for grades 3-12; HLE fails to meet the State and/or district average across nearly half of the grades and content areas. Among all four M2 schools, 65% of the students did not meet the State's standards



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in Reading; over 60% did not meet the standard for Math; and 65% did not meet the standard for Science. Confronting the immediate and physical difficulties caused by poverty, migratory lifestyles, low educational levels and immigration issues, Immokalee parents and families are ill-equipped to support their children's education. The educational support gap between students from more affluent homes and Miracle families creates a challenge to provide opportunities for students and parents to interact educationally (learn together). To address these challenges, Miracle adult family member sessions are designed to increase educational confidence and interaction within families so that children and parents learn together.

Recognizing the impact and significance of the Miracle program, all Immokalee Principals have requested that the Miracle program continue to be offered to their students, especially since it targets the most vulnerable and at-risk students at each school. Immokalee is fragile and needs multiple layers of support for its children and families. All schools, even those with rising school grades and FSA scores, serve students who come from poverty face a plethora of other issues.

In their 2019-2020 School Improvement Plans, VOE, IMS and IHS all stated that they plan to increase achievement and proficiency in areas such ELA and reading. VOE and IMS plan to focus on ELA, Math, and Science, whereas IHS plans to focus particularly on ELA and Math. Compared to the State's average, all of the M2 schools, excluding IHS, have identified ELA and Reading as the greatest gaps. Algebra I proficiency levels at IHS were identified as revealing the greatest gap in comparison to the State average. The Miracle program has developed specific program activities tailored to Algebra I. The Miracle program will work closely with administration at all M2 schools to assist in achieving their goals, as they are all in alignment with Miracle's objectives and goals.

The day school and IOSTI collaboration in Immokalee is structured and ongoing, wherein all out-of-school time providers collegially analyze school and demographic data, identify gaps and propose solutions. There are no private schools in Immokalee, but all public-school data is included in the evaluation process conducted by the IOSTI Leadership Team, which



includes executive directors of all the providers, representatives from Collier County Public Schools, project evaluator, and IOSTI program manager. Although each out-of-school time program targets different students, one common goal is to ensure services are equitably distributed among all schools. Job limitations require that parents of many children work late hours in the field and other farm and service industries, resulting in many Immokalee children being left unsupervised after school. Students in K-2 are currently provided with after school services in the Immokalee schools; consequently, the Miracle application targets grades 3 and above. This population of students is under-served in the Immokalee community. M2 provides services to nearly 45% of the total student population at the four school sites.

3.4 Community Notice and Dissemination of Information

In developing the 21st CCLC Miracle grant application, four focus groups were convened: (1) all Immokalee Principals; (2) all Immokalee out-of-school-time providers; (3) current partners, including school district staff; and, (4) the current steering committee, including students and parents. The intent was to ensure needs were identified, resources leveraged, and services not duplicated. Participants will be invited to serve on the Miracle Advisory Board so that their valuable input and contributions to Miracle continues. For those parents and students unable to attend meetings, surveys will be distributed annually to gather feedback and suggestions for improvements in all program areas.

Notice of SFWDB's intent to apply and process to review the submitted application was given to focus groups and posted on websites (SFWDB and the Miracle social media page), bulletin boards in Immokalee (printed in English, Spanish, and Creole), and in the Naples Daily News in May 2019. Following submission, the application will be available for review by contacting the Project Director; if approved, the project will be available on the website. (There are no private schools in Immokalee.)

Information about the 21st CCLC Miracle program will be disseminated through several, diverse, audience-appropriate vehicles to ensure the



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majority of stakeholders and community members are reached. All audiences will have free and open access to the Miracle webpage that will be included on the SFWDB website. The 21st CCLC portion is regularly monitored, maintained, and updated by Miracle Site Coordinators at least once each school semester. The Miracle website will include recent reports, Site Coordinator contact information, target school and program site locations, schedules, student project pictures, and related information (including useful links). By October 1, 2020 the Miracle website will expand to include calendars, hours of operation, 21st CCLC programs, grant narrative, and progress toward Miracle goals. In addition: (1) Students will be aware of their progress toward goals through leadership portfolios that contain a personal résumé that builds each time they complete a unit; (2) Parents and families will receive information (in English, Spanish, and Haitian Creole) through weekly/daily social media posts, scheduled adult family member sessions, flyers as necessary, monthly/quarterly postings on school bulletin boards, and site and/or project advisory committee meetings; (3) School district personnel will participate in the Advisory Board meetings (one in the Fall and one in the Spring) and receive direct (electronic, where possible) mailings of reports (at the beginning, middle and end of the year), findings, progress and challenges on an ongoing basis; (4) Partners and external stakeholders will receive updates by presentations, electronic mailings and/or electronic alerts to check the website as necessary; (5) Media outlets will be contacted for events and newsworthy accomplishments; and, (6) Miracle will be accessible to colleagues throughout the State via the 21st CCLC website, video/phone conferencing, and/or State conferences.

3.5a Partnership and Collaboration

Miracle is constructed on a partnership between SFWDB and Collier School District, as evidenced by the support letter from the Superintendent. Program facilities, equipment, referrals, recruitment of targeted students, transportation services, student data, inclusion of staff in District professional development, and nutrition services will be provided through this primary partnership. Through a grant provided by the Department of



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Health to the Collier County School District, nutritious meals will be provided to Miracle students daily at no cost during the after-school program.

The Boys & Girls Club of Collier County (BGCCC) will partner with M2 to provide the salary for one experienced Site Coordinator. This partnership will ensure strengthened ties between the two organizations. BGCCC has also committed to provide SFWDB with resources and support as needed to enhance the Miracle program's impact in the community.

NCEF will partner with Miracle (via the SFWDB) to contribute professional development opportunities, additional materials, resources, and services outside of those that are considered 21st CCLC allowable costs, as well as funding contributions (as available and necessary) in the event of a decrease in 21st CCLC funding. NCEF has created and invested in the IOSTI, which has and will afford Miracle the opportunities to collaborate with several other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources, thus, securing a partnership between the Miracle program and all other IOSTI providers.

Miracle has also built partnerships with many community organizations, including the David Lawrence Mental Health Center, the FSU Center for Child Stress & Health, the Benison Center of Immokalee, and UF IFAS 4H. Overall, these unique partnerships have provided resources, trainings, student mental health services, implementation of SEL curriculum, bullying and drug prevention programming, STEM courses, various incentives for both students and staff, and family member nutrition and mental health resources. Miracle continues to seek and utilize community partners to ensure robust implementation of the 21st CCLC after-school program. The value of all in-kind goods and services from other community partners will be tracked electronically by the Site Coordinators.

3.5b Collaboration

The need to develop education safety nets for students continues to grow as academic standards and assessments simultaneously increase and are continuously redefined. The Miracle application is a result of the request of



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the education community – in particular, Principals and their leadership teams. Miracle’s ongoing collaboration with the CCPS provides many resources to the program such as facility and equipment use at a reasonable cost, access to student data (with written parental permission and within the limits of the law), and a contract for use of CCPS District transportation (District-trained drivers with Level II clearance). The District has created a specific software program for Miracle called StopWatch, which has enabled the Project Director and Site Coordinators to access the student data points (grades, FSA, benchmark assessments, etc.) necessary for reporting and continuous program improvement.

The Miracle program will take place in the school site of each target school. Each site will be staffed by day school teachers from that location so that students will work with teachers they know (and vice versa) and who will have the opportunity to employ different instructional strategies and materials to support the mastery of the State standards. This will ensure seamless communication and strong alignment between the day and after-school programs. A lead teacher or staff will be identified at each school site to assist the Site Coordinator in program leadership. The lead teacher at each site strengthens the connection between the day school and out-of-school time after-school programs by communicating with the teachers regarding homework completion and individual student needs. The program will be further enhanced by this individual’s insight into and communication with both. The remainder of the staff will be highly qualified paraprofessionals chosen from the school site and college students. The latter will also serve as role models, as they are from Immokalee and attend postsecondary schools. Miracle Site Coordinators will communicate with school staff and administration on a daily basis via phone, email, and in-person meetings and conversations. Many school administrators also allow Miracle staff to participate in school staff training and professional development sessions.

The IOSTI also provides after-school programs with opportunities for day school collaboration and facilitates regular meetings between the after-school programs and school administration. These meetings allow for



communication regarding student needs and successes, areas of concern, and staff support.

3.6 Target Population, Recruitment and Retention

All M2 schools are identified as schools in need of support and improvement. Highlands Elementary, Immokalee Middle, and Immokalee High are listed as a Targeted Support and Improvement School. Village Oaks Elementary is listed as a Comprehensive Support and Improvement School.

In the past, M2 programs have averaged 90+% average daily attendance and typically have a waiting list of students. For 2020-2021, M2's target population (grades 3-12) at each site will be identified by data and recommendations from each school's Principal and/or lead teacher. M2 will have the capacity to serve approximately 16% of the elementary site's population, 6% in the middle school and 5% in the high school. Since the entire student population is considered at-risk, the first invitations will be extended to students achieving at Levels 1 and 2 on the FSA. Within the target population, all students will be eligible regardless of disability, gender, race, or ethnicity. Students with special needs are eligible and will be provided support as needed within the realms of the 21st CCLC budget. The Collier School District provides the Miracle program with student data surrounding individualized education plans and exceptional student needs. Miracle will seek assistance from partners and district staff as necessary to best meet the needs of each student. School administration and staff will also provide Miracle coordinators with student referrals based on student data. This ensures that students who most require the program's assistance are made aware of the program's offerings.

In August 2020, multilingual (English, Spanish, Creole) invitation letters describing the program and registration forms will be sent to the parents of children whose needs have identified them as the first priority. Utilizing multilingual letters of invitation and registration forms ensure that parents in this predominantly non- English-speaking community are able to read these communications. Based on parent need, program staff will set up appointments to help parents complete the registration process. If



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necessary, a second round of invitations will be sent in mid-September to parents of children in the second level of priority. In partnership with the day school teachers, Miracle staff and Site Coordinators will reach out to parents through phone calls and personal contact to encourage students' participation and to ensure full knowledge of the program's resources, understanding of why their child is a candidate, and the importance of participating for his/her future success.

Since student retention is critical to program success, a parent orientation will be scheduled for the beginning of the program year. Together with the administration and lead teacher, Miracle staff will share the objectives of the program and the value it will add to student success, inviting parents' suggestions of additional elements to include in the program's array of activities. The attendance policy will be distributed, and all communication will be translated into the three languages to ensure understanding and that all questions are answered.

Maintaining a high level of student interest is vital to student retention. Miracle has identified a wide array of highly engaging units and will ensure there are numerous opportunities for student voice and choice throughout the program. Miracle is designed to ensure a student's sense of belonging and purpose. Many of the academic and enrichment activities are structured in teams, which is how students learn best and provides the most opportunity for leadership roles and responsibilities. To elicit all-important demonstrations of skills, choice and leadership among students, Miracle will incorporate activities known to increase children's participation.

If Miracle attendance or student participation declines, an individual plan of action will be implemented by the Miracle team. Students will be considered individually to determine the most appropriate course of action to renew their interest/attendance. For example, (1) phone call(s) to parents in the case of excessive absences or early removals to determine the reasons; and to remind families of the attendance policy and value of regular attendance; (2) coordination with the day school to determine if absenteeism or lack of engagement is occurring in both programs; (3)



meeting with student to ascertain his/her reasons for nonattendance/disinterest and, if appropriate and possible, address them; and, (4) as a last resort, the student will be replaced by someone on the waiting list. Attendance records will be maintained and reviewed at each site monthly to identify trends and make adjustments to the program and/or enrollments. Attendance tracking will also be monitored by students in efforts to encourage accountability.

Family engagement in the Miracle Program is also crucial for student and program success. To keep parents/guardians engaged, family members are invited to participate in five adult family member sessions throughout the year at each site, where they will have the opportunity to meet the Site Coordinator and program staff. These sessions will provide and encourage family learning opportunities. Multilingual flyers will be sent home throughout the year with upcoming sessions and important and relevant information. Parents/guardians will be welcome to come to their child's site to speak with the Site Coordinator and/or can set up meetings at times that are convenient for them. The Miracle Facebook page will provide weekly or bi-weekly updates on what is happening at different sites, and the Miracle website will contain updated information and calendars for families as well.

3.7 Time and Frequency of Service Provision for Student and Families

MU will be open to serve all students for 12.5 hours per week at Highlands Elementary and Village Oaks Elementary. At the secondary level, 6YFN will serve students at Immokalee Middle and Immokalee High for eight hours per week. The start date for HLE and VOE programs will be August 24, 2020, with an end date of May 21, 2021. IMS will start on August 24, 2020, and end on May 25, 2021. The IHS program will begin on August 20, 2020 and end on May 27, 2021 for IHS. All programs will begin five minutes after school dismissal: HLE and VOE programs will begin at 3:25 p.m. and continue for two and a half hours until 5:55 p.m.; IMS and IHS will operate for two hours daily, with IMS beginning at 3:45 p.m. and end ending at 5:45 p.m. and IHS beginning at 2:10 p.m. and ending at 4:10 p.m. HLE and VOE will operate Monday through Friday for 161 after-school program days. IMS will operate Monday through Thursday for 132 after-school program days



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while IHS will operate Monday through Thursday for 135 after-school program days. The after-school programs will take place at the target school sites.

Daily, students will be engaged in disguised learning units and tutoring for 45-60 minutes, provided with Growth Mindset Time in “Homework Hall” for 30-60 minutes, and participate in personal enrichment and SEL activities/projects for 45-60 minutes. Transition times are marked by 5-15 minute “brain breaks” (physical activity). Daily activity schedules will vary based on project time requirements and student needs and choices.

Additionally, Miracle will offer students Spring and Summer enrichment programs. The Miracle Spring enrichment program will take place at the Immokalee Parks & Recreation Facilities and serve a total of 30 M2 students (HLE:15, VOE:15). The Spring program will run five days from March 15, 2021, to March 19, 2021, beginning at 8:30 a.m. and ending at 1:30 p.m. The two-week Summer Enrichment program will take place at the Immokalee Parks and Recreation Facilities half of the day and the Immokalee High school for the remainder of the day (the two facilities are within very close proximity). It will serve a total of 38 M2 students (HLE:20, VOE:18) and take place from June 7, 2021, to June 18, 2021, beginning at 8:30 a.m. and ending at 4:30 p.m. During the Spring and Summer enrichment programs, all students will participate in academic units implemented by a certified teacher and personal enrichment activities implemented and supervised by Miracle staff (including swimming, the arts, and recreational/sports activities).

Miracle will offer at least five adult family member sessions at each site based on times most convenient to working families. The events will be announced in advance and reminders will be sent home as the date approaches. All communication will be offered in three languages (English, Spanish, Creole). The parent/family hours may fluctuate based on the time of year (in an effort to accommodate field work and packing-house hours). Each evening session will run one to two hours and will include observation, participation and learning activities for the adults and families. For example, at least once a year, students at some sites may lead Miracle



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parent conferences to explain MU projects as well as the 7 Habits. The first family engagement event will include an orientation to 21st CCLC program requirements and activities. During family education nights, Miracle will connect parents and families with relevant resources and lessons surrounding their child's personal and education needs, family nutrition, mental health awareness and counseling. At least once a year, families will be provided with resources and sessions focused on SEL, mental health awareness and counseling provided by the FSU Center for Child Stress & Health. Other educational resources may be offered to parents as identified in surveys; however, outreach will be available on an on-going basis.

To increase family involvement, during Fall, Spring, and Summer semesters parent surveys will be distributed to gauge interest in an additional weekend family event, known as Miracle Pride. If survey results reveal an interest, these Miracle Pride events will be held in addition to the adult family nutrition lessons no more than three times a year. Each event will give Miracle students the opportunity to compete and showcase their academic, personal enrichment, and health-related knowledge and skills in a family-friendly setting.

3.8 Program Evaluation

Evaluation Activities and Proposed Timeline: Conducting evaluation activities in a systematic way using a timeline will help to inform the program and stakeholders about the program progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

Evaluation Activity #1 - Data Collection: Data will be collected in a way that does not interfere with program activities. Evaluation activities will be discussed and coordinated with the Program Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize distraction. The following will be collected or conducted by the evaluator for analysis in December 2020 (baseline data), February 2021 (mid-year data) and June 2021 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades, and other relevant data.
- Program documents (qualitative and quantitative) including student files, assessments, data-collection tools, meeting minutes, and scoring rubrics.



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- Interviews (qualitative) with the Program Director, Site Coordinators, Teachers, and Program Staff.
- Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected via EZReport.

Evaluation Activity #2 and #3 – Baseline data will be analyzed in December 2020 for completeness and level of student performance. The results of the baseline data analysis will be provided to the program so that it knows which areas to target. Mid-year data will be analyzed in February 2021. End-of-year data will be analyzed in June 2021, and those results will be reflected in the End of Year Data Report (July 2021) and Summative Evaluation Report (August 2021). These reports will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes.

Examination of Program Impact: The evaluation design will allow for the measurement of progress made towards meeting each grant objective as described above. The measurement tools that will be used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, adult family member participant and performance data, College and Career Readiness data (if needed), and Dropout Prevention data (if needed) will also be used as program impact measurement tools. These tools will help to answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness (if needed), Dropout Prevention (if needed), and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? And, (4) Did the program efforts to address adult family members result in

positive outcomes for those family members who participated? Using the aforementioned measurement tools to answer these program impact questions through evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. The results will be used to help inform the program about any areas that may need improvement throughout the project year.

Use of Evaluation Results and Sharing Results with Community: Using evaluation data results, and sharing those results to help improve the program and its impact, is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results will be shared at each Advisory Board meeting, staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least two times during the grant year. Data results, program operations and evaluator recommendations for program improvement will be covered in these meetings so that the community is well aware of program performance and student-level performance of the 21st CCLC program. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

3.8.a. Statewide Standard Objectives

Within Collier County, the Immokalee community schools share common at-risk factors and challenges, performance levels, students, and families. The Miracle Leadership Team (MLT) completed an analysis of the 2018-2019 student (Miracle and others) results for each M2 site, including FSA (scores and strands), student grades, and pre/post-unit assessments. The analysis substantiated all students struggled consistently in all Reading, Math and Science areas. After Principal input, the MLT concluded that students will benefit most from a concentration on literacy (Reading and Writing) across all subject areas. Miracle's SMART (Specific, Measurable, Attainable, Realistic and Timely) objectives are established based on



aforementioned student data (see Measurable Objectives and Assessment attachment).

3.8.a. Statewide Standard Objectives

- 1) Objective 1: English Language Arts - 45% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
- 2) Objective 2: Mathematics - 50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.
- 3) Objective 3: Science - 45% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.

3.8.b. Objectives for Academic Benchmarks

- 4) Objective 4a Third Grade Promotion - 55% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
- 5) Objective 4b: Algebra 1 End-of-Course Exam - 65% of regularly participating students¹ enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
- 6) Objective 4c High School Graduation - 70% of regularly participating students will graduate within their 4-year cohort.

3.8.c. Applicant Specified Objectives

- 7) Objective 5: Social-Emotional Learning - 80% of regularly participating students will improve their self-discipline as measured by pre-, mid- and post-assessment.
- 8) Objective 6: Personal Enrichment - 80% of regularly participating students will improve their visual arts skills as measured by pre-, mid- and post assessment.
- 9) Objective 7: Dropout Prevention & College/Career Readiness - 40% of regularly participating students will improve their engagement in career

exploration and post-secondary readiness as measured by pre-, mid-, and post-assessment.

10) Objective 8: Adult Family Member Services - 80% of adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).

3.9 Approved Program Activities

M2 targets underachieving students in grades 3-12 within the following structure. The project addresses students' unmet academic and personal development needs as identified by academic and attendance data. M2's primary academic goals will be to increase proficiency in ELA, Math and Science. The program's disguised-learning design is delivered by certified teachers (1:10 teacher:student ratio) and enrichment activities by highly qualified paraprofessionals and college students (1:20). To develop students' understanding and correlation among high school credits, graduation, post-secondary education, and careers, the M2 programs are called "Miracle University" (MU) at the elementary level. Comprised of colleges, academies and institutes, MU will provide "résumé building" and "credit-earning" opportunities that will encourage M2 students to explore fields that align with the most in-demand careers in Southwest Florida.

In 2018 the Florida Department of Economic Opportunity along with its community partners, conducted a Workforce Overview Study, which revealed the top 50 occupational employment gaps based on growth from 2018 to 2026 in Southwest Florida¹¹. Focused on the industries with the most growth and diverse employment opportunities, MU will implement experience-based projects that explore four of the identified industries: (1) Engineering and Construction "The Engineering Academy"; (2) Business and Entrepreneurship "The College of Business"; (3) Education "The College of Education"; and, (4) Healthcare "Healthcare Institute." Throughout the year, students will build and add to their MU résumé and transcript by completing each unit with applicable skills, certifications, and experiences. Quarterly, students will complete a unit within one of the identified career pathways addressing all academic areas and aligned to the standards by



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grade level. The culminating event, MU Graduation, will allow students with enough earned “credits” to graduate in the spring (“sophomores” become “juniors” and “juniors” move to their “senior” years).

In the middle and high schools, MU students will move into 6YFN (“6 Years From Now”) and participate in units that focus on preparing for their “future selves.” Students will be provided with support in understanding where they are now in their educational careers so they can develop the foundation of plans for their future self. Self-discovery, in-depth career exploration, college readiness, and goal setting are intentionally incorporated into each project. Students’ 6YFN self-monitored and adult-coached plans are created in a variety of mediums and will encourage self-expression and creativity. All 6YFN activities have an academic focus that addresses various student needs and interests. Activities will also provide students with the knowledge to make informed decisions regarding their future careers.

At all levels, “Homework Hall” will be led by Miracle staff, and certified teachers will provide the guidance to reinforce subject areas taught during the day school. Miracle staff will gauge the effectiveness of “Homework Hall” by monitoring school grades and gathering teacher feedback.

SEL projects and creative and performing arts will be implemented during personal enrichment time. Growth Mindset and Personal Leadership concepts will be embedded in the MU units as well as during all daily program components (transitions and Homework Hall). The 7 Habits and Growth Mindsets are implemented to increase student resiliency and self-efficacy. Studies of students from abject poverty who have become successful display a lack of two common traits: self-efficacy and resiliency.

M2’s academic activities will be implemented daily by highly qualified certified teachers. The Miracle academic foundation is built on activities and units (such as MindWorks or Career Launch) that were written in alignment with the Florida State Standards and utilize a variety of learning strategies to accommodate students’ diversity of learning styles. Intrinsic to well-designed PBLs (Project Based Learning Unit) is a higher level of student



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engagement, a critical factor in ensuring Miracle students understand language and concepts and are successful in scaffold learning models. Miracle's staff employs Kagan classroom management structures that support learning, such as team building, social skills, communication skills, decision making, and knowledge building. Kagan's practices also assist in developing information processing, critical thinking and presentation skills. Kagan's cooperative learning model has a demonstrated record of improving achievement and serves as an integrated safety net for Miracle students mastering new concepts and skills.

Into each unit, Miracle infuses Growth Mindset terminology and activities, along with personal leadership skills. The pacing of each PBL is adapted regularly, to ensure that the necessary amount of time is spent on understanding vocabulary comprehension, practicing concepts and connecting day school curriculum to the after-school units. All Miracle activities are characterized as (1) research-based; (2) linked to project objectives; (3) cross-curricular; (4) aligned with grade-level standards; and, (5) engaging, hands-on experiential learning. The range of instructional strategies and innovative activities will ensure that diverse student learning styles and needs are addressed and met. Each unit will be assessed through pre- and post-assessments to monitor student progress and project effectiveness. Assessments will focus on the specific efficacy and delivery. Each unit will include demonstrations of proficiency as measured against project rubrics. Student academic growth will be tracked by staff using pre/post-assessments, grades, and State assessments, to ensure movement towards benchmarks. The assessment scores and student grades will be utilized to guide the academic curriculum throughout the year. Miracle supports the mastery of Florida State Standards; they are built on the foundation that students believe they can learn, know they are responsible for learning and are interested in solving challenges. All academic units align to Florida State Standards for Language Arts, Math, and Science.

Activities 1 - 3: Holes & MindWorks Units (Elementary) & The Future Educators Club -(secondary) –Objective 1: English Language Arts/Writing:



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As evidenced by 2019 FSA data, 65% of students scored below grade level proficiency in ELA. Miracle units provide direct instruction and disguised learning, such as in the attached Holes unit (Socratic reading) from MU's College of Education. In this unit, students will complete a series of engaging reading activities that will further develop the grade-specific reading and comprehension skills essential for success on the FSA. This comprehensive lesson will also connect real-world, educational career skills by providing students with the opportunity to display their personal leadership abilities and level of understanding through student-created presentations and student-to-student mentoring opportunities on "Mentor Day." At the secondary levels, 6YFN projects such as "the Future Educators Club" address the appropriate Reading and Language Arts standards, while providing students with a clear understanding of career options related to the field of education. Literacy as a focus will be targeted through computer programs such as iReady Reading and during "Homework Hall" (tutoring) at all levels.

Activities 4 & 5: BizWorld (elementary) & Money Matters (secondary) – Objective 2: Mathematics:

As evidenced by 2019 FSA data, 60% of students scored below grade level proficiency in Mathematics. Miracle's project-based learning units, such as the attached unit, BizWorld, address these areas of student need. During this College of Business unit, students will discover their entrepreneurial spirits as they create businesses while applying basic concepts of finance and sales. Related need-responsive units that are incorporated into MU include "MindWorks: Whodunit" and "Math & Science Exploration." Math skills will also be supported through computer programs, such as FASTT Math and "Homework Hall." 6YFN students will improve their Math proficiencies through units such as "Career Launch" and "Money Matters." Through the attached "Money Matters" curriculum, students learn the fundamentals of finance while applying basic Math skills. Activities identified for this objective at all levels introduce the Math concepts using disguised-learning techniques, peer learning, and group discussions that maintain student engagement.



Activities 6 - 8: STEM Little Bits & Storm Chasers (elementary) & Coding (secondary) – Objective 3: Science:

Also demonstrated by 2019 FSA data, 65% of students scored below grade level proficiency in Science. Miracle units, such as “MindWorks: Storm Chasers” and “Environmental Science,” will be included in MU’s stem-based Engineering Academy, to address areas of student need and support Florida’s Science standards. The attached Little Bits curriculum, recommended by CCPS’ curriculum specialists, will provide students with basic concepts of coding and engineering application. The unit encompasses guided activities that will provide students with opportunities for real-world problem solving, while reinforcing the concept of grit and includes scientific investigations and experimental trials. 6YFN projects that directly target Science categories include the attached “Coding” unit, during which students are introduced to the foundational skills of coding and computer science through a code.org course. Projects of this caliber offer students the opportunity to gauge the desirability of potential career paths. STEM (Science Technology, Engineering and Math) will also be supported through “Homework Hall.”

Activity 9: Spiral Review – Objective 4: Third Grade Promotion:

As evidenced by 2019 FSA data, 55% of 3rd grade students scored below grade level proficiency in Reading and 47% of 3rd grade students performed below proficiency in Mathematics. During Miracle University, 3rd grade students will receive direct support from certified teachers to assist with their mastery of the skills assessed by the FSA. Students will be placed in tutoring groups based on their level of proficiency. This will ensure that each student receives the proper level of instruction based on identified needs. Activities, such as the Spiral Review, will provide 3rd grade students with the necessary skills to decode and comprehend. Using games and interactive activities, teachers will reinforce test-taking strategies and offer support in all academic subject areas to prepare and further enhance their students’ mastery of the skills and standards required for promotion to the 4th grade.



Activity 10: Algebra I EOC Review (secondary) – Objective 4b: Algebra I End of Course Exam:

Merely 58% of Immokalee middle and high school students passed the Algebra I EOC. 6YN students who have not passed the Algebra I EOC will receive direct support from certified teachers to assist with their mastery of the skills assessed in the exam. Throughout the year, students will be given opportunities to attend Algebra I tutoring. Activities such as the Algebra I EOC Review will provide them with the necessary skills to decode and comprehend Algebra concepts, while also providing an online Math strategy course infused with Growth Mindset concepts. Using games, interactive activities, and practice tests, teachers will reinforce test-taking strategies among their students.

Activity 11: On Track – Objective 4c: High School Graduation:

Within the rural Immokalee community, students often leave school for various reasons, such as to assist in providing food and shelter for their loved ones. For that reason, only 37.8% of the Immokalee population has a high school diploma and 49.3% of Immokalee residents have less than a 9th grade education. 6YFN will provide students with the tool set to stay on track to a timely graduation, within four years. Options such as the “On Track” system track students’ progress throughout high school. Students will track their path to grade level promotion, graduation, and meeting long-term personal goals throughout high school to better equip them with the resources needed to graduate within their four-year cohort. Each student will be required to maintain a portfolio with deadlines and a gradebook indicating grades and scores for assessments. These tools will allow students to track progress towards meeting this goal. This unit also incorporates academic counseling, credit recovery, and test prep opportunities. Activity 12: 7 Habits of Happy Kids Orientation (All) – Objective 5: Social-Emotional Learning:

Miracle recognizes that Social Emotional Learning (SEL) is critical for academic learning as well as both personal and professional long-term success. The 7 Habits and Growth Mindsets are used to increase student



resiliency and self-efficacy. To provide students with the foundation for self-management and discipline, The 7 Habits of Happy Kids and The Leader in Me are integrated into all units and daily activities. The 7 Habits Orientation takes students on an in-depth journey to discovering their inner leader. During this unit, students are taught each of the 7 Habits as well as how they can be applied in their everyday lives, by utilizing Kagan Strategies. The design of “Homework Hall” emphasizes Growth Mindsets and “putting first things first.” The intentional implementation of these activities within the program will be reinforced by activities such as the Social Emotional Learning unit, “Discovering ME!” Throughout this unit, students will learn how to identify and express their feelings through interactive activities with their peers. This unit also covers pertinent SEL concepts such as “i-Messages” and “Stop, Think, Choose” to assist with conflict resolution and effective communication. MU’s SEL activities will also foster student understanding that “effort is the essential component to reaching academic potential” and “grit and persistence is the pathway to learning, not genetics”⁶ or environment. To ensure student needs are being met, student achievement levels in these specific areas will be tracked by staff using pre/post-assessments/surveys, as well as evaluator and staff observations, and 7 Habits related projects and/or activities.

Activity 13: Digital Photography (elementary) – Objective 6: Arts & Culture:

Research has shown that students who study the arts are better able to analyze information, solve complex problems, and work through solutions with more patience and persistence.¹³ With low exposure to the arts, Immokalee students will be introduced to creative arts and careers through the United Arts Council (UAC), which employs some of the best local artistic talent. Miracle will subcontract with UAC artists, many of whom have previously worked with Miracle students, to provide comprehensive units that focus on visual and performing arts. The Academy of the Arts units range from dance to videography and basket weaving. Using academics and personal enrichment activities, each unit will introduce students to an area of the arts while creating opportunities to design projects and gain background knowledge and exposure to potential careers. In the Digital



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Photography unit, for example, students will learn about camera evolution, use basic photo-editing software and discover career options.

Activity 14: How to Choose a College (secondary) – Objective 7: Dropout Prevention/College & Career Readiness:

6YFN students will be introduced to career and college options as they complete units such as “Career Launch”, “Junior Achievement”, and the attached “How to Choose a College.” Students at Immokalee Middle will receive a plethora of college and career readiness opportunities, one of which is the Metrix Learning computer software program. In this program, students will take part in courses surrounding the skills necessary for job readiness. At the end of each course, students will receive a certificate of completion. Metrix Learning courses also provide students with licensure opportunities through learning providers such as Skillsoft (includes soft skills, business, IT, etc.), a widely recognized business training provider, and Medcom (billing and coding, HIPPA, CNA, etc.), a notable health care content provider. Many of these courses qualify for continuing education units for nursing and other in-demand career fields. Metrix Learning is made available through a partnership with NCEF and the SFWDB Education Exploration Project at no cost.

To further enhance their career foundations, students will also be provided with real-world/work-based learning experiences in local community partner organizations and businesses. These opportunities will serve as authentic workplace experiences and early career exploration opportunities that will encourage independence, accountability, curiosity and growth. Career exploration events, résumé and portfolio creation, job shadowing, and mentorship opportunities will also serve as integral portions of this program. Internships and financial literacy programs will tie all of the aforementioned together by providing practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.

At the high school, level 6YFN students will build on soft skills acquired in grades 6-8. Students will be introduced to more in-depth career and college



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options as they continue to create their plans for the future. Units such as “Junior Achievement” support students learning fundamental business and economic concepts, explore career interests and opportunities, and develop work-readiness skills. Students will complete the attached “How to Choose a College” exercise. During this model-eliciting activity, students will research colleges and the various factors that should be measured when making future decisions. Students will have the opportunity to utilize “Naviance” a software designed for self-discovery which will aid in college preparations, such as college research and goal setting. The Collier County School District has provided all students with account access to the Naviance software.

6YFN students will continue building their résumé through the computer program “Alison, provided through the Career Source Southwest Florida/SFWDB. Alison will allow students to follow a four-step process in which they will (1) choose from 16 industries; (2) select a career path; (3) select their preferred occupation; and, (4) take courses necessary to obtain full knowledge of the occupation selected. Each Alison course also provides the option for certification.

The Miracle Leadership Team has also sought out the iTech (Immokalee Technical College) in hopes of providing students with real-life experiences and technical education opportunities. Dropout prevention will be addressed through guest speakers providing motivational speeches to students and real-life scenarios. Students at IHS will also be offered opportunities for credit recovery. Students who have received a D or F letter grade will meet with counselors and work through failed course(s) under the supervision of CCPS staff. This component reinforces the importance of resiliency and self-management. For all secondary grade levels, student achievement levels in these specific areas will be tracked by staff using pre/post-assessments, evaluator and staff observations, and 7 Habits related projects and/or activities. 6YFN students will be equipped with the tools and skills required to earn and keep a job in high-growth career industries. The combination of these efforts ensure that students are prepared to fill the high-demand, high-wage jobs of today and the future.



Activity 15: Family Nutrition & Parent Café (All) – Objective 8: Adult Family Member Activities:

The Miracle Family Member Program Activities are developed as a triad of strategies to meet the needs of families, with consideration to: (1) respect for the Immokalee culture, which presents challenges based on employment in the fields, packing houses, migrant work, and/or traveling 45 miles to jobs in the service industry; (2) citizenship status; and, (3) language barriers. First and on-going throughout the year, the Southwest Florida Workforce Development Board, Inc. provides services to families throughout the region. The Miracle staff is located within its parent organization's building in Immokalee (CareerSource Southwest Florida) and has ready access to the statewide resources to assist Miracle families with finding employment (Employ Florida), support services and training opportunities. Research shows the value of parental involvement in students' education and their lives as a whole. Immokalee, however, presents challenges for Miracle families who work in agriculture, migrate, and/or have long work commutes. Often, their work schedules prohibit participation in school events, and some parents are reluctant to enter government buildings. Miracle will focus on creating a positive, inviting environment to encourage participation in healthy-lifestyles activities aimed at reducing childhood obesity and promoting mental health. As outlined in the Adult Family Member Education activity plan, the UF Family Extension Family Nutrition Program will be included at most of the five adult family member sessions, providing insight into healthy eating choices and smart decision making. To reinforce the importance of mental health awareness, The Be Strong Families Parent Café program will also be implemented during each event, focusing on "protective factors" regarding familial support and development. At least once a year, families will also be provided with resources and sessions focused on SEL, mental health awareness, and counseling resources provided by the FSU Center for Child Stress & Health.

To increase family involvement, during Fall, Spring, and Summer semesters parent surveys will be distributed to gauge interest in an additional

weekend family event, known as Miracle Pride. If survey results reveal an interest, these Miracle Pride events will be held in addition to the adult family nutrition lessons no more than three times a year. Each event will give Miracle students the opportunity to compete and showcase their academic, personal enrichment, and health related knowledge and skills in a family-friendly setting.

3.10a Staffing & Professional Development

Miracle has a flat organizational structure. A Project Director with seven years of 21st CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline, budget and all grant requirements. Each Miracle site will have a full-time Site Coordinator who reports directly to the Project Director and whose responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. This will ensure that Coordinators are able to focus on students' more immediate needs during program. Site coordinators will be experienced with 21st CCLC programs; if, during the course of the grant cycle, any new site coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Site coordinators will receive First Aid and CPR certification. All Miracle staff and subcontractors, including bus drivers and caterers, will meet the requirements of its licensing agency including Level II (national criminal checks) background screening by CCPS and drug screenings by SFWDB.

Miracle follows the public and transparent hiring policies of the Southwest Florida Workforce Development Board. Positions are advertised as appropriate, including college websites. Résumés are reviewed against written position descriptions; those applicants who meet the criteria are interviewed by a panel asking a set of standard questions. Second and third interviews follow, including on-site program visits and reference checks. The Project Director makes a tentative job offer to the top candidate,



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pending the results of background checks and drug screenings. Upon hire, all staff are provided with various trainings and professional development opportunities.

Miracle will be staffed in accordance with the 21st CCLC guidelines. Florida-certified teachers from each school site will be hired to work in the after-school program, ensuring a direct, seamless connection between programs. Academic lessons will be delivered or supervised by a certified teacher. In efforts to ensure adequate collaboration with the school site and increased academic alignment, a lead teacher or staff will be identified at each site to work along with the Site Coordinator as the collaboration liaison. Lead teacher responsibilities will include the continuous design and improvement and overall quality of program implementation. The lead teachers will be identified by school Principals as having the knowledge, skills and experience to effectively lead the program and accomplish the goals. The lead teachers will work during program and planning hours and ensure the focus remains on the specific areas. The lead teachers and coordinators will be responsible for the identification of the remaining staff including certified teachers, paraprofessionals and college students. The latter will be responsible for program delivery and outcomes. The highly qualified paraprofessionals (hired from the school site) and university/college students will come from Immokalee and serve as excellent role models. The student:instructor ratio for academic lessons will average 10:1, and the ratio for personal enrichment activities will average 20:1. The appropriate number of staff members will be hired at each site to maintain proper student:instructor ratios for the proposed activities. Each Miracle program will support nearly 100 or more students daily. For this reason, staffing budgets will be carefully crafted to ensure that programs have the ability to hire enough staff to meet the above mentioned student:instructor ratios. To ensure student safety, program staff will be will attend First Aid and CPR certification trainings. As described previously, the Southwest Florida Workforce Development Board has decades of experience in administering Federal and State grants. Miracle complies with all its processes and policies and utilizes SFWDB experienced staff for



administrative roles of bookkeeper, controller (payroll), purchaser, and director of fiscal services.

3.10b Professional Development

Professional development is key to the effectiveness and continuous improvement of the program. Annually, key staff (a minimum of three) will attend the Florida Department of Education 21st CCLC Fall conference and one national conference relevant to Miracle priorities and goals. These staff members will meet with the larger group to disseminate their newly acquired knowledge and discuss applicable program enhancements. Throughout the course of the year, the MLT will also participate in an array of professional development activities that align with Miracle objectives. MLT members will follow a professional development plan (PDP) consisting of trainings surrounding 21st CCLC basics, disguised learning, SEL, ACE child stress and trauma, classroom management strategies, 7 Habits of Highly Effective People, and Growth Mindsets. Professional development for the program staff at large will be determined by an annual needs assessment. All staff will participate in CPR and First Aid trainings, 7 Habits/Growth Mindsets, SEL and Kagan/Classroom Management trainings, and specific workshops based on meeting student needs. These sessions are directed by certified Collier County Public Schools teachers and staff as well as trained professionals. Many of the professional development sessions are hands on and provide staff with the opportunity to practice newly acquired skills and knowledge in ways relevant to program activities. Trainings are followed up by monthly site meetings to ensure application of knowledge. Miracle staff will also be afforded professional development opportunities through IOSTI, which will offer Miracle staff trainings in surrounding areas of need as identified by program and school administration. These trainings are provided to all out- of- school time program staff, including Site Coordinators, teachers, tutors, and paraprofessionals. IOSTI offers additional trainings and resources that specifically target mental health awareness and toxic stress lead by members of the FSU Center for Child Stress and Health. Such trainings are delivered by certified mental health professionals.

3.11 Facilities

The programs will take place in the safety of the school sites that are fully ADA accessible and secured by fenced property lines and locked exterior doors. Through the partnership with CCPS, Miracle students and staff will have access to sufficient resources, including classrooms and common areas at each school, to accommodate all program activities. Classroom spaces, libraries, and computer labs will be utilized for small and large group lessons, homework, and all other indoor activities that require direct instruction. Lessons requiring the use of outside space will take place in recreational and common areas. Office and locked storage spaces will be made available at each school site, for staff privacy and safekeeping of Miracle program records and materials. Daily Nutritious meals will be provided daily to students inside the safe and healthy environment of the school cafeterias.

Students and their family members can only access the facilities through the main, clearly marked entrance, using the video call box. All visitors, including parents, will be required to present a photo I.D. prior to entering the building and will sign their child out in the front office. Visitors and subcontracted staff will also present a photo I.D., are required to sign in and out at the front office, and must wear a CCPS badge at all times to gain access to the secure building.

The Miracle program has completed the Florida Department of Children and Families licensure survey for each program site and thus has been deemed exempt from DCF licensure.

3.12 Safety and Student Transportation

Student safety is a high priority in the Miracle program. Additional security systems include access control devices, requiring all persons entering school sites to provide proper photo identification prior to gaining access. The Miracle program has access to school public-address systems, and staff use walkie-talkies and school telephones to communicate. Students sign in and out using their student identification numbers. At the end of each school day, assigned school staff will escort Miracle students to their



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designated drop-off areas to be placed under the supervision of Miracle staff for the after-school program.

Students will be in the care of Miracle staff for the duration of the program. After signing into the program, students will go to their groups with their assigned tutor (paraprofessional/college student) or certified teacher. When students transition from one location to another (e.g. from the cafeteria to the classroom), the Miracle staff member will walk the entire group together and ensure that all students are accounted for using the regularly updated attendance roster. If there is a need for students to leave the classroom, they will be accompanied and/or provided with a hall pass from Miracle staff. Miracle staff will take attendance of their individual group at multiple points throughout the program time as well.

At the end of the program, all students will exit from a central dismissal point. Attendance records will reflect each student's mode of transportation (bus, walk, bicycle, car). The custodial parent and/or guardian will be required to provide a list of approved persons to whom a student may be released. If students are picked up, each student will be asked to identify the person, whose name and identification will be checked against the approved list. Parents/guardians will be required to sign out any student who needs to leave the program early. Students riding CCPS buses will be escorted, supervised, and accounted for during boarding. CCPS buses have a record of quality, on-time transportation to provide students safe transportation. Drivers are trained and background screened by the school district. Hours of programming will be monitored to ensure that students who walk or ride bikes are not dismissed after dark.

In the event that Miracle students go on a field trip, permission slips will be obtained for each student, signed by their parent or guardian. Site Coordinators and lead staff will keep a master list with all emergency contact information and, if applicable, allergy and relevant medical information. Transportation will be provided by Collier County Public Schools buses, or, if unavailable, an equally safe alternative. On field trips, Miracle staff will provide adequate supervision maintaining the appropriate



student:staff ratio of 10:1 and will ensure that students are always accounted for.

Miracle's Program Safety Policy includes the adoption of the CCPS Emergency Plan and school procedures for the after-school program. Among other components, this plan addresses the steps to be taken when to call 911, notify parents and family, and file incident reports. Using this plan, each program conducts four lockdown drills and two fire drills annually. A copy of the Emergency Plan is readily accessible in a red binder in each classroom and at the front office at each site. All staff will be trained in emergency and safety procedures annually as well as participate in emergency drills throughout the school year. Miracle partners and providers of student services will meet Level 2 screening requirements as described in FL Statute 1012.32 (Jessica Lunsford Act). Volunteers will meet screening requirements as per Collier Policy No. IJOC. The majority (75%) of Miracle program staff (including bus drivers) will be CCPS employees. All visitors, including parents, will be required to sign in and out at the front office and wear a visitor tag (Collier Policy No. KK).

3.13 Sustainability

Immokalee is an isolated, rural community with no corporate offices or large businesses, making it a challenging area in which to cultivate investors. Miracle will continue to work with Collier community partners to sustain this highly successful and much-needed program. To date, BGCCC and NCEF have partnered with funding and/or in-kind contributions to sustain the program. Over the course of the 2019-2020 school year these organizations, as well as the Collier School District, provided the program with the necessary funding to maintain program operations absent the 21st CCLC grant. All have committed to continue support in the next grant cycle as needed to maintain the stability of funding and services in years to come. NCEF has also assisted Miracle in the development of partnerships with other community organizations whose primary focus is sustainability within the community.



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Additionally: (1) National foundations with like interests will be invited to support the enhancement and/or sustainability of Miracle; (2) Partners in the IOSTI will seek projects that leverage funds from a variety of sources; (3), Those avenues will continue to be pursued; and, CCPS will assist in seeking avenues to secure safety nets to ensure that the Immokalee students and families receive support in core academic areas; and, (4) These supports sought by Collier County Public Schools will not expose students to the highest potential that a 21st CCLC stature could provide.

Over the course of the last few years, Miracle staff have formed relationships with various community organizations that serve as community partners and provide resources, incentives, curriculum, and other necessary program components. As evidenced by their letters of support, many of these organizations have committed to assist the program as needed in years to come.

Advisory Board meetings will address sustainability through the leveraging of partnerships and stakeholders. Dialogs surrounding sustainability efforts and the future of the program will take place during Advisory Board meetings. The Advisory Board will meet at least two times throughout each school year. Members will include school administration, lead teachers from each site, parent and student representatives (at least two of each from the middle and high school), designees of Immokalee Out-of-School Time providers, a Collier County Public Schools administrator, an NCEF representative, program staff, private-sector members, and community agencies and partners, as well as all other stakeholders. During each meeting, the Advisory Board will review data trends, offer recommendations/input/resources, and hear both student and parent perspectives. Agendas will include discussion of upcoming events, evaluation results, program operations, recruitment plans, the status of current enrollment, subcontractor updates, and program needs. Minutes will be recorded by Miracle Site Coordinators and reviewed by the Project Director to ensure follow through.

Cohort 19 (2020-21) RFP Scope of Work/Narrative Addendum

Agency Name: Boys and Girls Club of Collier County Project Number: 11C-2441B-1PCC6
 Program Name: Miracle 2

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:

(RFP 3.1) Project Abstract/Summary

- Describe age/grades of students to be served and number of students at each targeted school listed.
- Describe the days and hours of service listed. (Which days for each program? You only describe Monday-Thursday for afterschool. You describe both 2 hours and 2.3 hours after school.)

Programming at each elementary site will be provided for two and a half hours daily (Monday – Friday) after school, eight hours during the Summer and five hours during weekends/holidays. To develop students’ understanding and correlation among high school credits, graduation, post-secondary education and careers, the elementary programs are called “Miracle University” (MU). On the secondary school levels, the “6YFN” (“6 Years From Now”) design focuses students on “meeting” their future selves by exploring career options. Programming will be provided for two hours (Monday – Thursday) after school at Immokalee Middle and High. Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

Site	# Students	Grades	Hours /week	Days /week	Hours	# days/ year	Spring Enrichment Prog. Days	Summer Enrichment Prog. Days
Highlands	110	3 - 5	12.5	5	2:55-5:25	161	5	10
Village Oaks	100	3 - 5	12.5	5	3:25-5:55	161	5	10
Immokalee Middle	100	6 - 8	8	4	3:45-5:45	132	-	-
Immokalee High	83	9 - 12	8	4	2:10-4:10	135	-	-

(RFP 3.2) Applicants Experience and Capacity

Delete information about old agency. Add answers to the following questions using information about the new agency (Boys and Girls Club of Collier County):

- Describe what experience the applicant has in managing public funding and specifically, federal funding.
 - Describe the administrative capabilities of the agency(ies).

- Describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable.
- Describe the qualifications of the applicant's leadership and the organizational structure available to support the 21stCCLC program.
- Have an organizational chart attached that aligns with the experience described.
- Describe what experience the applicant has providing services in line with the 21st CCLC program goals, objectives and approved activities.
- Include information on the number of years, the types of program(s), documented performance, and any other information to support the capacity of the applicants and its major partners to operate a 21st CCLC program.
- Describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data.
- Describe what processes are in place to support the evaluation activities required.
- Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality.

The Boys and Girls Club has an extensive history of successful implementation of Federal grants. These include the Department of Housing and Urban Development/CDBG, the Department of Agriculture and the Office of Juvenile Justice. Over the last 8 years, the Boys and Girls Club of Collier County has successfully provided 21st CCLC grant programs in Naples and Immokalee, Florida.

BGCCC's 21st CCLC program will be administered by BGCCC's CEO & President, Megan McCarthy Beauvais, and COO, Jose Hernandez, who is responsible for the overall compliance and its alignment to BGCCC's Board and mission. Mrs. McCarthy Beauvais reports to a Board of Directors, 15 diverse community members who contribute experience and funds to ensure BGCCC is financially and programmatically sound. The Board meets quarterly, and its committees oversee: finance, programming, board development, strategic planning, resource development, and safety. COO Jose Hernandez reports directly to the CEO. Mr. Hernandez has 29 years' experience working in Collier County Public Schools. Mr. Hernandez will provide direct leadership to the Project Director, Ariana Desmore. Ms. Desmore has extensive professional experience in the implementation of 21st CCLC programs, including two years as the Project Director and seven years as a Site Coordinator and Miracle team lead, directly reporting to the previous Miracle Project Director, Patricia Riley. In 2016, Ms. Desmore completed her MBA at Nova Southeastern University. As Project Director, Ms. Desmore's research focus and active involvement with education and best practices will provide the foundation for Miracle's vision ("big-picture planning") to support site-specific curriculum and instructional strategies.

One Site Coordinator, who reports directly to the Project Director, is responsible for program implementation at each of the four sites. These coordinators have 21st CCLC experience and have contributed

to the program's recognized success. If, during the course of the grant cycle, any new Site Coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Experienced Miracle Site Coordinators participate in program-specific trainings annually. Training topics include 21st CCLC basics, disguised learning, First Aid, and classroom management strategies. Site Coordinators also attend leadership and SEL-based trainings such as *7 Habits of Highly Effective People* and Growth Mindsets. These trainings provide a diversity of academic, enrichment and personal development opportunities as well as family educational engagement, all of which support program outcomes.

The Naples Children & Education Foundation's (NCEF) Director of Out-of-School Time Programs, Jamie Scott, will support the Miracle program by providing 21st CCLC staff access to professional development, program resources, and connections with community partners. Ms. Scott has 10 years of experience in 21st CCLC programs, has co-authored the Growth Mindsets curriculum and is trained in the following: *7 Habits of Highly Effective People, Speed of Trust and Great Leaders, Great Teams and Great Results*.

Fiscal oversight and reporting will be the responsibility of BGCCC Chief Financial Officer Stephanie Weber, who has over 24 years of experience in financial management and ten years working with BGCCC. Ms. Weber and/or Ms. Desmore attend all fiscal-related trainings offered by 21st CCLC. Each year, BGCCC is audited by an outside agency. All program monitoring and fiscal audits within the last two years have resulted in no findings. Therefore, no corrective action was necessary. The BGCCC and its 21st CCLC programs are in good standing.

In each year of operation, Miracle has served approximately 900 students, met all 21st CCLC requirements, and, in totality, impacted thousands of Immokalee 3rd through 12th grade at-risk students. The quality of these programs has been recognized during 21st CCLC site visits. Monitors have consistently given high marks for a variety of hands-on innovative programming and the integration of Covey's *The 7 Habits of Happy Kids*. Since implementation of this SEL program, three (and counting) of the seven Immokalee schools have adopted the curriculum creating seamless implementation in the after-school program. Program data shows increases in student achievement and a high degree of student and parent satisfaction. In January 2014, Miracle was selected as a "Spotlight Program" in Florida and described as "exemplary for its overall implementation of an effective and impactful 21st CCLC program, with special attention given to the program's core learning

foundation “*The 7 Habits of Highly Effective People*”, this foundation has created essential ingredients in the success of this program.”: Research-based Foundation/Curriculum; Program Structure; and Excellence in Leadership....[and] program supports that assist this 21st CCLC program in continuing its effective programming and making continual improvements where needed.” Subsequently, the 21st CCLC Administrative Team invited Miracle to be a best-practice peer presenter at the 2014 Student Success Summit. Such recognitions resulted in an invitation to NCEF’s Immokalee Out-of-School Time Initiative (IOSTI), which is comprised of high-quality, out-of-school time programs that focus on closing the gaps of educational opportunity for at-risk children in Collier County. This exclusive initiative brings support in partnerships and resources to the 21st CCLC program.

Early Miracle students have begun graduating and significant growth in educational outcomes is evident. In the last four years, graduation rates in Immokalee have risen to over 90%. Yearly, Miracle students have met the program objective goals set forth by 21st CCLC as outlined by the “Miracle 2: 2018-2019 Average Gains” attachment. Highlights of the 2018-2019 data results indicate that Miracle students met and far exceeded all academic goals. This is also true for all personal enrichment and adult family member objectives as well.

Miracle 2: 2018-2019 Average Gains			
Objective (Goal)	Gains	Objective (Goal)	Gains
Obj. English Language Arts: Grades (40%)	71.5%	Obj. Science: FSA (30%)	55%
Obj. English Language Arts: FSA (30%)	44%	Obj. Behavior & Problem Solving (50%)	91%
Obj. Math: Grades (40%)	65%	Obj. Arts & Culture (65%)	90%
Obj. Math: FSA (40%)	44%	Obj. Adult Family Member Performance (10%)	95%
Obj. Science: Grades (40%)	73%		

Ongoing, varied evaluation has yielded continuous improvement and consistent results. Evaluation strategies include monthly site visits, staff observations, coaching, data analysis and progress monitoring for academic units. Evaluation activities are conducted in a systematic way using a timeline. This process assists in informing the program and stakeholders about progress being made toward meeting grant goals and objectives

throughout the year in a timely manner. These activities include data collection, data analysis, and reporting. These processes help support the evaluation activities that are required by the grant. Miracle has a history of meeting all 21st CCLC evaluation and quarterly reporting requirements each year.

A partnership with Collier County Public Schools (CCPS) enables Miracle to easily access student data, such as grades, FAIR, FSA and Math Benchmark, to guide improvement through a system called StopWatch. Site Coordinators and lead staff are responsible for the collection and maintenance of student data. Along with program evaluators, program baseline, mid-year, end-of-year data analyses are conducted and reported as required by the grant. On a continuous basis, program staff utilize the StopWatch system to review student data to ensure effectiveness of efforts. Any programmatic changes are, therefore, the data-driven results of these frequent analysis efforts.

(RFP 3.3) Needs Assessment

- Describe the availability and accessibility of afterschool services (if any) for the target population. The day school and IOSTI collaboration in Immokalee is structured and ongoing, wherein all out-of-school time providers collegially analyze school and demographic data, identify gaps and propose solutions. There are no private schools in Immokalee, but all public-school data is included in the evaluation process conducted by the IOSTI Leadership Team, which includes executive directors of all the providers, representatives from Collier County Public Schools, project evaluator, and IOSTI program manager. Although each out-of-school time program targets different students, one common goal is to ensure services are equitably distributed among all schools. Job limitations require that parents of many children work late hours in the field and other farm and service industries, resulting in many Immokalee children being left unsupervised after school. Students in K-2 are currently provided with after school services in the Immokalee schools; consequently, the Miracle application targets grades 3 and above. This population of students is underserved in the Immokalee community. M2 provides services to nearly 45% of the total student population at the four school sites.
- Identify and describe the demand or need for the proposed services.

The Florida Standards Assessment data outlined in the “M2 FSA Data” attachment, details that all grades in the M2 schools, with the exception of Highlands Elementary, scored far below the State and district average for the 2019 Florida Standards Assessment (FSA) in English Language Arts (ELA), Math and Science for grades 3-12; HLE fails to meet the State and/or district average across nearly half of the grades and content areas. Among all four M2 schools, 65% of the students did not meet the State’s standards in Reading; over 60% did not meet the standard for Math; and 65% did not meet the standard for Science. Confronting the immediate and physical difficulties caused by poverty, migratory lifestyles, low educational levels and immigration issues, Immokalee parents and families are ill-equipped to support their children’s education. The educational support gap between students from more affluent homes and Miracle families creates a challenge to provide opportunities for students and parents to interact educationally (learn together). To address these challenges, Miracle adult family member sessions are designed to increase educational confidence and interaction within families so that children and parents learn together.

Recognizing the impact and significance of the Miracle program, all Immokalee Principals have requested that the Miracle program continue to be offered to their students, especially since it targets the most vulnerable and at-risk students at each school. Immokalee is fragile and needs multiple layers of support for its children and families. All schools, even those with rising school grades and FSA scores, serve students who come from poverty face a plethora of other issues.

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

The day school and IOSTI collaboration in Immokalee is structured and ongoing, wherein all out-of-school time providers collegially analyze school and demographic data, identify gaps and propose solutions.

- 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.
Recent research has also revealed that severe poverty has a negative effect on child brain

development but can be offset by intensive interventions such as focused lessons and stimulating games, which are intentionally incorporated into the Miracle design. To break the cycles and effects of poverty, there is an overarching need to develop growth mindsets in students whereby they believe that “effort is the essential component to reaching academic potential” and “grit and persistence is the pathway to learning, not genetics” or environment. At-risk students need to acquire resiliency and self-efficacy to overcome learning barriers and benefit from 21st CCLC opportunities.

Poverty and location are two factors that deny Immokalee children access to opportunities to participate in organized lessons and sports to develop self-discipline and social and teamwork skills. M2’s 21st CCLC programming provides experiences that support the developmental needs of the “whole child.” Miracle 2’s programming also develops the skills required to overcome the challenges of 21st century college, citizenship, and careers. As the Superintendent of Collier County Public Schools, Dr. Kamela Patton, has stated, “[Miracle] has contributed to the significant increase in graduation rates that have been seen in Immokalee. Our students have gained greater understanding in their academic pursuits as well as many areas of the arts, character development and physical education.” Based on the FL DOE data described in the “M2: Data Points” and “M2 FSA Data” attachments, M2 schools are all Title I schools with well over 90% of the student population considered economically needy. Nearly 75% of all students at each of the M2 school sites come from a home where English is spoken as a second language. In 2019, three of the four M2 schools received a School Grade of a C or D.

- Include a description of the consultation with all stakeholders needed in order to develop a successful program. Utilizing this study, the Miracle Leadership Team (MLT), comprised of the Project Director and lead coordinators, studied areas of program effectiveness, student achievement, retention and dropout, and after-school care. An alignment and cause- and- effect analysis charts were created correlating areas of need and functioning responses. The MLT examined existing

programs and their components to identify those that (1) were effective; (2) needed strengthening; or, (3) did not yet exist. The results were shared with the Advisory Board (comprised of program stakeholders and community partners) and the IOSTI Leadership Team as a basis for strategic planning of the Miracle program.

(RFP 3.4) Community Notice and Dissemination of Information

- Delete the following sentence if private schools are found in the area: "There are no private schools in Immokalee."
 - There are indeed no private schools in Immokalee.
- Delete mention about SFWDB website and replace with new agency's website.

In developing the 21st CCLC Miracle grant application, four focus groups were convened: (1) all Immokalee Principals; (2) all Immokalee out-of-school-time providers; (3) current partners, including school district staff; and, (4) the current steering committee, including students and parents. The intent was to ensure needs were identified, resources leveraged, and services not duplicated. Participants will be invited to serve on the Miracle Advisory Board so that their valuable input and contributions to Miracle continues. For those parents and students unable to attend meetings, surveys will be distributed annually to gather feedback and suggestions for improvements in all program areas.

Notice of BGCCC's intent to apply and process to review the submitted application was given to focus groups and posted on websites (BGCCC and the Miracle social media page), bulletin boards in Immokalee (printed in English, Spanish, and Creole), and in the Naples Daily News in May 2019. Following submission, the application will be available for review by contacting the Project Director; if approved, the project will be available on the website. (There are no private schools in Immokalee.)

Information about the 21st CCLC Miracle program will be disseminated through several, diverse, audience-appropriate vehicles to ensure the majority of stakeholders and community members are reached. All audiences will have free and open access to the Miracle webpage

that will be included on the BGCCC website. The 21st CCLC portion is regularly monitored, maintained, and updated by BGCCC staff at least once each school semester. The Miracle website will include recent reports, Site Coordinator contact information, target school and program site locations, schedules, student project pictures, and related information (including useful links). By October 1, 2020 the Miracle website will expand to include calendars, hours of operation, 21st CCLC programs, grant narrative, and progress toward Miracle goals. In addition: (1) Students will be aware of their progress toward goals through leadership portfolios that contain a personal résumé that builds each time they complete a unit; (2) Parents and families will receive information (in English, Spanish, and Haitian Creole) through weekly/daily social media posts, scheduled adult family member sessions, flyers as necessary, monthly/quarterly postings on school bulletin boards, and site and/or project advisory committee meetings; (3) School district personnel will participate in the Advisory Board meetings (one in the Fall and one in the Spring) and receive direct (electronic, where possible) mailings of reports (at the beginning, middle and end of the year), findings, progress and challenges on an ongoing basis; (4) Partners and external stakeholders will receive updates by presentations, electronic mailings and/or electronic alerts to check the website as necessary; (5) Media outlets will be contacted for events and newsworthy accomplishments; and, (6) Miracle will be accessible to colleagues throughout the State via the 21st CCLC website, video/phone conferencing, and/or State conferences.

(RFP 3.5.a) Partnerships

- Delete information about partnership with old agency and replace with information about partnership with new agency (Boys and Girls Club of Collier County).

Miracle is constructed on a partnership between BGCCC and Collier School District, as evidenced by the support letter from the Superintendent. Program facilities, equipment, referrals, recruitment of targeted students, transportation services, student data, inclusion of staff in

District professional development, and nutrition services will be provided through this primary partnership. Through a grant provided by the Department of Health to the Collier County School District, nutritious meals will be provided to Miracle students daily at no cost during the after-school program.

- Describe the specific, individual contribution of each program listed in the last paragraph. I recommend one sentence per partner.

Miracle has also built partnerships with many community organizations, including the David Lawrence Mental Health Center, the FSU Center for Child Stress & Health, the Benison Center of Immokalee, and UF IFAS 4H. Overall, these unique partnerships have provided resources (The Benison Center of Immokalee), trainings (David Lawrence Mental Health Center and FSU Center for Child Stress & Health), student mental health services (David Lawrence Mental Health Center and FSU Center for Child Stress & Health), implementation of SEL curriculum (David Lawrence Mental Health Center), bullying and drug prevention programming (David Lawrence Mental Health Center), STEM courses (UF IFAS 4H), various incentives for both students and staff (The Benison Center of Immokalee), and family member nutrition (UF IFAS 4H) and mental health resources (FSU Center for Child Stress & Health and David Lawrence Mental Health Center). Miracle continues to seek and utilize community partners to ensure robust implementation of the 21st CCLC after-school program. The value of all in-kind goods and services from other community partners will be tracked electronically by the Site Coordinators.

(RFP 3.7) Times and Frequency of Service Provision for Students and Families

Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

(RFP 3.8) Program Evaluation

- Identify an independent evaluator and describe the required qualifications [Note: the independent evaluator does not need to be named in the narrative.]
- Describe the activities included in the evaluation of the program and the proposed timeline for these activities.
- Describe the process that will be put in place to ensure accurate data is collected, maintained and reported.

- Explain how evaluation activities will be coordinated with program staff, students, adult family members and others, as applicable.
- Explain how the evaluation design and data collection plan allow for examining the intended impact of the program.
- Describe how the evaluation results will be used.
- Describe how the evaluation results will be shared with the community.
- Contain the completed number of objectives required for each grade level.

In accordance with ESEA Sec. 4205(b), the 21st CCLC program will meet the Measures of Effectiveness

by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement.

INDEPENDENT EVALUATOR QUALIFICATIONS:

CASPER has agreed to collaborate with program staff on all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As per agreement, the Lead Evaluator (Dr. Charles E. Byrd) will personally aid in all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle-school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He now serves as faculty in both the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. An instructional evaluator will provide added support for the 21st CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida.

EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

The 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and

summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation process; and (4) recommendations for improvement and program enhancement.

TIMELINE FOR EVALUATION ACTIVITIES: Pre-Mid-Post Data Collection: One of the more important elements of the evaluation plan is ensuring program-specific data are collected within timelines that allow for timely reporting to the FLDOE. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through November 30; (2) Mid-Test data will be collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The Boys & Girls Clubs of Collier County will collect and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the program to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and program teachers will have direct access to student data using dashboards developed by Collier County School District (i.e., StopWatch), and all teachers have access to data on 21st CCLC students - thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. The FLDOE will have access to all FERPA-compliant data collected by the program. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

(1) District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district, (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(3) Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program.

DATA MAINTENANCE: The program will enter required data into the EZReports system provided by the Florida Department of Education. All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports.

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The 21st CCLC program director will coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader project-based learning plans. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts.

These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EVALUATING PROGRAM IMPACT: As required under federal law, the 21st CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). Recommendations for program refinement will be based on both quantitative data collected to assess progress on objectives.

USE AND DISSEMINATION OF EVALUATION RESULTS:

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. Data will be used by the program director and teachers during meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns. Evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

Notes:

- If benchmarks change, revisions should be made to the objective listed in the narrative to align with the revisions made in the objective feedback form.
- Applicant specified objectives should align with the revision requested on the objective feedback form. **Objective 4a Third Grade Promotion - 75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.**

Please clarify the following points in the Narrative Addendum form.

- Currently, the narrative states information that will be collected *or* conducted by the evaluator. Delineate what data collection will be done by the program staff compared to the evaluator and how the data will be provided to the evaluator.
 - See above updates surrounding new evaluator and processes.

(RFP 3.9) Approved Program Activities

- Delete mention of CareerSource Southwest Florida

~~6YFN students will continue building their résumé through the computer program “Alison, provided through the Career Source Southwest Florida/SFWDB. Alison will allow students to follow a four-step process in which they will (1) choose from 16 industries; (2) select a career path; (3) select their preferred occupation; and, (4) take courses necessary to obtain full knowledge of the occupation selected. Each Alison course also provides the option for certification.~~

~~First and on-going throughout the year, the Southwest Florida Workforce Development Board, Inc. provides services to families throughout the region. The Miracle staff is located within its parent organization's building in Immokalee (CareerSource Southwest Florida) and has ready access to the~~

~~statewide resources to assist Miracle families with finding employment (Employ Florida), support services and training opportunities.~~

(RFP 3.10.a) Staffing Plan

- Delete mention of Southwest Florida Workforce Development Board and update with BGC hiring policies if different.
Miracle has a flat organizational structure. A Project Director with seven years of 21st CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline, budget and all grant requirements. Highlands Elementary will be overseen by a part-time site coordinator along with a lead and co-lead teacher. The other Miracle sites will have a full-time Site Coordinator who reports directly to the Project Director and whose responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. Immokalee Middle and High will share one site coordinator who will oversee the two sites along with the lead and co-lead teacher at each site. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. This will ensure that Coordinators are able to focus on students' more immediate needs during program. Site coordinators will be experienced with 21st CCLC programs; if, during the course of the grant cycle, any new site coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Site coordinators will receive First Aid and CPR certification. All Miracle staff and subcontractors, including bus drivers and caterers, will meet the requirements of its licensing agency including Level II (national criminal checks) background screening by CCPS and drug screenings by BGCCC.

Miracle follows the public and transparent hiring policies of the Boys and Girls Club of Collier County. Positions are advertised as appropriate, including college websites. Résumés are reviewed against written position descriptions; those applicants who meet the criteria are interviewed by a panel asking a set of standard questions. Second and third interviews follow, including on-site program visits and reference checks. The Project Director makes a tentative

job offer to the top candidate, pending the results of background checks and drug screenings. Upon hire, all staff are provided with various trainings and professional development opportunities.

Miracle will be staffed in accordance with the 21st CCLC guidelines. Florida-certified teachers from each school site will be hired to work in the after-school program, ensuring a direct, seamless connection between programs. Academic lessons will be delivered or supervised by a certified teacher. In efforts to ensure adequate collaboration with the school site and increased academic alignment, a lead teacher or staff will be identified at each site to work along with the Site Coordinator as the collaboration liaison. Lead teacher responsibilities will include the continuous design and improvement and overall quality of program implementation. The lead teachers will be identified by school Principals as having the knowledge, skills and experience to effectively lead the program and accomplish the goals. The lead teachers will work during program and planning hours and ensure the focus remains on the specific areas. The lead teachers and coordinators will be responsible for the identification of the remaining staff including certified teachers, paraprofessionals and college students. The latter will be responsible for program delivery and outcomes. The highly qualified paraprofessionals (hired from the school site) and university/college students will come from Immokalee and serve as excellent role models. The student:instructor ratio for academic lessons will average 10:1, and the ratio for personal enrichment activities will average 20:1. The appropriate number of staff members will be hired at each site to maintain proper student:instructor ratios for the proposed activities. Each Miracle program will support nearly 100 or more students daily. For this reason, staffing budgets will be carefully crafted to ensure that programs have the ability to hire enough staff to meet the above mentioned student:instructor ratios. To ensure student safety, program staff will be will attend First Aid and CPR certification trainings.

As described previously, the Boys and Girls Club of Collier County has experience in administering Federal and State grants. Miracle complies with all its processes and policies and

utilizes BGCCC experienced staff for administrative roles of bookkeeper, controller (payroll), purchaser, and director of fiscal services.

(RFP 3.11) Facilities

- Describe in detail, the facility including both the indoor and outdoor areas including size and amenities for each site.
- Include where the facility is located in relation to the students' schools and their homes for each site.

The programs will take place in the safety of the target school sites that are fully ADA accessible and secured by fenced property lines and locked exterior doors. Students will attend Miracle at their day school site providing the luxury of a familiar space for students and families. Through the partnership with CCPS, Miracle students and staff will have access to sufficient resources and amenities at all school sites, including classrooms and common areas at each school, to accommodate all program activities. Classroom spaces, multipurpose rooms, libraries, and computer labs will be utilized for small and large group lessons, homework, and all other indoor activities that require direct instruction. Lessons requiring the use of outside space will take place in recreational and common areas including fields, playgrounds, and basketball courts. In addition, Immokalee Middle and High will provide access to the gymnasiums and auditoriums. Office and locked storage spaces will be made available at each school site, for staff privacy and safekeeping of Miracle program records and materials. Daily Nutritious meals will be provided daily to students inside the safe and healthy environment of the school cafeterias.

Appendix A Continuing Improvement 2021-22

Agency Name: Boys & Girls Club of Collier
Program Name: Miracle 2

Project Number: 11C-2442B-2PCC6

Reason(s) for the change:

Increase the number of site coordinators to ensure that each site has adequate support and enhance the overall program quality. The responsibilities of oversight of the elementary programs will be shared by a full-time site coordinator along with a part-time coordinator. Oversight of the middle and high school programs will be conducted by a full-time coordinator and a part-time coordinator as well. Therefore, ensuring that each program is provided with continuous management and attention to individual site needs in all aspects.

New GPRA measures

This change includes: Additions Deletions **Both**

Narrative Language: 3.10a. Staffing Plan:

Miracle has a flat organizational structure. A Project Director with seven years of 21st CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline, budget and all grant requirements. Highlands and Village Oaks Elementary schools will be overseen by a full-time site coordinator along with a part-time coordinator, lead and co-lead teacher. Immokalee Middle and High will share the same structure for oversight with one full-time site coordinator who will oversee the two sites along with a part-time coordinator, and the lead and co-lead teacher at each site. The other Miracle sites will have a full-time and part-time Site Coordinators who will report directly to the Project Director. The full and part-time coordinators' shared responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. The part-time coordinators will offer support in areas such as program oversight and day-to-day operations as necessary. This will ensure that Coordinators are able to focus on students' more immediate needs at each site during program. Site coordinators will be experienced with 21st CCLC programs; if, during the course of the grant cycle, any new full-time site coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Site coordinators will receive First Aid and CPR certification. All Miracle staff and subcontractors, including bus drivers and caterers, will meet the requirements of its licensing agency including Level II (national criminal checks) background screening by CCPS and drug screenings by BGCC.

Miracle follows the public and transparent hiring policies of the Boys and Girls Club of Collier County. Positions are

advertised as appropriate, including college websites. Résumés are reviewed against written position descriptions; those applicants who meet the criteria are interviewed by a panel asking a set of standard questions. Second and third interviews follow, including on-site program visits and reference checks. The Project Director makes a tentative job offer to the top candidate, pending the results of background checks and drug screenings. Upon hire, all staff are provided with various trainings and professional development opportunities.

Miracle will be staffed in accordance with the 21st CCLC guidelines. Florida-certified teachers from each school site will be hired to work in the after-school program, ensuring a direct, seamless connection between programs. Academic lessons will be delivered or supervised by a certified teacher. In efforts to ensure adequate collaboration with the school site and increased academic alignment, a lead teacher or staff will be identified at each site to work along with the Site Coordinator as the collaboration liaison. Lead teacher responsibilities will include the continuous design and improvement and overall quality of program implementation. The lead teachers will be identified by school Principals as having the knowledge, skills and experience to effectively lead the program and accomplish the goals. The lead teachers will work during program and planning hours and ensure the focus remains on the specific areas. The lead teachers and coordinators will be responsible for the identification of the remaining staff including certified teachers, paraprofessionals and college students. The latter will be responsible for program delivery and outcomes. The highly qualified paraprofessionals (hired from the school site) and university/college students will come from Immokalee and serve as excellent role models. The student:instructor ratio for academic lessons will average 10:1, and the ratio for personal enrichment activities will average 20:1. The appropriate number of staff members will be hired at each site to maintain proper student:instructor ratios for the proposed activities. Each Miracle program will support nearly 100 or more students daily. For this reason, staffing budgets will be carefully crafted to ensure that programs have the ability to hire enough staff to meet the above mentioned student:instructor ratios. To ensure student safety, program staff will be will attend First Aid and CPR certification trainings.

As described previously, the Boys and Girls Club of Collier County has experience in administering Federal and State grants. Miracle complies with all its processes and policies and utilizes BGCCC experienced staff for administrative roles of bookkeeper, controller (payroll), purchaser, and director of fiscal services.

In the 2021-22 program year, the GPRA (Government Performance and Results Act) measures for the 21st CCLC program changed per the USED. Due to those changes, the Florida 21st CCLC program modified the state program objectives and evaluation plan to align with these new measures. The 21st CCLC program has elected to implement the new program objectives and utilize the new evaluation plan at their site during the 2021-2022 project year. Starting the 2021-2022 program year, the Nita M. Lowey 21st Century Community Learning Centers will be implementing the new objectives and utilizing the new

evaluation plan. The Program Monitor and the Program Coordinator will be responsible for data collection and data entry in EZReports.

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

Appendix A
Continuing Improvement ~~2021-22~~ 2022-2023

Agency Name: Boys & Girls Club of Collier
Program Name: Miracle 2

Project Number: ~~11C-2442B-2PCC6~~
11C-2443B-3PCC6

Reason(s) for the change:

Restore the number of full-time site coordinators to ensure that each site has adequate support and enhance the overall program quality. The responsibilities of oversight of the elementary programs will be returned to all full-time site coordinators as originally written into the grant. Oversight of the middle and high school programs will continue to be conducted by a full-time coordinator and a part-time coordinator as well. Therefore, ensuring that each program is provided with continuous management and attention to individual site needs in all aspects.

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

Narrative Language: 3.10a. Staffing Plan:

3.10a Staffing & Professional Development

Miracle has a flat organizational structure. A Project Director with seven years of 21st CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline, budget and all grant requirements. Each elementary Miracle site will return to having a full-time Site Coordinator, with a full-time Site Coordinator continuing to oversee the middle and high school along with a part-time Site Coordinator, all who reports directly to the Project Director and whose shared responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. The part-time coordinator will offer support in areas such as program oversight and day-to-day operations as necessary. This will ensure that Coordinators are able to focus on students' more immediate needs during program.

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

Appendix A
Continuing Improvement 2023-24

Agency Name: Boys & Girls Clubs of Collier County
Program Name: Miracle 2 After School Program

Project Number: 11C-2442B-2PCC6

Reason(s) for the change:

Organizational Restructure.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

3.10a Staffing & Professional Development ~~Miracle has a flat organizational structure. A Project ~~Director~~ Manager with seven years of 21st CCLC experience will oversee the day to day Miracle, with the support of a Quality Assurances Manager. An Immokalee Area Director, will ensure the implementation of the approved program, timeline, budget and all grant requirements. Each elementary Miracle site will ~~return to having a full-time~~ have a .5 FTE Site Coordinator, assigned to cover two sites with a full-time Site Coordinator continuing to oversee the middle and high school ~~along with a parttime Site Coordinator~~, all who reports directly to the Project ~~Director~~ Manager and whose shared responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. ~~The part-time coordinator will offer support in areas such as program oversight and day-to-day operations as necessary.~~ This will ensure that Coordinators are able to focus on students' more immediate needs during program.~~

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

Appendix A Continuing Improvement 2024-25

Agency Name: 21st CCLC Boys & Girls Club of Collier County Project Number: 11C-244CB-4PCC6
Program Name: Miracle 2 Program

Reason(s) for the change:

Organizational Restructure & Title Changes

This change includes: Additions Deletions Both

Narrative Language:

3.10a Staffing & Professional Development

Miracle has a flat organizational structure. A Program Director ~~Project Director Manager with seven years of 21st CCLC experience~~ will oversee the day to day Miracle, with the support of a ~~Quality Assurance Manager. An~~ The Immokalee Area Director ~~to~~ will ensure the implementation of the approved program, timeline, budget and all grant requirements. Each elementary Miracle site ~~will return to having a full-time~~ have a .5 FTE Site Coordinator, assigned to cover two sites with a full-time Site Coordinator continuing to oversee the middle and high school ~~along with a parttime Site Coordinator,~~ all who reports directly to the Program Director ~~Project Director Manager~~ and whose shared responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. ~~The part-time coordinator will offer support in areas such as program oversight and day-to-day operations as necessary.~~ This will ensure that Coordinators are able to focus on students' more immediate needs during program.

Underscore reflects additions to the previous narrative.

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

Appendix A Continuing Improvement

Agency Name: Boys & Girls Club of Collier County
Program Name: 21st CCLC Miracle Afterschool Program M2

Project Number: 11C-2446C-6PRN6

Reason(s) for the change:

To update changes within the organization, provide updates on organizational procedures, and ensure the grant is presented with the most up-to-date information overall.

This change includes: Additions Deletions Both

Narrative Language:

3.5b Collaboration:

A lead teacher or staff will be identified at each school site to assist the Site Coordinator in program leadership. The lead teacher at each site strengthens the connection between the day school and out-of school time after-school programs by communicating with the teachers regarding homework completion and individual student needs.

A lead teacher or designated staff member will be identified at each school site to support the Site Coordinator in leading the program. These individuals will serve as key liaisons between the regular school-day staff and the out-of-school-time program, facilitating communication around homework completion, academic progress, and individual student needs.

Elementary part-time Site Coordinators and full-time Coordinators for secondary programs will receive ongoing support and supervision from the Program Director.

3.7 Time & Frequency of Service Provision for Students & Families:

HLE and VOE programs will begin at 3:25 p.m. and continue for two and a half hours until 5:55 p.m. Programs will operate on all regular school days. The HLE (Highlands Elementary) program will run from 3:00 p.m. to 5:30 p.m., and the VOE (Village Oaks Elementary) program from 3:15 p.m. to 5:45 p.m. The middle and high school program will operate from 3:25 p.m. to 5:55 p.m.

Additionally, Miracle will offer students Spring and Summer enrichment programs. The Miracle Spring enrichment program will take place at the Immokalee Parks & Recreation Facilities and serve a total of 30 M2 students (HLE:15, VOE:15). The Spring program will run five days from March 15, 2021, to March 19, 2021, beginning at 8:30 a.m. and ending at 1:30 p.m. The two-week Summer Enrichment program will take place at the Immokalee Parks and Recreation Facilities half of the day and the Immokalee High school for the remainder of the day (the two facilities are within very close proximity). It will serve a total of 38 M2 students (HLE:20, VOE:18) and run starting June, 08, 2026 – June 19, 2026 take place from June 7, 2021, to June 18, 2021, beginning at 8:30 a.m. and ending at 4:30 p.m.

Spring and Summer Enrichment Programs will also be offered:

- Spring Enrichment will take place at the Immokalee Parks & Recreation Facility – Boys & Girls Club of Collier County Bolch Club – from March 9 to March 13, 2026, serving 30 students (15 from HLE and 15 from VOE). Programming will run from 8:30 a.m. to 4:30 p.m. daily.
- Summer Enrichment will operate from June 8 to June 19, 2026, serving 38 students (20 from HLE and 18 from VOE). The program will be hosted jointly at the Immokalee Parks and Recreation Facility and Immokalee High School running from 8:30 a.m. to 4:30 p.m. daily for the two-week period.

3.10a Staffing & Professional Development:

Miracle has a flat organizational structure designed to promote direct oversight, efficient communication, and consistent program quality. A Program Director will oversee is responsible for the day-to-day implementation of all program components and is supported by the Immokalee Area Director. Together, this leadership team ensures adherence to Miracle, with the support of the Immokalee Area Director to ensure the implementation of the approved program, timeline, budget, and all grant requirements.

~~Each elementary Miracle site will return to having a full time have a .5 FTE be assigned a full-time Site Coordinator, with the role split between two sites (0.5 FTE per site). The same structure applies to middle and high school programs, also with a full-time Site Coordinator serving two sites (0.5 FTE per site). assigned to cover two each sites site with a full time Site Coordinator continuing to oversee the middle and high school along with a parttime Site Coordinator, All who will report directly to the Program Director. whose responsibilities center on the daily program operation from enrollment and attendance to data collection and maintenance to staff, schedules, and coordination and delivery of services. The Site Coordinators' full time schedules will allow for planning, best practices research, data analysis, and lesson planning during the day. This will ensure that Coordinators are able to focus on students' more immediate needs during the program. Full-time Coordinators will be allocated planning time during the school day to focus on instructional best practices, lesson planning, data analysis, and operational coordination. Part-time Coordinators will assist with program delivery and day-to-day support, enabling the full-time team to address both immediate student needs and maintain program excellence.~~

3.12 Safety & Student Transportation:

~~Miracle's Program Safety Policy includes the adoption of the CCPS Emergency Plan and school procedures for the after-school program. Among other components, this plan addresses the steps to be taken when to call 911, notify parents and family, and file incident reports. Using this plan, each program conducts four lockdown drills and two fire drills annually.~~

Miracle follows a comprehensive Program Safety Policy, which includes the adoption of the Collier County Public Schools (CCPS) Emergency Plan and school safety procedures for after-school hours. This policy outlines clear protocols for emergency situations, including when to call 911, how to notify parents or guardians, and how to file incident reports. Each program site conducts monthly fire drills and quarterly lockdown drills to ensure preparedness and reinforce a culture of safety. Transportation and student supervision procedures are also aligned with district guidelines to ensure student safety.

Underscore reflects additions to the previous narrative.

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

Appendix A Continuing Improvement

Agency Name: Boys & Girls Club of Collier County
 Program Name: Miracle 2 21st CCLC Boys & Girls Club of Collier County

Project Number: 11C-2446C-6PRN6

Reason(s) for the change:

Our program recently experienced budget cuts to this grant. As a team, we had to think collectively about how we could best support our students while still providing transportation home, ensuring it wouldn't become a barrier to participation. Our solution was to reduce the number of program days per week by one at our middle and high school sites.

The goal of this adjustment is to ensure that members continue to receive transportation while attending programming tailored to the needs of the secondary age group. Additionally, this change allows students to participate in other school-based programs during the remainder of the week.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Programming at each elementary site will be provided for two and a half hours daily (Monday – Friday) after school, eight hours during the Summer and five hours during weekends/holidays. ~~To develop students' understanding and correlation among high school credits, graduation, post-secondary education and careers, the elementary programs are called "Miracle University" (MU). On the secondary school levels~~ Programming for our Secondary locations, the "6YFN" ("6 Years From Now") design focuses students on "meeting" their future selves by exploring career options. Programming will be provided for two hours (Monday – ~~Thursday~~ Wednesday) after school at Immokalee Middle and High. Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

Site	# of Students	Grades	Hours/Week	Days/Week	# of Days/Year	Spring Enrichment Prog. Days	Summer Enrichment Prog. Days
Highlands	110	3-5	12.5	5	161	5	10
Village Oaks	100	3-5	12.5	5	161	5	10
Immokalee Middle	100	6-8	8	<u>4</u> 3	<u>132</u> 97	0	0
Immokalee High	83	9-12	8	<u>4</u> 3	<u>132</u> 97	0	0

Underscore reflects additions to the previous narrative.
 Cross-out reflects deletion of language in the previous narrative.

21st Century Community Learning Centers (21st CCLC): 2025-26 allocations

From 21stCCLCFunds <21stCCLCFunds@fldoe.org>

Date Tue 8/12/2025 12:16 PM

To fsoto@bgccc.com <fsoto@bgccc.com>

Dear Project Director,

This communication is to notify you of your 2025-26 allocation for the 21st Century Community Learning Centers (21st CCLC) grant.

Project Number	Project Name	2025-26 Allocation Amount
• 11C-2446C-6PS01	Eden Park-Pinecrest	\$500,000.00
• 11C-2446C-6PS02	Lake Trafford-Nichols Club	\$500,000.00
• 11C-2446C-6PRN6	Miracle 2	\$489,968.50

If this allocation reflects a decrease from the amount on your previous funding request guide (FRG), you will need to revise your application to reflect the change. Acceptance of these federal funds is an assurance that subrecipients will continue to provide the core services outlined in the program's original Request for Proposal (RFP) and will not result in a reduction of students served as the project was awarded.

*Please submit your updated DOE 101s along with any revised documents to your assigned ShareFile folder by August 22, 2025.

Thank you for your continued support and dedication to all of Florida's students. Please contact 21stCCLCFunds@fldoe.org if there are any questions.

21st Century Community Learning Centers (21st CCLC)
State Program Office
325 West Gaines Street, Suite 1444
Tallahassee, FL 32399
21stCCLCFunds@fldoe.org



2025-2026 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Club of Collier County	Project Number	11C-2446C-6PRN6			
Site Name	Highlands Elementary				Zip Code	34142
Site Address:	1101 Lake Trafford Road	City	Immokalee	County	Collier	
Site Contact Name:	Stephanie Giardinieri	Phone	(239) 367-3605	Email	sgiardinieri@bgccc.com	

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Highlands Elementary School	Pre-K, K, 1, 2, 3, 4, 5	677	100%	3, 4, 5	0	110	20	0	15
TOTAL									

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

AFTER SCHOOL SITE OPERATIONS							
Start Date	08/25/2025	End Date	05/20/2026	Total Number of Service Days		161	
Non-service days	09/01/2025, 09/23/2025, 10/02/2025, 10/13/2025, 10/31/2025, 11/24/2025, 11/25/2025, 11/26/2025, 11/27/2025, 11/28/2025, 12/22/2025, 12/23/2025, 12/24/2025, 12/25/2025, 12/26/2025, 12/29/2025, 12/30/2025, 12/31/2025, 01/01/2026, 01/02/2026, 01/05/2026, 01/19/2026, 02/11/2026, 02/16/2026, 03/06/2026, 03/25/2026, 04/03/2026						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM		
End Time	5:30 PM	5:30 PM	5:30 PM	5:30 PM	5:30 PM		
Hours	2.5	2.5	2.5	2.5	2.5		
Early Release Dates				Total Service Days		Hours/Day	12.5

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	03/09/2026, 03/10/2026, 03/11/2026, 03/12/2026, 03/13/2026					
	Holidays/Break	Total number of Holiday, School Break service days.		Saturday		Total number of Weekend service days.
Start Time	9:30 AM		Start Time			
End Time	2:30 PM		End Time			
Hours	5	5	Hours			0

SUMMER SITE OPERATIONS							
Start Date	06/08/2026	End Date	06/19/2026	Total Number of Service Days		10	
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM		
End Time	4:30 PM	4:30 PM	4:30 PM	4:30 PM	4:30 PM		
Hours	8	8	8	8	8		

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	Family member services will take place 5 times throughout the school year. One-hour sessions will be comprised of lessons surrounding family health and communication, SEL, parenting skills, and other topics.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	36

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



2025-2026 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Club of Collier County	Project Number	11C-2446C-6PRN6		
Site Name	Village Oaks Elementary	Zip Code	34142		
Site Address:	1601 S.R. 29	City	Immokalee	County	Collier
Site Contact Name:	Stephanie Giardinieri	Phone	(239) 367-3605	Email	sgiardinieri@bgccc.com

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Village Oaks Elementary School	Pre-K, K, 1, 2, 3, 4, 5	476	100%	3, 4, 5		100	18		15
TOTAL									

BEFORE SCHOOL SITE OPERATIONS						
Start Date		End Date		Total Number of Service Days	0	
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS						
Start Date	08/25/2025	End Date	05/20/2026	Total Number of Service Days	161	
Non-service days	09/01/2025, 09/23/2025, 10/02/2025, 10/13/2025, 10/31/2025, 11/24/2025, 11/25/2025, 11/26/2025, 11/27/2025, 11/28/2025, 12/22/2025, 12/23/2025, 12/24/2025, 12/25/2025, 12/26/2025, 12/29/2025, 12/30/2025, 12/31/2025, 01/01/2026, 01/02/2026, 01/05/2026, 01/19/2026, 02/11/2026, 02/16/2026, 03/06/2026, 03/25/2026, 04/03/2026					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.
Start Time	3:15 PM	3:15 PM	3:15 PM	3:15 PM	3:15 PM	
End Time	5:45 PM	5:45 PM	5:45 PM	5:45 PM	5:45 PM	
Hours	2.5	2.5	2.5	2.5	2.5	
Early Release Dates				Total Service Days		Hours/Day

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	03/09/2026, 03/10/26, 03/11/2026, 03/12/2026, 03/13/2026					
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday			Total number of Weekend service days.
Start Time	9:30 AM		Start Time			
End Time	2:30 PM		End Time			
Hours	5		Hours			

SUMMER SITE OPERATIONS							
Start Date	06/08/2026	End Date	06/19/2026	Total Number of Service Days	10		
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM		
End Time	4:30 PM	4:30 PM	4:30 PM	4:30 PM	4:30 PM		
Hours	8	8	8	8	8		

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	Family member services will take place 5 times throughout the school year. One-hour sessions will be comprised of lessons surrounding family health and communication, SEL, parenting skills, and other topics.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	36

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



2025-2026 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Club of Collier County	Project Number	11C-2446C-6PRN6		
Site Name	Immokalee High School	Zip Code	34142		
Site Address:	701 Immokalee Drive	City	Immokalee	County	Collier
Site Contact Name:	Stephanie Giardinieri	Phone	(239) 367-3608	Email	sgiardineri@bgccc.com

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Immokalee High School	9, 10, 11, 12	1,923	100%	9, 10, 11, 12		88			
TOTAL									

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

AFTER SCHOOL SITE OPERATIONS								
Start Date	End Date			Total Number of Service Days				
Start Date	08/25/2025	End Date			05/20/2026	Total Number of Service Days		97
Non-service days	09/01/2025, 09/23/2025, 10/13/2025, 11/24/2025, 11/25/2025, 11/26/2025, 12/22/2025, 12/23/2025, 12/24/2025, 12/29/2025, 12/30/2025, 12/31/2025, 01/05/2026, 01/19/2026, 02/11/2026, 02/16/2026, 03/09/2026, 03/10/26, 03/11/2026, 03/25/2026							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.		
Start Time	2:10 PM	2:10 PM	2:10 PM					
End Time	4:10 PM	4:10 PM	4:10 PM					
Hours	2	2	2				6	
Friday Operation Dates				Total Service Days		Hours/Day		

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	Holidays/Break		Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.
Start Time				Start Time		
End Time			End Time			
Hours			Hours			0

SUMMER SITE OPERATIONS								
Start Date	End Date			Total Number of Service Days				
Start Date		End Date			Total Number of Service Days			0
Non-service days								
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.	
Start Time								
End Time								
Hours								

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	Family member services will take place 5 times throughout the school year. One-hour sessions will be comprised of lessons surrounding family health and communication, SEL, parenting skills, and other topics.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	36

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



2025-2026 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Club of Collier County	Project Number	11C-2446C-6PRN6		
Site Name	Immokalee Middle School	Zip Code	34142		
Site Address:	401 9 th Street	City	Immokalee	County	Collier
Site Contact Name:	Stephanie Giardinieri	Phone	(239) 367-3608	Email	sgiardineri@bgccc.com

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Immokalee Middle School	6, 7, 8	1,551	100%	6, 7, 8		100			
TOTAL									

BEFORE SCHOOL SITE OPERATIONS						
Start Date		End Date		Total Number of Service Days	0	
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS						
Start Date	08/25/2025	End Date	05/20/2026	Total Number of Service Days	97	
Non-service days	09/01/2025, 09/23/2025, 10/13/2025, 11/24/2025, 11/25/2025, 11/26/2025, 11/27/2025, 12/22/2025, 12/23/2025, 12/24/2025, 12/25/2025, 12/29/2025, 12/30/2025, 12/31/2025, 01/01/2026, 01/05/2026, 01/19/2026, 02/11/2026, 02/16/2026, 03/09/2026, 03/10/26, 03/11/2026, 03/12/2026, 03/13/2026, 03/25/2026					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.
Start Time	3:45 PM	3:45 PM	3:45 PM			
End Time	5:45 PM	5:45 PM	5:45 PM			
Hours	2	2	2			
Friday Operation Dates				Total Service Days		Hours/Day

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days						
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.	
Start Time			Start Time			
End Time			End Time			
Hours			Hours		0	

SUMMER SITE OPERATIONS							
Start Date		End Date		Total Number of Service Days			
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time							
End Time							
Hours							

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	Family member services will take place 5 times throughout the school year. One-hour sessions will be comprised of lessons surrounding family health and communication, SEL, parenting skills, and other topics.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	36

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



State of Florida
Department of Children and Families

Ron DeSantis
Governor

Taylor N. Hatch
Secretary

September 18, 2025

Boys & Girls Club of Collier County
Jaime Buitrago
7500 Davis Blvd.
Naples, FL 34104

Dear Jaime Buitrago,

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

Bolch Club E20CO0127	1155 Roberts Ave W, Immokalee, FL 34142
Immokalee Middle School E20CO0128	401 N 9th St, Immokalee, FL 34142
Immokalee High School E20CO0129	701 Immokalee Dr, Immokalee, FL 34142
Pinecrest Elementary School E20CO0130	313 S 9th St., Immokalee, FL 34142
Highlands Elementary School E20CO0131	1101 Lake Trafford Rd, Immokalee, FL 34142
Lake Trafford Elementary E20CO0023	3500 Lake Trafford Rd, Immokalee, FL 34142
Eden Park Elementary School E20CO0133	3650 Westclox St, Immokalee, FL 34142
Nichols Club E20CO0126	7500 Davis Blvd., Naples, FL 34104
Village Oaks Elementary School E20CO0132	1601 FL-29, Immokalee, FL 34142

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 nine (9) 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 8/23/2025 and the expiration date is 8/22/2026.**

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

1. Submit, on program letterhead, to the Department, advising of:

2415 North Monroe Street, Suite 400, Tallahassee, Florida 32303-4190

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

Please be advised that failure to comply with screening requirements shall result in the loss of the facility's exemption from licensure. If you discontinue the operation of your program, please notify the Child Care Program Office, 2415 North Monroe Street, Suite 400, Tallahassee, Florida 32303-4190.

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,

David Rodriguez

David Rodriguez

Government Operations Consultant

Cc: Chantal Porte, Regional Safety Program Manager

Sherrie Quevedo, Program Analyst

Ebony Williams, Licensing Supervisor

Project Performance Accountability Form

Definitions

- **Scope of Work** – The major tasks that the grantee is required to perform.
- **Tasks** – The specific activities performed to complete the Scope of Work.
- **Deliverables** – The products and/or services that directly relate to a task specified in the Scope of Work.
Deliverables must be quantifiable, measurable, and verifiable. Deliverables must be submitted accurately by the 5th day of each month, and be reviewed and monitored to determine compliance with the program requirements.
- **Evidence** – The tangible proof.
- **Due Date** – Date for completion of tasks.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: August 1-31, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. 	September 5, 2025
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: September 1-30, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* 	October 5, 2025
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: October 1-31, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* 	November 5, 2025
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: November 1-30, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades** 	December 5, 2025

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: December 1-31, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Trimester Grades** 	January 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: January 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades** 	February 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: February 1-28, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* 	March 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: March 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Trimester Grades** 	April 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: April 1-30, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades** 	May 5, 2026

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: May 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* 	June 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: June 1-30, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. • Quarter grades** • Trimester grades** • End-of-year data upload (GPA, School Day Attendance Rate, In-School Suspensions) 	July 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: July 1-31, 2025</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • Student attendance count. • Number of hours of programming per student and/or family. 	August 5, 2026

* Behavioral Referrals are due monthly unless a subrecipient submits a letter from the school or school district requesting quarterly or trimester submission.

** Grades data are due with deliverables for the month following the end of each quarter or trimester.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S**

	A) Name of Eligible Recipient/Fiscal Agent:	Boys and Girls Club of Collier County Miracle 2
	B) DOE Assigned Project Number:	11C-2446C-6PRN6
	C) TAPS Number:	26B036

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project		Admin	Eval	Contracted Services
	50001	<p>Salaries: Program Director Full-time Program Director for the 21st CCLC program to provide direct services to actively participating 21st CCLC students and their family members at one M1 site. The Program Director will oversee the day-to-day operations of the 21st CCLC M1 program, including scheduling of teaching/paraprofessional staff and coordination of programming (curriculum, activities, scheduling), collaborating with partners to provide services to students, and site/program reporting to project director. The Program Director will perform ongoing site evaluation and ongoing data collection and analysis. In addition, the Program Director provides services directly in the classroom such as 7 Habits of Happy Kids projects for actively participating 21st CCLC students during 21st CCLC operational hours. As an experienced coordinator, the Program Director provides guidance to other M1 and M2 coordinators and assists with training new staff. Throughout the year, the Program Director guides student data analysis, adjusting the academic focuses based on areas of weakness.</p> <p>The Program Director also takes on a primary role in organizing the Spring and Summer camps (creating schedules, identifying proper staff, organizing activities and academic projects). Each employees salary or wages are formally reviewed annually and adjusted based upon the results of each employee's performance appraisal. Pay rate changes are approved in writing by management and copies of all such authorizations are retained in each employee's personnel file.</p> <p>12-month position, \$67,500.00 1 Program Director x \$2,596.15/pay period x 26 periods x 0.33 FTE = \$22,275.00</p> <p><i>5% Administration = \$1,114</i> <i>5% Evaluation = \$1,114</i></p>	0.33	\$22,275.00	100%		\$1,114.00	\$1,114.00	

(1)	(2)	(3)	(4)	(5)	(6)				
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project		Admin	Eval	Contracted Services
	50021	<p>Fringe Benefits: FICA - Program Director</p> <p>FICA - $\\$22,275.00 \times 7.65\% = \\$1,704$</p> <p>Workers Comp - $\\$22,275.00 \times 2.55\% = \\568</p> <p>Health - (Health = \$482 + Life = \$11 + Dental = \$32 + Vision = \$6 + H.S.A. = \$92 = \$623) $\\$623 \times 12 \text{ months} \times 0.33 \text{ FTE} = \\$2,467$</p> <p>SUTA - $\\$22,275 \times 0.1\% = \\22.00</p> <p>LTD/STD $\\$22,275 \times 1.5687\% = \\349</p> <p>401K - $\\$22,275 \times 4\% = \\891</p> <p>5% Administration = \$300 5% Evaluation = \$300</p>	0.33	\$6,001.00	100%		\$300.00	\$300.00	
	50001	<p>Salaries: Site Coordinator (Immokalee Middle & High Schools)</p> <p>Full-time Site Coordinator for the 21st CCLC program to provide direct services to actively participating 21st CCLC students and their family members at two M2 sites (Immokalee Middle and Immokalee High School) along with the IMS & IHS part-time site coordinator. The Site Coordinator's full-time schedule will allow for planning, best practices research, data-analysis, and lesson planning during the day. This will ensure that the Site Coordinator is able to focus on students' more immediate needs during programming. The Site Coordinator along with a part-time coordinator, lead and co-lead program staff will oversee the day-to-day operations of the 21st CCLC M2 programs. During summer months, the Site Coordinator focuses on analyzing student data, assisting with site based reports and planning collaboratively for the next school year. Each employees salary or wages are formally reviewed annually and adjusted based upon the results of each employee's performance appraisal. Pay rate changes are approved in writing by management and copies of all such authorizations are retained in each employee's personnel file.</p> <p>12-month position, \$53,000 1 Site Coordinator x \$2,038.46/pay period x 26 periods x 1.00 FTE = \$53,000</p> <p>5% Evaluation = \$2,650</p>	1.00	\$53,000.00	100%			\$2,650.00	


(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project				
							Admin	Eval	Contracted Services
	50021	<p>Fringe Benefits: FICA - Site Coordinator (Immokalee Middle & High Schools)</p> <p>FICA - \$53,000 x 7.65% = \$4054.50</p> <p>Workers Comp - \$53,000 x 2.55% = \$1,351.50</p> <p>Health - (Health = \$482 + Life = \$11 + Dental = \$32 + Vision = \$6 + H.S.A. = \$92 = \$623) \$623 x 12 months x 1 FTE = \$7,476</p> <p>SUTA \$53,000 x 0.1% = \$53</p> <p>LTD/STD \$53,000 x 1.5687% = \$831</p> <p>401K - \$53,000 x 4% = \$2,120</p> <p>5% Evaluation = \$794</p>		\$15,886.00	100%			\$794.00	
	50001	<p>Salaries: Youth Development Professionals (Tutors)</p> <p>Youth development professionals (Tutors) for the 21st CCLC program to assist teachers, students and 21st CCLC activities such as homework, SEL projects and family involvement activities. Paraprofessionals also assist with meals, program transitions, safe dismissal procedures and family nights. M2 paraprofessionals participate in 10 professional development opportunities focused on 7 Habits of Happy Kids, Classroom Management and Positive Behavior strategies. A typical program day will have 18 paraprofessionals working 2-2.5 hours to ensure appropriate student:staff ratio. Staff at some sites may assist with program preparation before and after program to ensure that all classrooms are sanitary and clean for student use. Each Miracle program will support nearly 100 or more students daily. Therefore, the "Salaries: Paraprofessionals" budget line is carefully calculated to ensure that programs have the ability to hire enough staff to meet the appropriate student:instructor ratios throughout the program year.</p> <p><u>VOE P/T Site Supervisor: \$27,000</u> 1 Paraprofessional x \$30/hr. x 20 hr./week x 45 weeks = \$27,000</p> <p><u>Highlands Elementary (HLE): \$45,135</u> AS: 6 Paraprofessionals x \$17/hr. x 2.5 hr./day x 161 days = \$41,055 SU: 2 Paraprofessionals x \$17/hr. x 8 hrs/day x 10 summer days = \$2,720 SP: 2 Paraprofessionals x \$17/hr. x 8 hrs/day x 5 spring break days = \$1,360</p> <p><u>Village Oaks Elementary (VOE): \$45,135</u> AS: 6 Paraprofessionals x \$17/hr. x 2.5 hr./day x 161 days = \$41,055 SU: 2 Paraprofessionals x \$17/hr. x 8 hrs/day x 10 summer days = \$2,720 SP: 2 Paraprofessionals x \$17/hr. x 8 hrs/day x 5 spring break days = \$1,360</p> <p><u>Immokalee Middle School (IMS): \$13,192</u> AS: 4 Paraprofessionals x \$17/hr. x 2 hr./day x 97 days = \$13,192</p> <p><u>Immokalee High School (IHS): \$6,596</u> AS: 2 Paraprofessionals x \$17/hr. x 2 hr./day x 97 days = \$6,596</p>	1.00	\$137,058.00	100%				

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project				
							Admin	Eval	Contracted Services
	50021	Fringe Benefits: FICA - Youth Development Professionals (Tutors) \$137,058 x 7.65% = \$10,485		\$10,485.00	100%				
	50051	Fringe Benefits: Workers Comp - Youth Development Professionals (Tutors) \$137,058 x 2.55% = \$3,495		\$3,495.00	100%				
	50051	Salaries: Certified Teachers Certified teachers estimated at: <u>Highlands Elementary (HLE): \$29,150</u> 1 Lead Teacher x \$40/hr. x 2.5 hrs./day x 106 days = \$10,600 2 teachers x \$35/hr. x 2.5 hrs./day x 106 days = \$18,550 <u>Village Oaks Elementary (VOE): \$18,550</u> 2 teachers x \$35/hr. x 2.5hrs./day x 106 days = \$18,550 <u>Immokalee Middle School (IMS): \$8,960</u> 2 teachers x \$35/hr. x 2.0 hrs/day x 64 days = \$8,960 <u>Immokalee High School (IHS): \$8,960</u> 2 teachers x \$35/hr. x 2.0 hrs/day x 64 days = \$8,960		\$65,620.00	100%				
	50021	Fringe Benefits: FICA - Certified Teachers \$65,620 x 7.65% = \$5,020		\$5,020.00	100%				
	50051	Fringe Benefits: Workers Comp - Certified Teachers \$65,620 x 2.55% = \$1,673		\$1,673.00	100%				

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project				
							Admin	Eval	Contracted Services
	50081	<p>Contract Services: Collier County School District Certified Teachers School District of Collier County will provide site staff (Certified Teachers), daily student transportation, district grant/curriculum coordination, and facility costs for the 21st CCLC after school program at the four (4) 21st CCLC sites. Specifically, CCSD will provide, in a typical day, 18 certified teachers to ensure approved student:teacher ratio for direct academic instruction. The availability of teachers and the time frames each is willing to work in afterschool programs varies from site to site. In addition, close collaboration with the day school guides the structure/length of the academic enrichment modules designed at each site. These factors determine the amount of time teachers work at each site. Certified teachers estimated at:</p> <p><u>Highlands Elementary (HLE): \$15,125</u> 1 Lead Teacher x \$40/hr. x 2.5 hrs./day x 55 days = \$5,500 2 teachers x \$35/hr. x 2.5 hrs./day x 55 days = \$9,625</p> <p><u>Village Oaks Elementary (VOE): \$9,625</u> 2 teachers x \$35/hr. x 2.5hrs./day x 55 days = \$9,625</p> <p><u>Immokalee Middle School (IMS): \$5,460</u> 2 teachers x \$35/hr. x 2.0 hrs/day x 39 days = \$5,460</p> <p><u>Immokalee High School (IHS): \$5,460</u> 2 teachers x \$35/hr. x 2.0 hrs/day x 39 days = \$5,460</p>		\$35,670.00	100%				
	50081	<p>Contract Services: Collier County School District - Certified Teacher Benefits Benefits for Certified Teachers, calculated at: 7.65% FICA/Medicare, 14.03% Retirement/Health, 0.50% Worker's comp.</p> <p>FICA/Medicare: \$35,670 x 7.65% = \$2,729</p> <p>Retirement: \$35,670 x 14.03% = \$5,004</p> <p>Workers Comp: \$35,670 x 0.50% = \$179</p>		\$7,912.00	100%				
	50081	<p>Contract Services: Collier County School District - Office Managers School District of Collier County will provide site clerical staff/office managers for the 21st CCLC programs. In general, CCSD will provide, in a typical day, 4 clerical staff/office managers to input and oversee CCSD staff payroll for the 21st CCLC program.</p> <p><u>All Sites:</u> 1 Office Manager/site x 4 sites x \$50/hr. x 2 hr./wk. x 13 weeks = \$5,200</p> <p>100% Administrative = \$5,200</p>		\$5,200.00	100%		\$5,200.00		\$5,200.00

(1)	(2)	(3)	(4)	(5)	(6)				
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project		Admin	Eval	Contracted Services
	50081	<p>Contract Services: Collier County School District - Office Manager Benefits Benefits for Office Manager, calculated at: 7.65% FICA/Medicare, 14.03% Retirement/Health, 0.5% Worker's comp.</p> <p>FICA/Medicare: \$5,200 x 7.65% = \$398</p> <p>Retirement: \$5,200 x 14.03% = \$729</p> <p>Workers Comp: \$5,200 x 0.5% = \$26</p> <p><i>100% Administrative = \$1,153</i></p>		\$1,153.00	100%		\$1,153.00		\$1,153.00
	52098	<p>Contracted Services: Collier County School District - Facility Rent Each M2 program operates at a CCSD school sites. Collier County leases the space necessary for each program. Acknowledging the importance of the program to the Immokalee community, CCSD created a special classification (C3) that assigns a minimal rate to Miracle 2 programs. This classification requires: (1) Program operate within a Title 1 school; (2) Program has an academic focus; (3) Program charges no fees; (4) Program is strictly funded through donations and grants; and (4) Program must have an MOU with the district.</p> <p><u>Highlands Elementary: \$2,415</u> 6 Classrooms x \$1/hour x 2.5 hrs./day x 161 Days = \$2,415</p> <p><u>Village Oaks Elementary: \$2,415</u> 6 Classrooms x \$1/hour x 2.5 hrs./day x 161 Days = \$2,415</p> <p><u>Immokalee Middle School: \$728</u> 4 Classrooms x \$1/hour x 2.5 hrs./day x 97 Days = \$970</p> <p><u>Immokalee High School: \$1,698</u> 1 Media Center x \$7/hour x 2.5 hour x 97 days = \$1,698</p>		\$7,256.00	100%				\$7,256.00

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project				
							Admin	Eval	Contracted Services
	50071	<p>Contracted Services: Collier County School District - Transportation Transportation costs to transport actively participating 21st CLCC students to and from the 21st CCLC program sites only on 21st CCLC program operational days. 2025-26 cost per mile is \$2.75. Driver's hourly cost is \$41.62 Transportation cost is estimated at:</p> <p><u>Highlands Elementary Total: \$18,518</u> AS: (3.00/mile x avg. 10 miles/day) = \$30 + \$46.68/hour x 1/hr. = \$76.68/day \$76.68 x 161 days x 1.5 bus = \$18,518</p> <p><u>Village Oaks Elementary Total: \$18,518</u> AS: (3.00/mile x avg. 10 miles/day) = \$30 + \$46.68/hour x 1/hr. = \$76.68/day \$76.68 x 161 days x 1.5 bus = \$18,518</p> <p><u>Immokalee Middle School Total: \$10,379</u> AS: (3.00/mile x avg. 20 miles/day) = \$60 + \$46.68/hour x 1 hr. = \$107/day \$107.00 x 97 days x 1 buses = \$10,379</p> <p><u>Immokalee High School Total: \$10,379</u> AS: (3.00/mile x avg. 20 miles/day) = \$60 + \$46.68/hour x 1 hr. = \$107/day \$107.00 x 97 days x 1 buses = \$10,379</p>		\$57,794.00	100%				
	52001	<p>Field Trips Parks and Recreation will provide staff and facilities for Spring and Summer Camp.</p> <p><u>Spring and Summer: \$1,635.34</u> (SP 5 days + SU 10 days) 48 Students x 15 days x \$2.00/student/day = \$1,440 10 Staff x 15 days x \$3.00/day = \$450</p>		\$1,890.00					
	52001	<p>Materials & Supplies: Technology- Student</p> <p>Windows 11 Tablet PC & Protective Case (Highlands) \$8,829 Tablet: \$158.99/student x 50 Class Set = \$7,949.50 Case: \$9.59/student x 50 units = \$479.50 Headphones: \$79.97/(set of 10) (\$8.00/student) x 5 units = \$399.85</p> <p>Windows 11 Tablet PC (Village Oaks) \$8,829 Tablet: \$158.99/student x 50 Class Set = \$7,949.50 Case: \$9.59/student x 50 units = \$479.50 Headphones: \$79.97/(set of 10) (\$8.00/student) x 5 units = \$399.85</p> <p>Windows 11 Tablet PC (Middle) \$8,829 Tablet: \$158.99/student x 50 Class Set = \$7,949.50 Case: \$9.59/student x 50 units = \$479.50 Headphones: \$79.97/(set of 10) (\$8.00/student) x 5 units = \$399.85</p> <p>Windows 11 Tablet PC (Highschool) \$8,829 Tablet: \$158.99/student x 50 Class Set = \$7,949.50 Case: \$9.59/student x 50 units = \$479.50 Headphones: \$79.97/(set of 10) (\$8.00/student) x 5 units = \$399.85</p>		\$35,316.00	100%				

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project				
							Admin	Eval	Contracted Services
	52001	Instructional Program Materials & Supplies Instructional materials and supplies for use by actively participating 21st CCLC students and/or families during 21st CCLC program operational hours, including supplies; supplemental books; paper; notebooks; recreational items; art/craft consumables. All purchases are identified and approved based on alignment and relevance to 21st CCLC objectives. <u>Educational Supplemental materials:</u> \$21.689/student x 398 students = \$8,632.25 <u>All classroom and art consumables:</u> \$21.689/student x 398 students = \$8,632.25		\$17,264.50	100%				
	62098	Office Rent - In-Kind Staff office space in Immokalee. <i>Monthly rent costs are provided as an In-Kind donation .</i> <i>Monthly Rent: \$3,005.69 x 12 = \$36,068.32</i> <i>\$36,068.32 = 100% In-Kind</i>		\$ -	100%				
D) TOTAL				\$489,968.50			\$7,767.00	\$4,858.00	\$13,609.00
				Admin	\$7,767.00	1.59%	1.59%	0.99%	2.78%
				Eval	\$4,858.00	0.99%	Admin: 10% cap	Eval: 3% cap	Contracts: 25% cap
DOE ATTESTATION (Program and Grants Management)				 FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small>					
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.									
April 2022 DOE 101S									