

STATE OF MAINE
Department of Education

Elementary and Secondary Education Act (ESEA), Title IV, Part B CFDA #84.287



RFP# 201912214

21st Century Community Learning Centers Program

RFP Coordinator	<i>All communication regarding this RFP <u>must</u> be made through the RFP Coordinator identified below.</i> <u>Name:</u> Travis Doughty <u>Title:</u> Federal Grant Coordinator <u>Contact Information:</u> travis.w.doughty@maine.gov
Informational Webinar	<i>Bidders may access an informational webinar for this RFP to be posted on:</i> <u>Date:</u> January 16, 2020 at <u>Location:</u> https://www.4pcmaine.org/century21/FY2020/
Submitted Questions Due	<i>All questions <u>must</u> be received by the RFP Coordinator identified above by:</i> <u>Date:</u> February 20, 2020, no later than 4:00 p.m., local time
Proposal Submission	<i>Proposals <u>must</u> be received by the Division of Procurement Services by:</i> <u>Submission Deadline:</u> April 2, 2020, no later than 11:59 p.m., local time. <i>Proposals <u>must</u> be submitted electronically to the following address:</i> <u>Electronic (email) Submission Address:</u> Proposals@maine.gov

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PUBLIC NOTICE

**State of Maine
Department of Education
RFP# 201912214
21st Century Community Learning Centers**

The State of Maine is seeking proposals for 21st Century Community Learning Center (21st CCLC) grant awards from providers capable of delivering high-quality after school and summer educational program for students attending Maine schools. The State of Maine will be accepting applications for new, expansion, and renewal awards under this RFP.

A copy of the RFP, as well as the Question & Answer Summary and all amendments related to this RFP, can be obtained at the following website:

<https://www.maine.gov/dafs/bbm/procurementservices/vendors/rfps>. An informational webinar for this RFP will also be available on January 16, 2020 at the following website:
<https://www.4pcamaine.org/century21/FY2020/>

Proposals must be submitted to the State of Maine Division of Procurement Services, via e-mail, to the following email address: Proposals@maine.gov. Proposal submissions must be received no later than 11:59 pm, local time, on April 2, 2020. Proposals will be opened at the Burton M. Cross Office Building, 111 Sewall Street - 4th Floor, Augusta, Maine the following business day. Proposals not submitted to the Division of Procurement Services' aforementioned email address by the aforementioned deadline will not be considered for contract award.

RFP DEFINITIONS/ACRONYMS

The following terms and acronyms shall have the meaning indicated below as referenced in this RFP:

<u>Term/Acronym</u>	<u>Definition</u>
21st CCLC	The 21 st Century Community Learning Centers program.
Activity	An event or undertaking authorized under the federal 21st CCLC program, at a program site, which involves program participants and meets one or more defined 21st CCLC goals.
Academic Enrichment	A type of activity that expands a student's learning in ways that differ from the methods used in traditional school day classrooms. These activities are often interactive, and project focused and enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student and allow participants to apply knowledge and skills taught in school to real-life experiences.
Academic Improvement	A type of activity that specifically targets students whose academic performance is in need of improvement and/or who are performing below grade-level expectations. These activities are designed to address deficiencies in student academic performance and may involve tutoring, focused mentoring, or other forms of targeted academic intervention.
Adult Family Member	Adults age 19 or older who: (1) are <u>NOT</u> in elementary, middle, or high school, (2) are family members of participating children, and (3) participate in educational services or other activities appropriate for adults provided by the center.
Center	See "Program Site".
College and Career Readiness	A type of activity that prepares students to graduate with the knowledge and skills needed to enroll and succeed in a post-secondary institution or high-quality certification program (i.e. community college, university, technical/vocational programs, apprenticeships, etc.) with a pathway to future advancement in their chosen career path.
Community Learning Center	See "Program Site".
Community Service and Service Learning	A type of activity where service tasks are performed by students to address a community need. These activities provide structured opportunities for students to build core values, skills, and/or knowledge.
Direct Cost	A cost or costs that are identified specifically with a particular cost objective. Such costs may be charged directly to grants, contracts, or to other programs against which costs are finally assigned.
Department	The Maine Department of Education.

Elementary and Secondary Education Act of 1965 (ESEA)	A federal law enacted in 1965, which provides funding for primary and secondary school education, holds schools accountable to student performance, and seeks to increase equitable opportunities to quality public education.
English Learner (EL)	A student with a primary or home language other than English who is not yet proficient in English.
Equipment	Tangible personal property, with a useful life of one year or more and an acquisition cost of \$500.00 or more per unit or is considered “highly walkable” (i.e. computers, laptops, iPads, PDAs, audio-visual equipment, televisions, DVD players, printers, copiers, cameras, hand tools, cell phones, etc.)
Evaluator	An individual or professional organization who has received formal training in research and/or evaluation and has experience in conducting evaluations of educational programs.
Every Student Succeeds Act of 2015 (ESSA)	The most recent federal legislation reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA).
Feeder School	Any public or private school that enrolls students in a 21st CCLC program that is located in a different building, such as an elementary school, secondary school, or similarly accessible community facility.
Free and Reduced Lunch	The percentage of students in a school whose families have applied for and/or are eligible to receive free or reduced priced meals.
Goal	A broad, measurable statement that represents a long-term impact of a program or activity.
Government Performance and Results Act of 1993 (GPRA)	A federal statute that requires all 21 st CCLC programs to the U.S. Department of Education and Congress data on performance indicators which fall into the following categories: (1) Program Activities, (2) Student Attendance, (3) Staffing, and (4) Student Outcomes.
Grant	An agreement between a group, organization, or other recipient and the Department, which describes terms, conditions, and scope of services to be provided by the recipient. Also known as a “Contract”.
Grant Period	The time between the effective start and end date of a grant, during which grant funds can be used for approved grant activities and expenditures.
Grantee	An organization or other entity, which serves as the fiscal agent for a grant and is responsible for the achievement of all deliverables set forth in the resulting contract with the Department.
Indicator	A specific, measurable tool or measure used to determine the degree to which a performance target has or has not been met.
Indirect Cost	A cost or costs that are incurred for a common or joint purpose benefiting more than one cost objective, and not directly assignable to cost objectives benefited without effort disproportionate to results achieved.

Indirect Cost Rate Agreement	An agreement that must (1) exist between a grantee and its cognizant agency and (2) be verified by the Department before any grantee may recoup indirect costs related to a 21 st CCLC grant.
Learning Standards	Also referred to as “learning targets” or “standards”, these are a set of educational objectives (i.e. what students should have learned) following the end of a course, grade level, or grade span.
Local Assessment	An assessment tool chosen and used by a school district or individual school to measure changes in student learning.
Local Education Agency (LEA)	Any public-school district, public school, private school, or charter school.
Low-Performing (LP) Student	Any student who, based on state and/or local standardized assessments results, is considered to perform below grade level expectations.
Measure of Effect	A measurement of the level of change in knowledge, skill, attitude, or behavior in a specified target population of students (i.e. the impact).
Measure of Effort	A measurement of the products and services generated by the program (i.e. the activities).
Mentoring	An activity that matches a student, one-on-one, with a peer or adult role model for guidance and support.
Out-of-School Time (OST)	Non-school hours or periods, such as before or after school, evenings, weekends, and both school-year and summer vacations.
Partner	An organization, other than the grantee, that actively contributes to the planning and implementation of the 21 st CCLC-funded program.
Performance Measure	An assessment or other evaluation tool used to determine the extent to which a standard, goal, or expectation has been met.
Program Site	Also known as a “community learning center” or “center”, an elementary or secondary school or similarly accessible community facility where 21 st CCLC-funded activities take place. This physical location is characterized by defined hours of operation and a dedicated staff that plans and facilitates program activities.
Program Quality Assessment (PQA)	An observation and assessment tool used by the 21 st CCLC program in Maine to assess program quality and inform grantee improvement initiatives.
Regular Attending (RA) Student	Any student who attends a 21 st CCLC program for 30 or more days during the summer, fall, and/or spring terms in a particular grant year.
Reporting Period	The 12-month period for which the grantee must provide the Department with required 21 st CCLC program data. This period that coincides with the grant period for a 21 st CCLC program, which is typically July 1 through June 30 of the following year.
RFP	Request for Proposal.
RLP	Any low-performing student served by a 21 st CCLC program site, who also reaches regular attending (30+ day) status.

Restricted Indirect Cost Rate	A type of indirect cost rate, that applies to grants made under federal programs, such as the 21 st CCLC program, that have “ <i>supplement, not supplant</i> ” requirements. These restricted rates are typically much smaller than a standard indirect cost rate.
School Administrative Unit (SAU)	An official term that refers to a Maine public-school district.
School Day	Any day a public, private, or charter school is in operation as an instructional day and/or a teacher in-service day.
School Year	The total number of school days in a year, as established by a local education agency.
Standardized Assessment	A test administered and scored in a consistent or standard manner, which provides an assessment of an individual's mastery of a domain, knowledge, or skill.
State	State of Maine
State Assessment	A set of assessment tools used by the Department to measure individual student performance in grades 3-8 and the third year of high school.
STEM	Science, Technology, Engineering, and/or Math.
Subcontractor	Also known as a “vendor”, an individual or organization that is under contract with the grantee to provide 21 st CCLC grant-funded activities or services.
Supplies	Consumable items with a useful life of less than one year.
Survey of Academic & Youth Outcomes (SAYO)	A survey tool developed by the National Institute on Out-of-School Time (NIOS), which is used by 21 st CCLC programs to gauge student perceptions and inform program improvement initiatives.
Tutoring	An activity that involves the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to develop an understanding and mastery of concepts covered during the school day.
Volunteer	An individual, approved to work with students and in schools, who commits their time to regularly working with the program without receiving payment.
Youth Leadership	An activity that intentionally promotes leadership skill development and the provision of formal leadership opportunities for students, which are designed to foster and inspire leadership aptitude in participating youth.

State of Maine - Department of Education
Elementary and Secondary Education Act (ESEA), Title IV, Part B CFDA #84.287
RFP# 201912214
21st Century Community Learning Centers Program

PART I INTRODUCTION

A. Purpose and Background

The Department of Education (Department) is seeking proposals to provide 21st Century Community Learning Center (21st CCLC) programming, as defined in this Request for Proposals (RFP) document. This document provides instructions for submitting proposals, the procedure and criteria by which the Provider(s) will be selected and the contractual terms which will govern the relationship between the State of Maine (State) and the awarded Bidder(s).

The 21st CCLC program is authorized under the Title IV, Part B of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. Its purpose is to provide opportunities for communities to establish or expand activities in “community learning centers” that:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet challenging State academic standards;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

For federal legislation, regulations, and guidance on the 21st Century Community Learning Centers program, please visit: <http://www.ed.gov/programs/21stcclc/legislation.html>

Recipients of 21st CCLC funding from the Maine Department of Education must address all three program components noted above at each program site and such services must be available to all students participating in the program. The structure of local 21st CCLC programs may vary across the state to include before school, after school, weekends, holidays, summer vacation, and other times when schools are not in session. At a minimum, however, Maine’s 21st CCLC programs must offer both school year and summer program services to participating students as outlined in Appendix H.

Approved 21st CCLC programs must link directly to the local School Administrative Unit’s (SAU’s) Consolidated SAU Plan and align with the *Maine Learning Results*. The Department

will be accepting applications from new, expansion, and renewal proposals. The combined total funding available for all proposals is projected to be \$2,000,000.00 (subject to the final federal allocation for the program).

B. General Provisions

1. From the time this RFP is issued until award notification is made, all contact with the State regarding this RFP must be made through the aforementioned RFP Coordinator. No other person/ State employee is empowered to make binding statements regarding this RFP. Violation of this provision may lead to disqualification from the bidding process, at the State's discretion.
2. Issuance of this RFP does not commit the Department to issue an award or to pay expenses incurred by a Bidder in the preparation of a response to this RFP. This includes attendance at personal interviews or other meetings and software or system demonstrations, where applicable.
3. All proposals should adhere to the instructions and format requirements outlined in this RFP and all written supplements and amendments (such as the Summary of Questions and Answers), issued by the Department. Proposals are to follow the format and respond to all questions and instructions specified below in the "Proposal Submission Requirements" section of this RFP.
4. Bidders shall take careful note that in evaluating a proposal submitted in response to this RFP, the Department will consider materials provided in the proposal, information obtained through interviews/presentations (if any), and internal Departmental information of previous contract history with the Bidder (if any). The Department also reserves the right to consider other reliable references and publicly available information in evaluating a Bidder's experience and capabilities.
5. The proposal shall be signed by a person authorized to legally bind the Bidder and shall contain a statement that the proposal and the pricing contained therein will remain valid and binding for a period of 180 days from the date and time of the bid opening.
6. The RFP and the selected Bidder's proposal, including all appendices or attachments, shall be the basis for the final contract, as determined by the Department.
7. Following announcement of an award decision, all submissions in response to this RFP will be considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) (1 M.R.S. §§ 401 et seq.).
[State of Maine Freedom of Access Act](#)
8. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to this RFP.
9. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be the Bidder's responsibility to determine the applicability and requirements of any such laws and to abide by them.

C. Eligibility to Submit Bids

Public or private organizations in the State of Maine are considered eligible entities under the 21st CCLC program. Such entities include public school districts, charter schools, private schools, non-profit agencies, local government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit companies. For an application to be considered eligible, all potential bidders must:

1. Propose to serve one or more Maine schools, where at least 2/3 of the students the bidder proposes to serve attend:

- a. A school eligible for a schoolwide program under Title I, Section 1114 of the Every Student Succeeds Act, and the families of those students; or
 - b. A school with at least 40 percent of students eligible for free and reduced price lunch, and the families of those students.
2. Submit a proposal in partnership with another agency, where the proposal consists of:
 - a. One lead applicant organization, who shall take on the responsibilities of fiscal agent for the proposed program and demonstrate achievement of all deliverables set forth in the proposal; and
 - b. One lead partner organization, who shall have an active and meaningful role in the planning, development, and delivery of the proposed program.
3. Submit one of the following types of proposals:
 - a. **New proposal**: A proposal submitted by an eligible entity that currently does not receive, directly or indirectly, any 21st CCLC funding which seeks to establish new program site(s).
 - b. **Expansion proposal**: A proposal submitted by an eligible entity that currently operates one or more 21st CCLC program sites, but not does not currently provide programming for the student population and program site(s) targeted in the proposal.
 - c. **Renewal proposal**: A proposal submitted by an eligible entity whose current 21st CCLC award expires on 6/30/20 and who wishes to continue providing the same level of 21st CCLC programming and services for the targeted student population and program site(s).
 - a. *Special Rule*: Under this RFP, bidders submitting one or more renewal proposals may request a new funding amount that differs from their current funding level. In situations where additional funding is requested, programs must also increase the number of RLP students served, ensuring that the cost per RLP student does not exceed \$2,600.
4. Obtain written assurance from the local education agency (LEA) included within the proposal that the LEA will contribute to no less than 35 percent of the annual transportation cost for the program budget. Both parties to the proposal must also ensure students travel safely to and from the proposed program and no barriers to program participation exist for students whose families are not able to transport their child to and from the program; and
5. Meet all application requirements and deadlines, including accurate completion of all application sections and required signature pages.

A list of Maine schools currently implementing a schoolwide program is available in Appendix G of this RFP document.

For a listing of Free and Reduced Lunch counts for Maine schools in Fiscal Year 2020, please visit:

<https://neo.maine.gov/DOE/neo/Nutrition/Reports/NutritionReports.aspx?reportPath=E D534byDistrict>

All bidders must also ensure that the students they propose to serve are not already served by another 21st CCLC program or individual program site. There may be only one 21st CCLC program per school building or other community facility, and the same children may not be served by more than one program. It is allowable for an agency to offer 21st CCLC programming in a different facility for a different cohort of children than are already served by a 21st CCLC program operating in a school or other community facility.

D. Partnerships

Bidders are encouraged to collaborate with partners in carrying out 21st CCLC programs, which include the eligible school(s) that students attend. A partnership is characterized by meaningful involvement in the planning, development, and delivery of the proposed program for students and families. All partners should be defined as a local education agency, nonprofit agency, local government agency, faith-based organization, institution of higher education, Indian tribe or tribal organization, and/or for-profit company with a demonstrated record of success in designing and implementing before school, after school, summer learning, or expanded learning activities. Please note that an individual, agency, organization or other entity that only provides products and/or services described in the application and are not involved in the overall planning and implementation of the program is considered a vendor, not a partner. Bidders must have at least one lead partner organization in order to apply for funding. Additional partnerships are encouraged to demonstrate the viability of the program.

E. Allowable Activities

Each bidder that receives 21st CCLC funding under this RFP may use awarded funds to carry out a broad array of activities that advance student academic achievement and support student success. Such activities include the following:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with (1) the challenging State academic standards and any local academic standards and (2) local curricula that are designed to improve student academic achievement;
2. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and environmental literacy programs;
4. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
5. Services for individuals with disabilities;
6. Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
7. Cultural programs;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Parenting skills programs that promote parental involvement and family literacy;
11. Programs that provide assistance to students that have been truant, suspended, or expelled to allow students to improve their academic achievement;
12. Drug and violence prevention programs and counseling programs;
13. Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
14. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

F. Contract Term

The Department is seeking a cost-efficient proposals to provide services, as defined in this RFP, for the anticipated contract period defined in the table below. Please note that the dates below are estimated and may be adjusted, as necessary, in order to comply with all procedural requirements associated with this RFP and the contracting process. The actual contract start date will be established by a completed and approved contract.

Contract Renewal: Following the initial term of the contract, the Department may opt to renew the contract for up to three (3) renewal periods of one year each, as shown in the table below, subject to continued availability of federal funding and satisfactory performance of the bidder.

The term of the anticipated contracts, resulting from this RFP, is defined as follows:

Period	Start Date	End Date
Initial Period of Performance	July 1, 2020	June 30, 2021
Renewal Period #1	July 1, 2021	June 30, 2022
Renewal Period #2	July 1, 2022	June 30, 2023
Renewal Period #3	July 1, 2023	June 30, 2024

The renewal of contracts resulting from this RFP will be determined on an annual basis, following the Department's review of the bidder's progress in reaching established academic and non-academic targets as well as adherence to state and federal program requirements. Such renewals will also be contingent upon continued funding from the U.S. Department of Education. At no time will a contract resulting from this RFP exceed four (4) years in length.

G. Size of Awards

Potential awards resulting from this RFP will range from a minimum of \$50,000 to a maximum of \$320,000. At no time will the Department issue an award in an amount of less than \$50,000 or greater than \$320,000.

Single-site Programs: Bidders proposing to operate a single-site program may request an award ranging from \$50,000 to \$160,000. Single-site programs are limited to operating a single grant-funded program site. Cost per RLP student for single-site programs is expected to be within the range of \$2,000 to \$2,600. At no time can cost per RLP student exceed \$2,600.

Multi-site Programs: Bidders proposing to operate a multi-site program may request an award ranging from \$50,000 to \$160,000 for the first site and up to \$80,000 for each additional site. Multi-site programs must operate at least two but no more than three grant-funded program sites. Cost per RLP student for multi-site programs is expected to be within the range of \$1,500 to \$2,000. At no time can cost per RLP student exceed \$2,600.

Please note that agencies applying for multiple awards and those that already receive 21st CCLC funding from the Department will be limited to a maximum of \$1,000,000 in annual funding across all awards.

All awards resulting from the RFP will be based on a funding reduction model, meaning that award amounts will be reduced over time, as outlined in the table below.

Initial Period of Performance	Renewal Period #1	Renewal Period #2	Renewal Period #3
100%	97%	94%	91%

The Department reserves the right to issue awards in amounts less than a bidder's request. Such adjustment shall be based on whether the requested amount is appropriate and reasonable for the size and scope of the program, as determined by the Department.

H. Number of Awards

The Department anticipates making multiple award(s) as a result of this RFP process. The number and size of awards will depend on the number of proposals received and available funds. Based upon the consensus scoring of applications, the Department will rank order applications. Requested amounts will be subtracted from the funding available until insufficient funds remain to make an additional award. Proposals receiving a score of less than 75 points will not be selected for an award under this RFP.

PART II SCOPE OF SERVICES TO BE PROVIDED

The Provider will deliver, during non-school hours or periods, a learning opportunity program that addresses the stated student service targets, program goals, indicators, and performance measures that are set forth in the application, reflected in the budget forms, and required in progress reporting to include measurement of:

Goal 1 – Academic Improvement: To improve academic performance in reading/language arts & mathematics of students who are low-performing, failing, or at high risk of failure, based on standardized assessments;

Goal 2 – Health and Wellness: To increase the opportunities to improve health and wellness of students, which include programming in the areas of: nutrition, physical fitness, emotional and physical safety, social-emotional development, and substance abuse prevention;

Goal 3 – Educational Enrichment: To enhance students' educational enrichment opportunities by providing a broad array of age-appropriate, student-driven, and high-interest learning opportunities that include STEM, visual and performing arts, multicultural education, community/service learning, and college and career readiness;

Goal 4 – Parent Education and Family Engagement: To develop and implement a plan to provide educational opportunities and activities for parents, caregivers, and families of students that will enhance academic and social-emotional development of those students as well as provide information and resources that promote overall family education, including opportunities and activities for adult parents and caregivers to enhance their own educational development;

Goal 5 – Sustainability and Collaboration: To establish and maintain effective partnerships across schools and communities toward reaching shared student outcomes and overall program sustainability, which includes the formation and on-going development of an Advisory Board that meets regularly, and successful implementation of strategies for generating program income such as grant writing, fundraising, partners contributing toward program costs, and use of school district, state, and other federal funds; and

Goal 6 – Professional and Staff Development: To provide afterschool staff with shared professional development related to program content alignment, academic curriculum development, enhanced positive youth development practices and data-driven continuous program improvement.

The Provider will report on the goals above during the contract year, as scheduled and directed by the Department. Providers will be required to report program progress and outcomes through a variety of data sources, including academic assessment scores, attendance, and activity data by means of an online reporting and web-based tool provided by the Department. Providers will also be required to utilize state-determined evaluation tools throughout the year.

Applicants who accept funding through Maine's 21st CCLC program must also:

- Focus on serving and improving the academic performance of low- performing students, as identified through standardized assessments, on a regular (30 day or more) year-round basis for the duration of the grant;
- Provide comprehensive programming for the low-performing youth being served, at every site, for the duration of the grant, which includes age-appropriate support services in the areas of: academic improvement, health and wellness, educational enrichment, and parent education and family engagement;
- Ensure adequate space for grant programming at every center/site to include classrooms, gyms, multi-purpose rooms, cafeterias, libraries, technology labs, and outdoor space;
- Conduct school year and summer programs with operational weeks, days, and hours of programming consistent with those outlined in Appendix C, Section 3.c of the approved application or that state's minimum operational requirements outlined in Appendix H of the application, whichever is greater.
- Employ a Program Director who must work a minimum of 30 hours per week, year-round, for the duration of the grant in a single-site program *or* 40 hours per week, year-round, for the duration of the grant for a multi-site program;
- Employ a Site Coordinator for each program site to be operated, employed at a minimum of 20 hours per week to oversee the daily operations of each proposed program site within a multi-site program or employ a Program Director who also operates as a Site Coordinator for a single-site program;
- Demonstrate the capacity to effectively manage the administrative and fiscal responsibilities of the grant program, including the adherence to federal and state reimbursement requirements and entering and ensuring the accuracy of all required program data by established deadlines;
- Use 21st CCLC program data and reports to address student needs by developing and updating program goals and plans for continuous program improvement;
- Implement a staff development plan for regular, ongoing afterschool staff meetings and professional development opportunities for all program staff on topics related to ensuring excellence in programming for out-of-school time programs;
- Utilize a Program Advisory Board to develop and implement a sustainability plan, which includes advocacy and sustainability strategies, in order to continue the program beyond the life of the grant;
- Maintain a strong linkage between the 21st CCLC program and the school day program, with frequent and regular communication between afterschool staff and administrators, teachers, school-day "specialists" such as nurses, guidance counselors/social workers, Title 1 Coordinators, Literacy Specialists, Curriculum Coordinators, etc.; and
- Maintain, for the life of the grant, continued commitment of each local education agency included within the application that it will continue to contribute, at a minimum, it's year one percentage of the overall cost of transporting students to and from the 21st CCLC program.

Successful applicants will also be held accountable for the achievement of program outcomes and adherence to program assurances outlined in the following appendices:

1. Appendix E – Specifications of Work to be Performed
2. Appendix F – Required Assurances

Please Note:

(1) Applicants are reminded of their obligation under **Section 504 of the Rehabilitation Act** which states that no otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

(2) School districts are mandated under **Title IX (Uniform Provisions) of the Elementary and Secondary Education Act** to consult with private school administrators about their students' needs and how they can be addressed via federal programs. This must occur in a timely and meaningful way during the design and development of the program. School districts must provide equitable services to private school students and their families if those students are part of the target population. The Department strongly recommends that documentation of this process be maintained for auditing purposes.

PART III KEY RFP EVENTS

A. Informational Webinar

The Department will publish an informational webinar concerning this RFP on the date and at the location shown on the RFP cover page. The purpose of this informational webinar will be to clarify for potential Bidders any aspect of the RFP requirements that may be necessary and provide supplemental information to assist potential Bidders in submitting responses to the RFP. The content of the webinar will also be made available in a readable PDF format.

B. Questions

1. General Instructions

- a. It is the responsibility of all Bidders and other interested parties to examine the entire RFP and to seek clarification, in writing, if they do not understand any information or instructions.
- b. Bidders and other interested parties should use **Appendix I – Submitted Questions Form** – for submission of questions.
- c. The Submitted Questions Form must be submitted by e-mail and received by the RFP Coordinator, identified on the cover page of this RFP, as soon as possible but no later than the date and time specified on the RFP cover page.
- d. Submitted Questions must include the RFP Number and Title in the subject line of the e-mail. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

2. **Question & Answer Summary:** Responses to all substantive questions will be compiled in writing and posted on the following website no later than seven (7) calendar days prior to the proposal due date: [Division of Procurement Services RFP Page](#). It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

C. Amendments

All amendments released in regard to this RFP will also be posted on the following website: [Division of Procurement Services RFP Page](#). It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

D. Submitting the Proposal

1. **Proposals Due:** Proposals must be received no later than 11:59 p.m. local time, on the date listed on the cover page of this RFP, at which point they will be opened. Proposals received **after** the 11:59 p.m. deadline will be **rejected** without exception.

- 2. Delivery Instructions:** Email proposal submissions are to be submitted to the State of Maine Division of Procurement Services, via email, to the email address provided on the RFP Cover Page (Proposals@maine.gov).
- a. Only proposals received by email will be considered. The Department assumes no liability for assuring accurate/complete e-mail transmission and receipt.
 - b. Bidders are to insert the following into the subject line of their email submission:
"RFP# 201912214 Proposal Submission"
 - c. Bidder's proposals are to be broken down into multiple files, with each file named as it is titled in bold below, and include:
 - **File #1: PDF format required**
Signed Proposal Cover Page (**Appendix A**)
Signed Debarment, Performance and Non-Collusion Certification (**Appendix B**)
Signed Required Assurances (**Appendix F**)
 - **File #2: PDF format required**
Completed Proposal Content & Budget (**Appendix C**)
 - **File #3: PDF format required**
Completed Specifications of Work to be Performed (**Appendix E**)
 - **File #4: PDF format required**
Completed Letter of Intent (**Appendix D**)

PART IV PROPOSAL SUBMISSION REQUIREMENTS

This section contains instructions for Bidders to use in preparing their proposals. The Bidder's proposal must follow the outline used below, including the numbering and section and sub-section headings as they appear here. Failure to use the outline specified in this section, or to respond to all questions and instructions throughout this document, may result in the proposal being disqualified as non-responsive or receiving a reduced score. The Department, and its evaluation team for this RFP, has sole discretion to determine whether a variance from the RFP specifications should result in either disqualification or reduction in scoring of a proposal. Rephrasing of the content provided in this RFP will, at best, be considered minimally responsive. The Department seeks detailed yet succinct responses that demonstrate the Bidder's experience and ability to perform the requirements specified throughout this document.

A. Proposal Format

1. All pages of a Bidder's proposal should be numbered consecutively beginning with number 1 on the first page of the narrative (this does not include the cover page or table of contents pages) through to the end, including all forms and attachments. For clarity, the Bidder's name should appear on every page, including Attachments. Each Attachment must reference the section or subsection number to which it corresponds.
2. For clarity and uniformity, Bidders are to complete the proposal on the Department's application website: <https://www.4pcmaine.org/century21/FY2020/>. All electronic documents should be formatted for printing as formatting will not be adjusted prior to printing and reviewing these documents.
3. The Bidder is asked to be brief and concise in responding to the RFP questions and instructions and is required to abide by word count limits. The proposal should be limited to a maximum total of fifty (50) pages. Pages provided beyond the aforementioned maximum amount will not be considered during evaluation.
4. The Bidder may not provide additional attachments beyond those specified in the RFP for the purpose of extending their response. Additional materials not requested will not be considered part of the proposal and will not be evaluated.
5. Include any forms provided in the submission package or reproduce those forms as closely as possible. All information should be presented in the same order and format as described in the RFP.
6. It is the responsibility of the Bidder to provide all information requested in the RFP package at the time of submission. Failure to provide information requested in this RFP may, at the discretion of the Department's evaluation review team, result in a lower rating for the incomplete sections and may result in the proposal being disqualified for consideration.
7. The Bidder should complete and submit the "Proposal Cover Page" provided in **Appendix A** of this RFP and provide it with the Bidder's proposal. It is important that the cover page show the specific information requested, including Bidder address(es) and other details listed. The proposal cover page shall be dated and signed by a person authorized to enter into contracts on behalf of the Bidder.
8. The Bidder should complete and submit the "Debarment, Performance and Non-Collusion Certification Form" provided in **Appendix B** of this RFP. Failure to provide this certification may result in the disqualification of the Bidder's proposal, at the discretion of the Department.

B. Proposal Contents

Section I General Information

1. Appendix A - Proposal Cover Sheet Instructions

The Bidder must specify the type of application being submitted, provide requested contact information for both the fiscal agent and leader partner organizations, determine the school(s) where 21st CCLC program sites will be maintained or created, outline the level of funding being requested, and agree to all requirements set forth in the application by physically signing it.

2. Appendix B - Debarment, Performance and Non-Collusion Certification Form Instructions

The Bidders must certify that its organization does not meet any of the characteristics noted in the form that would disqualify or disbar it from receiving federal grant funds or contracting with a state agency.

3. Appendix C, Section I – Abstract, Program Demographics, Partners Instructions

The Bidder must respond to each item within in Section Ia, Ib, and Ic, following the instructions provided for each item.

Section II Specification of Work to be Performed

1. Appendix C, Section II - Planning, Need for Program, Program Design, Program Management, and Program Evaluation Instructions

The Bidder must respond to all items within Section II of Appendix C of the application, following the instructions provided for each item.

Section III Budget Proposal

1. General Instructions

- a. The Bidder must submit a cost proposal that covers the entire period of the initial contract. Please use the expected “Initial Period of Performance” dates stated in PART I, D.
- b. The cost proposal shall include the costs necessary for the Bidder to fully comply with the contract terms and conditions and RFP requirements.
- c. No costs related to the preparation of the proposal for this RFP or to the negotiation of the contract with the Department may be included in the proposal. Only costs to be incurred after the contract effective date that are specifically related to the implementation or operation of contracted services may be included.

2. Cost Proposal Form Instructions

The Bidder should fill out Section III of **Appendix C** (Budget Proposal), following the instructions detailed here and in the form. Failure to provide the requested information, and to follow the required cost proposal format provided, may result in the exclusion of the proposal from consideration, at the discretion of the Department.

Section IV Priority Points

1. Poverty Level

Competitive priority points will be awarded to proposals seeking to serve Maine school(s) with high rates of poverty, as indicated by the Department's Free and Reduced School Lunch Report - ED 534 for FY2020

Percentage of school population eligible for Free and Reduced Lunch	Less than 45%	Between 45% and 59%	Between 60% and 75%	Greater than 75%
Priority points	0 Points	1 Point	2 Points	3 Points

For a listing of Free and Reduced Lunch counts for Maine schools in Fiscal Year 2020, please visit:

<https://neo.maine.gov/DOE/neo/Nutrition/Reports/NutritionReports.aspx?reportPath=E D534byDistrict>

2. ESEA Accountability Status

Competitive priority points will be awarded to proposals seeking to serve Maine school(s) designated as "Tier 1", "Tier 2", or "Tier 3" in Maine's Model of School Support.

ESEA accountability status of the school(s) included within the application	No school(s) eligible for "Tier 1", "Tier 2", or "Tier 3" support	One or more schools eligible for "Tier 1" or "Tier 2" support	One or more schools eligible for "Tier 3" support
Priority points	0 Points	1 Point	2 Points

Note: ESEA Accountability Status is worth a maximum of 3 points. Proposals including one or more "Tier 1", one or more "Tier 2", and one or more "Tier 3" schools will not receive additional priority points beyond the 2-point maximum.

3. Other Need

Competitive priority points will be awarded to those proposals seeking to serve Maine school(s) where students are at a high risk of dropping out of school, being involved in criminal or delinquent activities, and/or who lack strong, positive role models.

Level of evidence within the application	No Evidence	Moderate Evidence	High Evidence
Priority points	0 Points	1 Point	2 Points

PART V PROPOSAL EVALUATION AND SELECTION

Evaluation of the submitted proposals shall be accomplished as follows:

A. Evaluation Process - General Information

1. An evaluation team, comprised of qualified reviewers, will judge the merits of the proposals received in accordance with the criteria defined in the RFP.
2. Officials responsible for making decisions on the selection of a contractor shall ensure that the selection process accords equal opportunity and appropriate consideration to all who are capable of meeting the specifications. The goals of the evaluation process are to ensure fairness and objectivity in review of the proposals and to ensure that the contract is awarded to the Bidder whose proposal provides the best value to the State of Maine.
3. The Department reserves the right to communicate and/or schedule interviews/presentations with Bidders if needed to obtain clarification of information contained in the proposals received, and the Department may revise the scores assigned in the initial evaluation to reflect those communications and/or interviews/presentations. Interviews/presentations are not required, and changes to proposals will not be permitted during any interview/presentation process. Therefore, Bidders should submit proposals that present their rates and other requested information as clearly and completely as possible.

B. Scoring Weights and Process

1. **Scoring Weights:** The score will be based on a 100-point scale and will measure the degree to which each proposal meets the following criteria. Proposals without all of the below sections completed, in their entirety, will not be scored or considered for an award.

Section I. General Information (Pass/Fail)

- Cover Sheet..... (Pass/Fail)
- Debarment, Performance and Non-Collusion Certification Form... (Pass/Fail)
- Abstract..... (Pass/Fail)
- Program Demographics..... (Pass/Fail)
- Partners..... (Pass/Fail)

Section II. Specifications of Work to be Performed (55 points)

- Planning..... (4 points)
- Need for Program..... (6 points)
- Program Design..... (25 points)
- Program Management..... (10 points)
- Program Evaluation..... (10 points)

Section III. Budget Proposal (38 points)

- Budget Narrative & Budget Forms..... (25 points)
- Capacity for Success and Sustainability..... (13 points)

Section IV. Priority Points (7 points)

- Poverty Level..... (3 Points)
- ESEA Accountability Status..... (2 Points)
- Other Need (2 Points)

2. **Scoring Process:** The review team will use a consensus approach to evaluate and score Sections I & II above. Members of the review team will not score those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections. Sections III, the Cost Proposal, will be scored as described below.
3. **Scoring the Cost Proposal:** Budget narratives and forms are considered the “cost” portion of the proposal and are scored by consideration of how the proposed budget will cover program expenses, including transportation and staffing. The requested amount should be appropriate and reasonable for the size and scope of the project as well as the number of students that will be served on a regular basis.
4. **Negotiations:** The Department reserves the right to negotiate with the successful Bidder to finalize a contract at the same rate or cost of service as presented in the selected proposal. Such negotiations may not significantly vary the content, nature or requirements of the proposal or the Department’s Request for Proposals to an extent that may affect the price of goods or services requested. The Department reserves the right to terminate contract negotiations with a selected Bidder who submits a proposed contract significantly different from the proposal they submitted in response to the advertised RFP. In the event that an acceptable contract cannot be negotiated with the highest ranked Bidder, the Department may withdraw its award and negotiate with the next-highest ranked Bidder, and so on, until an acceptable contract has been finalized. Alternatively, the Department may cancel the RFP, at its sole discretion.

C. Selection and Award

1. The final decision regarding the award of the contract will be made by representatives of the Department subject to approval by the State Procurement Review Committee.
2. Notification of contractor selection or non-selection will be made in writing by the Department.
3. Issuance of this RFP in no way constitutes a commitment by the State of Maine to award a contract, to pay costs incurred in the preparation of a response to this request, or to pay costs incurred in procuring or contracting for services, supplies, physical space, personnel or any other costs incurred by the Bidder.
4. The Department reserves the right to reject any and all proposals or to make multiple awards.

D. Appeal of Contract Awards

Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in 5 MRSA § 1825-E and 18-554 Code of Maine Rules, Chapter 120 (found here: [Chapter 120](#)). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of contract award.

PART VI CONTRACT ADMINISTRATION AND CONDITIONS

A. Contract Document

1. The successful Bidder will be required to execute a State of Maine Service Contract with appropriate riders as determined by the issuing department.

The complete set of standard State of Maine Service Contract documents, along with other forms and contract documents commonly used by the State, may be found on the Division of Procurement Services' website at the following link:

[Division of Procurement Services Forms Page](#)

2. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the State Procurement Review Committee. Contracts are not considered fully executed and valid until approved by the State Procurement Review Committee and funds are encumbered. No contract will be approved based on an RFP which has an effective date less than fourteen (14) calendar days after award notification to Bidders. (Referenced in the regulations of the Department of Administrative and Financial Services, Chapter 110, § 3(B)(i): [Chapter 110](#))

This provision means that a contract cannot be effective until at least 14 calendar days after award notification.

3. The State recognizes that the actual contract effective date depends upon completion of the RFP process, date of formal award notification, length of contract negotiation, and preparation and approval by the State Procurement Review Committee. Any appeals to the Department's award decision(s) may further postpone the actual contract effective date, depending upon the outcome. The contract effective date listed in this RFP may need to be adjusted, if necessary, to comply with mandated requirements.
4. In providing services and performing under the contract, the successful Bidder(s) shall act as an independent contractor and not as an agent of the State of Maine.

B. Standard State Agreement Provisions

1. Agreement Administration
 - a. Following the award, an Agreement Administrator from the Department will be appointed to assist with the development and administration of the contract and to act as administrator during the entire contract period. Department staff will be available after the award to consult with the successful Bidder in the finalization of the contract.
 - b. In the event that an acceptable contract cannot be negotiated with the highest ranked Bidder, the Department may withdraw its award and negotiate with the next-highest ranked Bidder, and so on, until an acceptable contract has been finalized. Alternatively, the Department may cancel the RFP, at its sole discretion.

2. Payments and Other Provisions

The State anticipates paying the Contractor on the basis of net 30 payment terms, upon the receipt of an accurate and acceptable invoice. An invoice will be considered accurate and acceptable if it contains a reference to the State of Maine contract number, contains correct pricing information relative to the contract, and provides any required supporting documents, as applicable, and any other specific and agreed-upon requirements listed within the contract that results from this RFP.

In order to receive payment, a successful bidder must request reimbursement for approved expenses through the Department's online grant reimbursement system. Requests must be completed for each quarter of the fiscal year, at a minimum. The Department prefers requests be submitted on a monthly basis for more timely processing. The bidder shall not submit more than one reimbursement request per month and only a new program in which a non-local education agency is the fiscal agent may be considered for an advance. If approved, an advance shall amount to no more than 1/12th of the contract amount. All program activities must be completed by June 30, 2021 and any outstanding reimbursement requests are due to the Department no later than July 31, 2021. Reimbursement requests made after July 31, 2021 will not be processed.

PART VII LIST OF RFP APPENDICES AND RELATED DOCUMENTS

1. **Appendix A** – Proposal Cover Page
2. **Appendix B** – Debarment, Performance and Non-Collusion Certification
3. **Appendix C** – Proposal Content & Budget
4. **Appendix D** – Letter of Intent
5. **Appendix E** – Specifications of Work to be Performed
6. **Appendix F** – Required Assurances
7. **Appendix G** – Maine Schools with Current Schoolwide Programs
8. **Appendix H** – Full Comprehensive Center Expectations
9. **Appendix I** – Submitted Question Form

APPENDIX A

State of Maine
Department of Education
PROPOSAL COVER PAGE
RFP# 201912214
21st Century Community Learning Centers

Proposal Type (*select one*):
☐ New Proposal ☐ Expansion Proposal ☐ Renewal Proposal

Bidder's Organization Name:			
Chief Executive - Name/Title:			
Phone:		E-mail:	
Headquarters Street Address:			
Headquarters City/State/Zip:			

Lead Partner's Organization Name:			
Chief Executive - Name/Title:			
Phone:		E-mail:	
Headquarters Street Address:			
Headquarters City/State/Zip:			

(Provide Lead Contact information if different from above)

Lead Point of Contact for Proposal - Name/Title:			
Phone:		E-mail:	
Headquarters Street Address:			
Headquarters City/State/Zip:			

List the program site(s) to be served in this proposal:

Site Name	Feeder School(s)	Free & Reduced Lunch %

Amount requested for each year of the proposal:

New Proposal		Expansion Proposal		Renewal Proposal	
Year 1 (100%)	\$	Year 1 (100%)	\$	Year 1 (100%)	\$
Year 2 (97%)	\$	Year 2 (97%)	\$	Year 2 (97%)	\$
Year 3 (94%)	\$	Year 3 (94%)	\$	Year 3 (94%)	\$
Year 4 (91%)	\$	Year 4 (91%)	\$	Year 4 (91%)	\$

- This proposal and the pricing structure contained herein will remain firm for a period of 180 days from the date and time of the bid opening.
- No personnel currently employed by the Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Bidder's proposal.
- No attempt has been made, or will be made, by the Bidder to induce any other person or firm to submit or not to submit a proposal.
- The above-named organization is the legal entity entering into the resulting agreement with the Department should they be awarded the contract.
- The undersigned is authorized to enter contractual obligations on behalf of the above-named organization.

To the best of my knowledge, all information provided in the enclosed proposal, both programmatic and financial, is complete and accurate at the time of submission.

Name (Print):	Title:
Authorized Signature:	Date:

APPENDIX B

**State of Maine
Department of Education
DEBARMENT, PERFORMANCE and NON-COLLUSION CERTIFICATION
RFP# 201912214
21st Century Community Learning Centers**

Bidder's Organization Name:	
------------------------------------	--

By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this proposal:

- a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.*
- b. Have not within three years of submitting the proposal for this contract been convicted of or had a civil judgment rendered against them for:*
 - i. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.*
 - ii. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;*
 - iii. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and*
 - iv. Have not within a three (3) year period preceding this proposal had one or more federal, state or local government transactions terminated for cause or default.*
- c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this proposal is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.*

Failure to provide this certification may result in the disqualification of the Bidder's proposal, at the discretion of the Department.

Name (Print):	Title:
Authorized Signature:	Date:

APPENDIX C

**State of Maine
Department of Education
PROPOSAL CONTENT & BUDGET
RFP# 201912214
21st Century Community Learning Centers**

All bidders must complete their proposal(s) online using the Department's proposal website at: <https://www.4pcamaine.org/century21/FY2020/>. A final, signed version of each proposal must be submitted to the State of Maine Division of Procurement Services at Proposals@maine.gov.

SECTION I – General Information

a. ABSTRACT

Provide a brief summary of the program being proposed. The summary should include an overview of the program design and the role(s) of the key community partnerships involved.

(No more than 200 words)

b. PROGRAM DEMOGRAPHICS

Complete the program demographic form below. Only provide data about the students that will be served across all proposed program sites.

First Year Request Amount:	\$
Total # of <u>All</u> Students to be Served Annually:	
Total # of <u>RLP</u> Students to be Served Annually:	
Average # of Students to be Served Per Day:	
Average # of LP Students to be Served Per Day:	
Students Receiving Special Education Services:	
Students who are English Learners (ELs):	
Total # of Parents of students to be Served:	

	Site #1	Site #2	Site #3
Site Name:			
Feeder School(s):			
Grades to be Served:			
# Students in Grades Served:			
# LP Students in Grades Served:			

c. PARTNERS

List the names of all partner organizations.

Lead Partner:	
Additional Partners:	
1.	
2.	
3.	
4.	
5.	

SECTION II – Specifications of Work to be Performed

1. Planning

Instructions:

- a. Provide a brief summary of the planning process used to submit this application.
(No more than 200 words)
- b. List the face-to-face planning meetings and collaborative writing sessions that occurred to create this application.

Purpose	Participants	Date/Hours Worked

2. Need for Program

(No more than 500 words)

Instructions:

- a. Provide an evaluation of community needs and available resources for the community learning center(s).
- b. Describe how the proposed program to be carried out in the proposed center(s) will address the identified community needs, and in particular the needs of (primarily low-performing) students and working families.

3. Program Design

Instructions:

1. Program Description

- a. Describe the range and type of program activities that will be offered and how such activities will improve student academic achievement and overall student success. (Note: this narrative should align with the academic improvement goals in Appendix E).
(No more than 200 words)
- b. List the number of students that will be served at each center and specifically the number of low-performing students that will be served at each center and from which grade-levels. Identify the average daily number of low-performing students that will be served at each center.

	Site Name	Grades to be Served	Total # of Students to be Served	Total # of RLP Students to be Served	Average # of LP students to be Served Daily
1.					
2.					
3.					

Provide narrative as follows:

New Proposals and Expansion Proposals: Describe how your program proposes to attract and engage students and their families. Also, explain how you will maintain student enrollment over time and ensure that the required minimum number of low performing students reach regular attendee status.
(No more than 200 words)

Renewal Proposals: Include the numbers of students and families who were served for each year of the previous grant and particularly the number of low-performing students who were served regularly (30 days or more each year). Explain any fluctuations and describe any changes you will make to increase and/or retain student enrollment.
(No more than 200 words)

- c. Outline what the general schedule of operations will be for each proposed site, highlighting the number of hours per day, days per week, weeks per year, as well as the total days per year and total hours per year for both school year and summer programs. **Please note:** totals must, at least, adhere to the minimum requirements outlined in Appendix H.

School Year Operation Schedule:

	Site Name	Hours per day	Days per week	Weeks per year	Days per year	Hours per year
1.						
2.						
3.						

Summer Operation Schedule:

	Site Name	Hours per day	Days per week	Weeks per year	Days per year	Hours per year
1.						
2.						
3.						

- d. List the staff-to-student ratios that will be utilized for each specific type of programming at each center. **Please note:** totals must, at least, adhere to the minimum requirements outlined in Appendix H.

School Year Staffing Ratios:

	Site Name	Homework Help/Tutoring	Enrichment Programming	Recreational Activities
1.				
2.				
3.				

Summer Staffing Ratios:

	Site Name	Homework Help/Tutoring	Enrichment Programming	Recreational Activities
1.				
2.				
3.				

2. Elements of High-Quality Programming

- a. **Linkages to the School Day:** Describe how the 21st CCLC funded program will collaborate with school day educational and intervention programs, resources, and teaching staff.
(No more than 200 words)

- b. **Strong Instructional Leadership:** Describe who will be hired to teach in the afterschool program and the expectations that will be set for afterschool instructors with respect to lesson planning, linking to school day learning standards, course development, and student outcomes.
(No more than 200 words)
- c. **Safe and Appropriate Environment:** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
(No more than 200 words)
- d. **Student-Driven Programming:** Describe how each participating student will be offered a variety of age-appropriate learning and enrichment opportunities that are student-driven and how the program will use flexible structures and varied instructional activities to accommodate different students and learning needs.
(No more than 200 words)
- e. **Regular Attendees:** Describe how program schedules and offerings will be designed to encourage and support regular participation among students who need it most.
(No more than 200 words)

3. Program Goals and Outcomes

Complete the “Program Goals and Outcomes” form located in Appendix E. Follow the directions here and in the form to clearly detail the performance measures, strategies and activities, indicators, and proposed outcomes, for each of the six (6) state/federal program goal areas for the 21st CCLC program. Bidders should be aware that most performance measures are defined, but some also provide flexibility and choice. Bidders **must** propose outcomes that match the information requested (i.e. provide a percentage when a percentage is requested). Bidders **must** also set realistic and attainable outcomes when completing this section of the proposal, as the outcomes proposed here will become contractual deliverables for successful bidders.

4. Program Management

- a. **Program Leadership:** Each proposal must include a director at a minimum of 30 hours per week. Multi-site programs must have a director who works 40 hours per week. Describe what qualifications, experience, and characteristics will be required of the Program Director and how this person will fit into the existing structure of the applicant’s organization.
(No more than 125 words)
- b. **School Leader Support:** Describe the types of support that school leaders (teachers, principals, district administration, etc.) will provide to the local 21st CCLC program in reaching shared goals of a highly-qualified teaching staff, tracking student data and evaluating programs, and improving educational outcomes for students.
(No more than 125 words)

- c. **Staff and Professional Development:** Describe the management process that will be used to identify and fulfill the professional development needs of program staff members, particularly those who work directly with students enrolled in the program. Detail how the opportunities offered will align with the continuous improvement of the program and be gauged for effectiveness.
(No more than 125 words)
- d. **Communication/Information Dissemination:** Describe how the bidder's organization will effectively gather, interpret, and disseminate information about the program (including its location) to parents, school personnel, and the community in a manner that is understandable and accessible.
(No more than 125 words)
- e. **Transportation:** Describe how students participating in the program carried out by the community learning center(s) will travel safely to and from each site and home.
(No more than 125 words)
- f. **Volunteers:** Describe how volunteers will support the activities carried out through the community learning center(s) as well as how the applicant will encourage and use appropriately qualified persons to serve as volunteers.
(No more than 125 words)

5. Program Evaluation

- a. Describe how the program will be based on the 21st CCLC program's "measures of effectiveness", which state that programs receiving 21st CCLC funding shall:
(No more than 300 words)
 - i. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
 - ii. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;
 - iii. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
 - iv. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and
 - v. collect the data necessary for the measures of student success described in subparagraph (iv) above.
- b. Describe how the Provider will undergo a periodic evaluation to assess its progress toward its goal of providing high-quality opportunities for academic enrichment.
(No more than 200 words)
- c. Describe how the results of a periodic evaluation of the proposed program will be used to refine, improve, and strengthen program services. Explain how and when the results of periodic evaluations will be made available to the public and used to build community support.
(No more than 200 words)

SECTION III – Budget Proposal

General Budget Information:

- The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the program and should be specific enough to give reviewers a clear idea of priorities and the focus for funding.
- The requested amount should be appropriate and reasonable for the size and scope of the project with most grant funds going toward items and personnel that directly impact programming for students. Applicants are encouraged to not simply request the maximum funding amount.
- Program fees are permitted, but no child can be turned away for inability to pay. Applicants may establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants that choose to establish a fee structure must ensure that the program is easily accessible to all students regardless of their ability to pay, and must provide a narrative that explains the fee structure, its administration, and management.
- Grant funds may not be used to purchase facilities, support new construction, or fund endowments.
- Funds allocated under this program may be used only to supplement, not supplant, funds that local educational agencies and non-local education agencies would otherwise expend for afterschool, credit-recovery, or summer learning programs.
- Income generated from fees, services, or other public or private funds must be used to fund additional costs consistent with the grant application and cannot be carried over beyond the grant cycle.

1. Budget Narrative

(No more than 400 words; this excludes budget forms.)

Instructions:

Please describe the amount of funding required to effectively achieve your proposed performance targets. This amount shall not exceed the amount for which the proposed program is eligible. The costs and the sources of revenue must be reflected in the budget. The proposed budget must be for a one-year period and illustrate costs for an anticipated period of 7/1/20 to 6/30/21, for **New Proposals**, **Expansion Proposals**, and **Renewal Proposals**.

In order to process a subsequent year's funding, Providers must submit a new budget at the end of each grant year for the subsequent grant year. Any changes in an approved budget must be submitted for Department review and approval before subsequent funds can be accessed. (NOTE: All Budget Forms should be completed, saved, and printed to include with the final application as instructed.)

Provide a detailed narrative describing how the items within the budget support the accomplishment of the Bidder's specific Program Goals and Outcomes noted in Appendix E. The Budget Narrative must align with and provide an explanation of the content in the Budget Forms.

Please address the following items:

- a. Indicate the estimated cost per regular low-performing participant. Cost per regular, low-performing student must not exceed \$2,600.00 (Review cost-per-student requirements above).
- b. Provide evidence that there is a commitment of adequate resources for all participants.
- c. Describe the fee structure if fees will be charged in any program area(s).
- d. Identify federal, State and local program resources that will be combined or coordinated with the proposed program for the most effective use of public resources.
- e. Describe the purpose of all expenditures.
- f. Describe any financial and in-kind contributions that demonstrate the capacity to sustain programming. Detail what dollar amounts and resources will be secured and how.

2. Budget Forms

Instructions:

Complete all budget forms: **004a, 004, 007, 008, 011, and 005** within the online grant application at <https://www.4pcamaine.org/century21/FY2020/>. Provide a detailed budget, including separate line items for each of the following direct costs:

- Salaries & Wage (direct program staff and administration)
- Fringe Benefits (social security, health benefits, etc.)
- Contracted Services
- Equipment (rentals and/or purchases)
- Telephone
- Food
- Materials & Supplies
- Staff Travel
- Student Transportation (to and from the program)
- Professional Development

Budget line item descriptions must include sufficient detail (e.g., hours worked per week, rate of pay, weeks per year).

Note: (1) Bidders may budget for amounts that would not exceed their **restricted** indirect cost rate, as approved by their cognizant agency. For successful applicants, the allowability of such indirect costs will be subject to satisfactory review of appropriate supporting documentation and final approval by the Maine Department of Education. This means that bidders *may* include indirect costs as part of their proposal but will not be reimbursed for such costs without having executed a restricted indirect cost rate agreement with their cognizant agency. Restricted indirect cost rates differ from traditional indirect cost rates and typically range from 2% to 5% of the total award amount. The Department offers no guarantee of a specific restricted indirect cost rate for potential bidders. Additional information on restricted indirect costs can be found by visiting the Department's website:

<http://www.maine.gov/doe/funding/fiscalreview/compliance/indirectcostrate>

(2) The state defines equipment as tangible personal property, with a useful life of one year or more, and an acquisition cost of \$500.00 or more per unit or is considered "highly walkable". "Highly walkable" items include but are not limited to: computers, laptops, iPads, PDAs, audio-visual equipment, televisions, DVD players, printers, copiers, cameras, hand tools, cell phones, etc. Items that do not meet the above criteria are considered supplies. **All items meeting the above definition of equipment must be budgeted for in Form 008.**

State of Maine Department of Education 21 st CCLC Program	Program Title:	
	Grant Name:	
	Contract Dates:	
FORM 004a: SUMMARY OF IN-KIND RESOURCES		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		
\$ _____ of In-Kind:		
Shall be furnished by:		
<u>Explanation:</u>		

State of Maine Department of Education 21 st CCLC Program	Program Title:	
	Grant Name:	
	Contract Dates:	
FORM 004: PROGRAM BUDGET INCOME SUMMARY		
INCOME		CURRENT BUDGET
1. Federal Funding Sources		
a. Maine DOE 21 st CCLC Grant – Amount Requested		\$
b.		\$
<i>1. Total Federal Funds</i>		\$
2. State and Municipal Funding Sources		
a.		\$
b.		\$
<i>2. Total State and Municipal Funds</i>		\$
3. Private Funding Sources		
a.		\$
b.		\$
<i>3. Total Private Funds</i>		\$
4. Program Fee Income		
a.		\$
b.		\$
<i>4. Total Program Fee Income</i>		\$
5. In-kind Sources (from Budget Form 004a)		
a.		\$
b.		\$
<i>5. Total In-kind</i>		\$
6. TOTAL INCOME (Sum of lines 1 through 5)		\$

State of Maine Department of Education 21 st CCLC Program				Program Title:				
				Grant Name:				
				Contract Dates:				
FORM 007: BUDGET JUSTIFICATION – PERSONNEL EXPENSES								
(a) # of Personnel	(b) Position or Title	(c) Hourly Rate	(d) Total Weekly Payroll Hours	(e) Weekl y Salary	(f) # Weeks Worke d	(g) Total Wages for Contrac t Period	(h) Amoun t Funded by 21 st CCLC	(i) Amount Funded by Other Source s
(j) Fringe Benefits				(k) Summary				
% Payroll	Type of Benefit (Specify) :	21 st CCLC Expense	Other Expense	Item	Total Wages for Contrac t Period	Total Wages Funded by 21 st CCLC	Total Wages Funded by Other	
				Total Wages				
				Total Fringe				
				Total Salaries & Fringe				
				Total Number of Personnel				
				REMARKS:				
Total Fringe Benefits								

State of Maine Department of Education 21 st CCLC Program			Program Title:			
			Grant Name:			
			Contract Dates:			
FORM 008: BUDGET JUSTIFICATION – PURCHASE OF EQUIPMENT						
(1) List of Equipment Items to be Purchased (Identify Make/Model)	(2) Unit Cost of Item	(3) Number of Items	(4) Date to be Purchased	(5) Where Will the Item be Located?	(6) Funding Source	(7) Total Expense
NOTE: "Equipment" tangible personal property, with a useful life of one year or more, and an acquisition cost of \$500.00 or more per unit or is considered "highly walkable". "Highly walkable" items include but are not limited to: computers, laptops, iPads, PDAs, audio-visual equipment, televisions, DVD players, printers, copiers, cameras, hand tools, cell phones, etc.				Total Equipment Expenses: \$		

State of Maine Department of Education 21 st CCLC Program	Program Title:	
	Grant Name:	
	Contract Dates:	
FORM 011: OTHER EXPENSE JUSTIFICATION (Any expense on lines 3, 4, and 7-19 must be explained on this form.)		
*Line Item – Description of Item – Basis of Expenses	Amount Funded by 21 st CCLC	Amount Funded by Other Sources
1. Salaries and Wages:	Entered in Form 007	
2. Fringe Benefits:	Entered in Form 007	
3. Consultant Fees:		
4. Subcontracts:		
5. Equipment Purchases:	Entered in Form 008	
6. Equipment Rental:		
7. Occupancy Expense:		
8. Utilities:		
9. Heat:		
10. Maintenance:		
11. Telephone:		
12. Food:		
13. Materials & Supplies:		
14. Staff Travel:		
15. Other Travel:		
16. Bonding & Insurance:		
17. Depreciation:		
18. Administration:		
19. Other:		

State of Maine Department of Education 21 st CCLC Program		Program Title:		
		Grant Name:		
		Contract Dates:		
FORM 005: PROGRAM BUDGET EXPENSE SUMMARY				
EXPENSES	A. 21 st CCLC Budget	B. All Other Cash Funded Program Expenses	C. In-Kind (Non-Cash) Expenses	D. Total Program Budget (Column A+B+C)
PERSONNEL EXPENSES:				
1. Salaries and Wages				
2. Fringe Benefits				
3. Consultant Fees				
4. Subcontracts				
Subtotal Personnel				
EQUIPMENT:				
5. Purchases				
6. Rental				
Subtotal Equipment				
ALL OTHER				
7. Occupancy Expense				
8. Utilities				
9. Heat				
10. Maintenance				
11. Telephone				
12. Food				
13. Materials & Supplies				
14. Staff Travel				
15. Other Travel				
16. Bonding & Insurance				
17. Depreciation				
18. Administration				

19. Other				
Subtotal All Other				
TOTAL EXPENSES				

3. Capacity for Success and Sustainability

Instructions:

- a. **Advisory Board Members:** Provide a list of Advisory Board members with their positions and affiliations.

Board Member	Position	Affiliation

- b. **Sustainability Plan:** Describe plans for the continuous strengthening of the partnership between the local educational agency, the community-based organization, and other public or private organizations (if appropriate), including plans for continuing the proposed programs beyond the 4-year period of grant funding. Specifically, provide a preliminary plan for how the community learning center(s) included within the application will continue to operate as funding is reduced and eventually after the anticipated funding period ends. Do not include additional 21st CCLC program funding as part this plan.
(No more than 500 words)
- c. **Roles and Commitments of Key Partners:** Describe the nature and details of the partnership(s) among the local education agency and non-local education agency partners. Provide evidence that all partners within the application have been involved in designing the proposed programs and will assist in their implementation. Clearly indicate the role and capacity of each partnering organization.
(No more than 250 words)

APPENDIX D

**State of Maine
Department of Education
LETTER OF INTENT
RFP# 201912214
21st Century Community Learning Centers**

Letter must be submitted via the proposal website: <https://www.4pcmaine.org/century21/FY2020/>

Please submit the Letter of Intent on or before: March 3, 2020

Date:	Received by Department:
Check the applicable type of proposal:	
<input type="checkbox"/> <u>New Proposal</u>	
<input type="checkbox"/> <u>Expansion Proposal</u>	
<input type="checkbox"/> <u>Renewal Proposal</u>	
Lead Applicant who will be the Fiscal Agent:	
School District for the Grant:	
Lead Partner Organization:	
Target School(s):	
Target Center(s) (if different from above):	
Contact Person for Proposal:	
<ul style="list-style-type: none">Name & Position:	
<ul style="list-style-type: none">Organization:	
<ul style="list-style-type: none">Email:	
<ul style="list-style-type: none">Telephone:	
Estimated amount of funding requested: \$ _____	Proposed # of centers to be served:

APPENDIX E

**State of Maine
Department of Education
SPECIFICATIONS OF WORK TO BE PERFORMED
RFP# 201912214
21st Century Community Learning Centers**

The Provider will deliver, during non-school hours or periods, a learning opportunity program that addresses the stated student service targets, program goals, indicators, and performance measures that are set forth in the application, reflected in the budget forms, and required in progress reporting to include measurement of:

Goal 1 – Academic Improvement: To improve academic performance in reading/language arts & mathematics of students who are low-performing, failing, or at high risk of failure, based on standardized assessments;

Goal 2 – Health and Wellness: To increase the opportunities to improve health and wellness of students, which include programming in the areas of: nutrition, physical fitness, emotional and physical safety, social-emotional development, and substance abuse prevention;

Goal 3 – Educational Enrichment: To enhance students' educational enrichment opportunities by providing a broad array of age-appropriate, student-driven, and high-interest learning opportunities that include STEM, visual and performing arts, multicultural education, community/service learning, and college and career readiness;

Goal 4 – Parent Education and Family Engagement: To develop and implement a plan to provide educational opportunities and activities for parents, caregivers, and families of students that will enhance academic and social-emotional development of those students as well as provide information and resources that promote overall family education, including opportunities and activities for adult parents and caregivers to enhance their own educational development;

Goal 5 – Sustainability and Collaboration: To establish and maintain effective partnerships across schools and communities toward reaching shared student outcomes and overall program sustainability, which includes the formation and on-going development of an Advisory Board that meets regularly, and successful implementation of strategies for generating program income such as grant writing, fundraising, partners contributing toward program costs, and use of school district, state, and other federal funds; and

Goal 6 – Professional and Staff Development: To provide afterschool staff with shared professional development related to program content alignment, academic curriculum development, enhanced positive youth development practices and data-driven continuous program improvement.

The Provider will report on the goals above during the contract year, as scheduled and directed by the Department. Providers will be required to report program progress and outcomes through a variety of data sources, including academic assessment scores, attendance, and activity data by means of an online reporting and web-based tool provided by the Department. Providers will also be required to utilize state-determined evaluation tools

throughout the year.

Applicants who accept funding through Maine's 21st CCLC program must also:

- Focus on serving and improving the academic performance of low- performing students, as identified through standardized assessments, on a regular (30 day or more) year-round basis for the duration of the grant;
- Provide comprehensive programming for the low-performing youth being served, at every site, for the duration of the grant, which includes age-appropriate support services in the areas of: academic improvement, health and wellness, educational enrichment, and parent education and family engagement;
- Ensure adequate space for grant programming at every center/site to include classrooms, gyms, multi-purpose rooms, cafeterias, libraries, technology labs, and outdoor space;
- Conduct school year and summer programs with operational weeks, days, and hours of programming consistent with those outlined in Appendix C, Section 3.c of the approved application or that state's minimum operational requirements outlined in Appendix H of the application, whichever is greater.
- Employ a Program Director who must work a minimum of 30 hours per week, year-round, for the duration of the grant in a single-site program *or* 40 hours per week, year-round, for the duration of the grant for a multi-site program;
- Employ a Site Coordinator for each program site to be operated, employed at a minimum of 20 hours per week to oversee the daily operations of each proposed program site within a multi-site program or employ a Program Director who also operates as a Site Coordinator for a single-site program;
- Demonstrate the capacity to effectively manage the administrative and fiscal responsibilities of the grant program, including the adherence to federal and state reimbursement requirements and entering and ensuring the accuracy of all required program data by established deadlines;
- Use 21st CCLC program data and reports to address student needs by developing and updating program goals and plans for continuous program improvement;
- Implement a staff development plan for regular, ongoing afterschool staff meetings and professional development opportunities for all program staff on topics related to ensuring excellence in programming for out-of-school time programs;
- Utilize a Program Advisory Board to develop and implement a sustainability plan, which includes advocacy and sustainability strategies, in order to continue the program beyond the life of the grant;
- Maintain a strong linkage between the 21st CCLC program and the school day program, with frequent and regular communication between afterschool staff and administrators, teachers, school-day "specialists" such as nurses, guidance counselors/social workers, Title 1 Coordinators, Literacy Specialists, Curriculum Coordinators, etc.; and
- Maintain, for the life of the grant, continued commitment of each local education agency included within the application that it will continue to contribute, at a minimum, it's year one percentage of the overall cost of transporting students to and from the 21st CCLC program.

Successful applicants will also be held accountable for the achievement of program outcomes and adherence to program assurances outlined in the following appendices:

1. Appendix E – Specifications of Work to be Performed
2. Appendix F – Required Assurances

Please Note:

(1) Applicants are reminded of their obligation under **Section 504 of the Rehabilitation Act** which states that no otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

(2) School districts are mandated under **Title IX (Uniform Provisions) of the Elementary and Secondary Education Act** to consult with private school administrators about their students' needs and how they can be addressed via federal programs. This must occur in a timely and meaningful way during the design and development of the program. School districts must provide equitable services to private school students and their families if those students are part of the target population. The Department strongly recommends that documentation of this process be maintained for auditing purposes.

Program Goals and Outcomes

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

Provide the requested information below, as directed, for each of the six (6) program goals listed. Be sure to outline the proposed strategies and activities as well as quantifiable outcomes for each year of the proposed program for each different performance measure. Bidders should be aware that most performance measures below are defined, but some also provide flexibility and choice. Bidders are **strongly** encouraged to set realistic and attainable outcomes when completing this section of the proposal.

1. Academic Improvement

Address ALL of the items below by completing the strategies and activities and proposed outcomes that correspond with each *performance measure* and *indicator*.

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Percentage of regular low-performing attendees whose math scores will improve from fall to spring		Local Standardized Assessment Results				
Percentage of regular low-performing attendees whose reading/language arts scores will improve from fall to spring		Local Standardized Assessment Results				
Percentage of regular low-performing attendees who improve from not proficient to proficient or above in math		State Standardized Assessment Results				
Percentage of regular low-performing attendees who improve from not proficient to proficient or above in reading/language arts		State Standardized Assessment Results				
Percentage of regular attendees who will show an improvement in student behavior		Teacher Survey Data				
Percentage of regular attendees whose will show an increase in homework completion and class participation		Teacher Survey Data				

2. Health and Wellness

Select three (3) of the following program elements and address the strategies and activities and proposed outcomes that correspond with each selected *performance measure* and *indicator*.

- Physical Activity;
- Nutrition Education;
- Safety Education;
- Youth Leadership;
- Prevention Programming (Substance Abuse, Violence, Truancy)

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Number and frequency of opportunities for students enrolled in the program to participate in Selection #1 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 1 activities offered annually		Student Attendance/ Participation Data				
Number and frequency of opportunities for students enrolled in the program to participate in Selection #2 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 2 activities offered annually		Student Attendance/ Participation Data				
Number and frequency of opportunities for students enrolled in the program to participate in Selection #3 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 3 activities offered annually		Student Attendance/ Participation Data				

3. Educational Enrichment

Select three (3) of the following program elements and address the strategies and activities and proposed outcomes that correspond with each selected *performance measure* and *indicator*.

- STEM (Science, Technology, Engineering, Math);
- English Language Learner Support;
- Community Service and Service Learning;
- Multicultural Education;
- Literacy;
- Mentoring;
- Visual and Performing Arts;
- College and Career Readiness;

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Number and frequency of opportunities for students enrolled in the program to participate in Selection #1 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 1 activities offered annually		Student Attendance/ Participation Data				
Number and frequency of opportunities for students enrolled in the program to participate in Selection #2 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 2 activities offered annually		Student Attendance/ Participation Data				
Number and frequency of opportunities for students enrolled in the program to participate in Selection #3 activities		Program Activity Data				
Average number of hours each of the program's regular attendees will participate in the Selection # 3 activities offered annually		Student Attendance/ Participation Data				

4. Parent/Family Engagement and Education

Address ALL of the items below by completing the strategies and activities and proposed outcomes that correspond with each *performance measure* and *indicator*.

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Number of opportunities provided for parents and caregivers to be involved in the program		Program Activity Data				
Number of parents and caregivers who participate in activities offered by the program		Parent Attendance Data and Event Sign In Sheets				
Number of educational opportunities and activities provided for parents and caregivers		Program Activity Data				
Number of parents and caregivers who will participate in the educational opportunities and activities offered by the program		Parent Attendance Data and Event Sign In Sheets				
Number of informational resources provided to parents and caregivers by the program that promote family education		List of topics and documentation to support what information is shared with parents and caregivers				
Percentage of parents and caregivers who report that information and resources shared by the program helped to educate their family		Parent Feedback/Survey Data				

5. Sustainability and Collaboration

Address ALL of the items below by completing the strategies and activities and proposed outcomes that correspond with each *performance measure and indicator*.

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Number of school leaders, school staff, community members, business leaders, partners, parents, and students that will serve as advisory board members		List of Advisory Board Members, Roles, Affiliations, and Meeting Attendance Data				
Number of advisory board members who will attend 3 or more meetings each year		Advisory Board Meeting Attendance Data				
Number of promotional opportunities achieved by the program via formal presentations and through a variety of mediums such as web and print		Evidence of presentations to key stakeholders and promotional materials about the program				
Number of active partners who contribute resources to the success of the program		Program Partner Data Report				
Amount of additional funds secured from active partnerships and fundraising		Annual Budget Showing Additional Funds Raised				

6. Professional and Staff Development

Address ALL of the items below by completing the strategies and activities and proposed outcomes that correspond with each *performance measure and indicator*.

Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes			
			Year 1	Year 2	Year 3	Year 4
Number of ongoing professional development opportunities provided for all program staff that is linked to annual improvement goals, academic improvement, and positive youth development		Annual Calendar of Professional Development Opportunities				
Percentage of afterschool staff members and school day personnel who attend 100% of the ongoing professional development opportunities provided		Professional Development Attendance Data				
Number of collaborative meetings that will be held with afterschool staff and school day personnel annually		Annual Calendar of Collaborative Staff Meetings				
Percentage of afterschool staff members and school day personnel who attend 100% of the collaborative meetings held		Collaborative Staff Meeting Attendance Data				

APPENDIX F

**State of Maine
Department of Education
REQUIRED ASSURANCES
RFP# 201912214
21st Century Community Learning Centers**

The Provider must submit a signed Required Assurances form, as a condition of award to receive a grant for the 21st Century Community Learning Centers Program.

1. The applicant has the necessary legal authority to apply for and receive the proposed grant.
2. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
3. The community was given notice of the applicant's intent to submit this application, and after submission, the applicant will make this application and any waiver requests available for public review.
4. Finalists and successful applicants will, as requested by the Department, provide clarification of application or budget information through an oral interview, written communication, or receive an onsite visit to clarify application or budget information.
5. The proposed program was developed and will be carried out through *active* collaboration with the schools that participating students attend and all other partnering entities, in compliance with applicable laws relating to privacy and confidentiality.
6. The program will be carried out in alignment with challenging State academic standards and any local academic standards.
7. The program will target students who primarily attend schools eligible for schoolwide programs under section 1114 of the Elementary and Secondary Education Act and the families of such students; or schools with at least 40 percent of students eligible for free and reduced price lunch and the families of such students.
8. The local education agency named within this application has conducted timely and meaningful consultation with local private school administrators, where applicable, regarding how the needs of such private schools students could be met through the proposed federally-funded program. Please provide:

Non-public/private school name:	Date of consultation:	Method of consultation:	Did the institution chose to collaborate:	
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. The activities and services for which assistance is sought through this program will be administered by or under the direct supervision and control of the applicant.
10. The program will be operated in compliance with all applicable State and Federal laws and in compliance with regulations, policies, and administrative directives of the Maine State Board of Education and the Maine Department of Education.
11. Funds awarded under this program will be used to increase the level of Federal, State, local, and other non-Federal funds that would, in the absence of 21st CCLC funds, be made available for programs and activities authorized under Title IV, Part B of the Elementary and Secondary Education Act, and shall not be used to supplant other Federal, State, local, or non-Federal funds.
12. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded under this program. At no time will funds awarded under this program be used for prohibited or non-allowable expenditures.
13. Funds awarded under this program are not eligible to carryover from one award period to the next. Therefore, any grant funding that is not utilized by the program during the annual award period, as outlined in the program's approved budget, will be returned to the Maine Department of Education for allotment in subsequent grant competitions.
14. The grantee will adopt and use proper methods of administering each program, including:
 - a. enforcement of any obligations imposed on agencies, institutions, organizations, and other sub-recipients responsible for carrying out each program;
 - b. correction of deficiencies in program operations that are identified through audits, monitoring, assessments and/or evaluations; and
 - c. adoption of written procedures for the receipt and resolution of complaints in the administration of the program.
15. The program will take place in one or more safe and accessible facilities that comply with State and Federal laws and requirements, including basic health and safety standards.
16. Safe, adequate, and accessible transportation services to and from the program will be ensured for all students enrolled in the program. In cases where multiple local education agencies are included within a single grant program, each will be responsible for meeting the transportation needs of its own students.
17. The lead applicant organization, in partnership with its lead partner organization, will secure parent permission to access student data for all students enrolled in the program, including academic assessment data, free and reduced price lunch eligibility, English language proficiency status, and other required information with signed Parent Permission Forms.

18. In those instances, where a non-local education agency is the lead applicant and fiscal agent for a proposed program, the local education agency will provide the needed and pertinent student data to the partnering non-local education agency in compliance with regulations set forth in the Family Education Rights and Privacy Act (FERPA).
19. Local education agency and non-local education agency partners will cooperate in carrying out all program assessment and evaluation components required by State or Federal officials, and will provide the State Education Agency with data required by law and for statewide or federal evaluation efforts.
20. The funded program site(s) shall have full access to space and resources necessary to conduct a comprehensive program that meets the needs of students. This includes meeting and office space for program staff as well as areas to carry out programming activities (i.e. classrooms, gyms and athletic facilities, libraries and computer labs, art rooms, etc.).
21. Fiscal agents awarded funds under this program, in collaboration with their lead partner organization, will submit the required Federal and State program data as instructed by the Maine Department of Education. This will include, but not be limited to, program activity, staffing, participation, and outcome data as required by federal law. Deadlines and required data elements will be subject to change, based on evolving State and Federal requirements for the program.
22. The program will undergo an annual onsite and year-end review to determine compliance with program requirements and the unique activities and outcomes proposed within this application. These reviews will be conducted by State Education Agency and/or contracted staff in order to determine progress on key program goals and inform future funding decisions. Onsite reviews and orientations will include the following individuals: (1) the Program Director, (2) his or her immediate supervisor, (3) the local education agency's superintendent, (4) the non-local education agency's chief executive, (5) the school principal from each school included in this application, and (6) any other partners, at the grantee's discretion.
23. All local education agencies will include their 21st CCLC program work in their Consolidated SAU Plan, integrating 21st CCLC program data into their overall data-analysis and disseminating such data to their school board annually.
24. For program enrollment, priority will be given to students as follows: (1) students who are low-performing based on State and/or local standardized assessment results, and who are not receiving support services through other federal programs, (2) students who are low-performing based on State and/or local standardized assessment results, and who are receiving support services through other federal programs, and (3) all other students.

25. The awarded applicant will offer school year and summer learning programs with operational weeks, days, and hours consistent with the greater of those outlined in Appendix C, Section 3.c of the approved application or the state's minimum operational requirements outlined in Appendix H of the approved application. Such programs will supplement and not supplant existing "summer school" or "credit recovery" programs offered. Funds can and will be blended and braided in order to maximize resources that address summer learning loss and college and career readiness for the highest-need students.
26. The resulting program will adhere to the recommended staff-to-youth ratios, based on activity type:
- a. Targeted Academic Support: One (1) certified teacher to every four (4) to eight (8) students;
 - b. Enrichment Programming: One (1) staff member to every six (6) to twelve (12) students; and
 - c. Physical/Recreation: One (1) staff member to every ten (10) to eighteen (18) students.
27. At a minimum, the individual hired to oversee the program (i.e. Program Director) will attend all 21st CCLC program training provided or mandated by the State Education Agency, annually.
28. The funded program will undergo a periodic evaluation in conjunction with the State education agency's statewide evaluation efforts to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Such periodic evaluations shall be based on the "Measures of Effectiveness", which state that programs and activities receiving 21st CCLC funding shall:
- a. be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
 - b. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment programs;
 - c. if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
 - d. ensure that measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures as determined by the state; and
 - e. collect the data necessary for the measures of student success described in subparagraph (d) above.

By signing below you agree to adhere to the above required assurances.

SAU SIGNATURES:

Lead Applicant CEO

Date

Lead Partner CEO

Date

Principal of Host School

Date

Principal of Host School

Date

Principal of Host School

Date

APPENDIX G

State of Maine
Department of Education
MAINE SCHOOLS WITH CURRENT SCHOOLWIDE PROGRAMS
RFP# 201912214
21st Century Community Learning Centers

District Name	School Name
Acton Public Schools	Acton Elementary School
Andover Public Schools	Andover Elementary School
Alexander Public Schools	Alexander Elementary School
Athens Public Schools	Athens Community School
Auburn Public Schools	East Auburn Community
Auburn Public Schools	Park Avenue Elementary School
Auburn Public Schools	Sherwood Heights Elementary School
Auburn Public Schools	Walton School
Auburn Public Schools	Washburn School
Bangor Public Schools	Abraham Lincoln School
Bangor Public Schools	Downeast School
Bangor Public Schools	Fairmont School
Bangor Public Schools	Fourteenth Street School
Bangor Public Schools	Mary Snow School
Bangor Public Schools	Vine Street School
Biddeford Public Schools	Biddeford Intermediate School
Biddeford Public Schools	Biddeford Primary School
Brewer Public Schools	Brewer Community School
Brooklin Public Schools	Brooklin School
Calais Public Schools	Calais Elementary School
Caswell Public Schools	Dawn F. Barnes Elementary School
Charlotte Public Schools	Charlotte Elementary
Deer Isle-Stonington CSD	Deer Isle-Stonington Elementary School
East Range CSD	East Range II CSD School
Easton Public Schools	Easton Elementary School
Eastport Public Schools	Eastport Elementary School
Harmony Public Schools	Harmony Elementary School
Lewiston Public Schools	Farwell Elementary School
Lewiston Public Schools	Lewiston Middle School
Lewiston Public Schools	Montello School
Lewiston Public Schools	Raymond A Geiger Elementary School
Lewiston Public Schools	Robert V Connors Elementary School
Lewiston Public Schools	Thomas J McMahon Elementary School
Limestone Public Schools	Limestone Community School
Madawaska School Department	Madawaska Elementary School
Maine Academy of Natural Sciences	Maine Academy of Natural Sciences
Maine Connections Academy	Maine Connections Academy
Maine Virtual Academy	Maine Virtual Academy

Millinocket Public Schools	Granite Street School
MSAD 46	Ridge View Community School
Northport	Edna Drinkwater School
Pembroke Public Schools	Pembroke Elementary
Perry Public Schools	Perry Elementary School
Portland Public Schools	Ocean Avenue School
Portland Public Schools	Amanda C Rowe School
Portland Public Schools	East End Community School
Portland Public Schools	Howard C Reiche Community School
Portland Public Schools	Presumpscot School
Portland Public Schools	Riverton School
Princeton Public Schools	Princeton Elementary School
RSU 03 MSAD 03	Monroe Elementary School
RSU 03 MSAD 03	Morse Memorial School
RSU 03 MSAD 03	Mt View Elementary School
RSU 03 MSAD 03	Troy Central School
RSU 03 MSAD 03	Walker Memorial School
RSU 04	Carrie Ricker School
RSU 04	Libby-Tozier School
RSU 04	Sabbattus Primary School
RSU 08	Vinalhaven School
RSU 09	Academy Hill School
RSU 09	Cape Cod Hill Elementary School
RSU 09	Cascade Brook School
RSU 09	Gerald D Cushing School
RSU 09	W G Mallett School
RSU 10	Meroby Elementary School
RSU 10	Rumford Elementary School
RSU 10	Mountain Valley Middle School
RSU 10	Hartford-Sumner Elementary School
RSU 15 MSAD 15	Burchard A Dunn School
RSU 15 MSAD 15	Memorial School
RSU 17 MSAD 17	Agnes Gray School
RSU 17 MSAD 17	Guy E Rowe School
RSU 17 MSAD 17	Harrison Elementary School
RSU 17 MSAD 17	Otisfield Community School
RSU 17 MSAD 17	Oxford Elementary School
RSU 17 MSAD 17	Paris Elementary School
RSU 17 MSAD 17	Waterford Memorial School
RSU 18	Belgrade Central School
RSU 18	China Primary School
RSU 18	Ralph M Atwood Primary School
RSU 18	Williams Elementary School
RSU 20	Searsport Elementary School
RSU 23	Jameson Elementary School
RSU 23	Loranger Memorial School
RSU 25	G Herbert Jewett School

RSU 25	Miles Lane School
RSU 30 MSAD 30	Lee/Winn School
RSU 30 MSAD 30	Mt. Jefferson Jr. High School
RSU 31 MSAD 31	Enfield Station Elementary School
RSU 32 MSAD 32	Ashland District School
RSU 39	Teague Park Elementary
RSU 39	Caribou Middle School
RSU 40 MSAD 40	Warren Community School
RSU 40 MSAD 40	Miller School
RSU 41 MSAD 41	Brownville Elementary School
RSU 41 MSAD 41	Milo Elementary School
RSU 41 MSAD 41	Penquis Valley Middle/High School
RSU 42 MSAD 42	Fort Street School
RSU 44 MSAD 44	Woodstock School
RSU 44 MSAD 44	Crescent Park School
RSU 44 MSAD 44	Telstar Middle School
RSU 45 MSAD 45	Washburn District Elementary School
RSU 50	Southern Aroostook Community School
RSU 52 MSAD 52	Green Central School
RSU 52 MSAD 52	Leeds Central School
RSU 52 MSAD 52	Turner Primary School
RSU 53 MSAD 53	Manson School
RSU 53 MSAD 53	Vickery School
RSU 53 MSAD 53	Warsaw Middle School
RSU 54 MSAD 54	Bloomfield Elementary School
RSU 54 MSAD 54	Canaan Elementary School
RSU 54 MSAD 54	Margaret Chase Smith School
RSU 54 MSAD 54	Mill Stream Elementary School
RSU 54 MSAD 54	North Elementary School
RSU 55 MSAD 55	Sacope Valley Elementary School
RSU 55 MSAD 55	Sacope Valley Middle School
RSU 57 MSAD 57	Line Elementary School
RSU 57 MSAD 57	Lyman Elementary School
RSU 57 MSAD 57	Shapleigh Memorial School
RSU 57 MSAD 57	Waterboro Elementary School
RSU 58 MSAD 58	Kingfield Elementary School
RSU 58 MSAD 58	Phillips Elementary School
RSU 58 MSAD 58	Strong Elementary School
RSU 60 MSAD 60	Lebanon Elementary School
RSU 61 MSAD 61	Songo Locks School
RSU 61 MSAD 61	Stevens Brook School
RSU 64 MSAD 64	Central Community Elementary School
RSU 67	Ella P Burr Elementary School
RSU 67	Mattanawcook Jr High School
RSU 68 MSAD 68	SeDoMoCha Elementary School
RSU 68 MSAD 68	SeDoMoCha Middle School
RSU 72 MSAD 72	Molly Ockett School

RSU 72 MSAD 72	New Suncook School
RSU 74 MSAD 74	Garrett Schenck Elementary School
RSU 78	Rangeley Lakes Regional School
RSU 80 MSAD 04	Piscataquis Community Elementary School
RSU 80 MSAD 04	Piscataquis Community High School
RSU 82 MSAD 12	Forest Hills Consolidated School
RSU 83 MSAD 13	Moscow Elementary School
RSU 83 MSAD 13	Upper Kennebec Valley Jr./Sr. High School
RSU 84 MSAD 14	East Grand School
RSU 85 MSAD 19	Lubec Consolidated School
RSU 86 MSAD 20	Fort Fairfield Elementary
RSU 88 MSAD 24	Van Buren District School
RSU 89	Katahdin Elementary School
RSU 89	Katahdin Middle/High School
Saco Public Schools	Governor John Fairfield School
Sedgewick Public Schools	Sedgwick Elementary School
South Portland Public Schools	James Otis Kaler Elementary School
South Portland Public Schools	Waldo T Skillin Elementary School
St. George Public Schools	St. George School
Vassalboro Public Schools	Vassalboro Community School
Waterville Public Schools	Albert S Hall School
Waterville Public Schools	George J Mitchell School
Westbrook Public Schools	Canal School
Westbrook Public Schools	Congin School
Westbrook Public Schools	Saccarappa School
Winslow Public Schools	Winslow Elementary School
Wiscasset Public Schools	Wiscasset Elementary School
Woodland Public Schools	Woodland Consolidated School

**State of Maine
Department of Education
COMPREHENSIVE CENTER EXPECTATIONS
RFP# 201912214
21st Century Community Learning Centers**

There are certain expectations of sub-recipients under the 21st CCLC program that align with the overall goals of the program. In order to maintain good standing during annual compliance and performance reviews, it is essential that 21st CCLC-funded programs meet or exceed the expectations listed below:

**1. Serve the
Intended
Student
Population**

- a. Serve primarily low performing students (as identified by state and local assessment results) on a regular (30 day or more), year-round basis, for the duration of the grant.
- b. Meet or exceed the youth service (i.e. enrollment) targets of regular low-performing (RLP) students noted in the approved application or the minimum state requirement, whichever is greater.

Example

Application Request Amount	Maximum Cost Per RLP	Youth Service Target
\$320,000.00	\$2,600.00	124 RLP Students

- c. Maintain youth service target through each year of the grant, including years when 21st CCLC funding is reduced.
- d. Cost per RLP student must never exceed \$2,600.00.
- e. No site/center is to serve fewer than 20 RLP students at any time, regardless of funding amount.

**2. Utilize and
Track Academic
Assessment
Data**

- a. Determine, prior to annual program enrollment, students who are identified as low-performing by reviewing the results of the state and local assessments and focus primarily on serving those identified as low-performing.
- b. Provide and input academic assessment and related data into an online reporting system, as required by the Maine Department of Education, for all students enrolled in the program.
 - i. State assessments must be provided for those students and grades where state assessments are given.
 - ii. Local, summative assessments can and should also be used, especially for those students and grades levels where state assessments are not given.
 - iii. Only provide grade data when no academic assessment scores are available for a student.
- c. Adhere to all State determined reporting deadlines regarding assessment results.

3. Meet Annual Operation Requirements

- a. Meet or exceed the required number of days, weeks, and hours of operation as specified in the grantee's approved application or the minimum state requirement, whichever is greater.

State Minimum Requirements

Area	School Year Program	Summer Program
Program Days per Year	120	24
Program Hours per Year	240	90
Program Days per Week	4	4
Weeks per Year	30	6
Hours per Day	2	4

- b. Ensure a summer program is provided for RLP students from every program site/center (programs with multiple sites/centers may combine to provide a consolidated summer program).
- c. Operate at times when school is not in session (i.e. before school, after school, vacations, etc.).

4. Receive Support from Local Education Agency Administration

- a. Receive guidance and support from school and district leaders for the successful implementation of the 21st CCLC program at all program sites (especially those that are school-based).
- b. See to it that regular meetings happen between (1) the 21st CCLC program director and staff and (2) school administrator(s) and school day staff.
- c. Work with school day personnel to integrate state and school day academic standards into the 21st CCLC program.
- d. Ensure assistance from school day staff in identifying low performing students, recruiting those students, and in encouraging their regular participation in the program throughout the year.
- e. Facilitate the sharing of relevant information between school day teachers and afterschool staff regarding each student's academic needs.
- f. Perform periodic visits to the program and to various special program events.

5. Provide Adequate Program Oversight and Administration

- a. Employ a 21st CCLC program director, who works directly on 21st CCLC program tasks a for a minimum of:
 - i. 30 hours per week, year-round, for the duration of the grant for a single-site program; or
 - ii. 40 hours per week, year-round, for the duration of the grant for a multi-site program.
- b. Ensure that each program site/center has a Site Coordinator who works a minimum of 20 hours per week and has the capacity to meet with classroom teachers on a regular basis. (Directors of multi-site program must not act as a permanent Site Coordinator

- for any site).
- c. It is strongly encouraged that fiscal agents having multiple grant awards with multiple sites hire an Assistant Director.
 - d. Provide directors the flexibility to observe and coach staff at each center during program hours. Directors are required to perform observations and provide feedback regarding that observation to staff at each site on a regular basis.
 - e. Work on long-term sustainability efforts, linking to school administrators, staff, and partners.
 - f. Conduct the Youth Program Quality Assessment (PQA) assessments and Survey of Academic and Youth Outcomes (SAYO) annually at each site/center and work with staff at each site/center to develop, implement, and revise, ongoing goals and improvement plans
 - g. Input data into the 21st CCLC reporting site (<https://www.century21me.org/>), at a minimum of once each month (preferably weekly).
 - h. Reimbursement requests must be submitted, at a minimum, quarterly, but preferably monthly.
 - i. Quarterly financial reports must be completed and submitted by required deadlines.
 - j. Implement a staff development plan for regular, on-going staff meetings and professional development opportunities for frontline staff.
 - k. Adhere to the recommended health and safety standards with suggested staff-to-youth ratios:

Suggested Staff-to-Youth Ratios

Activity Type	Number of Staff	Number of Students
Targeted Academic Support	1 Certified Teacher	4-8
Enrichment Programming	1	6-12
Physical/Recreation	1	10-18

- l. Develop, maintain, and revise, when necessary, written job descriptions, policies and procedures, registration forms, program schedules and calendars, and behavioral expectations.
- m. Meet deadlines for all communications and data submissions such as reporting documents, improvement plans, database information, etc.

APPENDIX I

**State of Maine
Department of Education
SUBMITTED QUESTIONS FORM
RFP# 201912214
21st Century Community Learning Centers**

Bidder Organization Name:	
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RFP Section & Page Number	Question

** If a question is not related to any section of the RFP, state "N/A" under "RFP Section & Page Number".*

*** Add additional rows, if necessary.*