



DATES AVAILABLE:

October 25, 2021 to December 13, 2021

MAXIMIZING OUT-OF-SCHOOL TIME (MOST) 2022 Request for Proposals





Cindy Arenberg Seltzer
President & CEO

Council Members

Dawn Liberta, Chair

Community Development Administrator,
Circuit 17
Department of Children & Families

Honorable Kenneth L. Gillespie, Vice Chair
Judicial Member

Dr. David H. Kenton, Secretary
Governor Appointee

Cathy Donnelly, Immediate Past Chair
Governor Appointee

Tom Powers
Governor Appointee

Beam Furr
Broward County Commission

Donna P. Korn
Board Member
Broward County Public Schools

Dr. Vickie L. Cartwright
Interim Superintendent
Broward County Public Schools

Maria M. Schneider
Governor Appointee

Dr. Paula Thaqi
Director
Broward County Health Department

Jeffrey S. Wood
Governor Appointee

6600 W. Commercial Blvd.
Lauderhill, FL 33319
954-377-1000

Visit CSC on the Web
www.cscbroward.org

Training
training.cscbroward.org

Online Learning Resource Page
<http://training.cscbroward.org/online%20learning>

Follow us on social media @cscbroward



RFP TEAM LEADS:

LIZA KHAN
JESSICA RINCON
MEG WALLACE
GLORIA PUTIAK



**The Children's Services Council of Broward County
Maximizing Out-of-School Time (MOST) 2022
(Fiscal Year 2022-2023)
Including the following Requests for Proposals:**

- **MOST Inclusion (Year-Round) (21-22-PS-001)** (formerly known as MOST GP)
- **MOST Special Needs (Year-Round) (21-22-PS-002)**
- **MOST Inclusion (Summer-Only) (21-22-PS-003)** (formerly known as MOST GP)
- **MOST Special Needs (Summer-Only) (21-22-PS-004)**
- **Coordinated Approach to Child Health (CATCH) Kids Club (21-22-PS-005)**
- **Inclusion Supports (21-22-PS-006)**

Table of Contents

Page Number

SECTION I: MAXIMIZING OUT-OF-SCHOOL TIME (MOST) PROGRAMS

A. Timetable/Important Dates	4
B. The Children's Services Council.....	5
C. Improving Lives, Improving Systems.....	5
D. Who May Apply	6
E. Statement of Desired Community Results.....	6
F. MOST Desired Populations	7
G. MOST Required Program Parameters	8
H. MOST School-Year Required Components.....	10
I. MOST Summer Required Components	12
J. Coordinated Approach to Child Health (CATCH) Kids Club	15
K. Inclusion Supports	16
L. Staffing Requirements.....	16
M. Measuring Impact & Continuous Learning.....	17
N. Performance Accountability	22

SECTION II: IMPORTANT PROCUREMENT INFORMATION

A. Cone of Silence	23
B. Pre-Bid Conference	24
C. Submission of Applications Through the Contract Administration and Procurement System.....	24
D. Agency Financial Viability Section Submission	24
E. Application Submission Components	25
F. Terms of Agreement	26

SECTION III: BUDGET INFORMATION

A. Contract and Method of Payment.....	27
B. Sample Units of Service	28
C. Required Match/Allowable Administrative Costs	29

Table of Contents (Cont.)

SECTION IV: GENERAL ADMINISTRATION INFORMATION

A. Prohibition on Lobbying	30
B. Conflict of Interest	30
C. Postponement or Cancellation	30
D. Cure Process	31
E. Right to Reject Proposals and Waive Non-Material Irregularities	31
F. Unauthorized Modifications	31
G. Public Records	31
H. Selection Process	31
I. Application Rating Tool	32
J. Appeal Process	32
K. Trade Secret and Confidential Materials	32
L. Federal and State Tax	33
M. Legal Requirements	33
N. Agreement	33
O. Ownership of Application	33
P. Pre-Contract Agreement Expenses	33
Q. Background Screening	34
R. Compliance with Section 287.133, Florida Statutes	34
S. General Fiscal Requirements/Financial Viability Test/Fiscal Sponsors	34
T. Joint Proposals	38
U. Collaboration	39
V. Inclusive Programming	39
W. Organizational Profile	39
X. Subcontracting	39
REFERENCES	40

ATTACHMENTS

Attachment I:	MOST Inclusion (Year-Round) Application for Funding (formerly known as MOST GP)
Attachment II:	MOST Inclusion (Year-Round) Rating Tool (formerly known as MOST GP)
Attachment III:	MOST Special Needs (Year-Round) Application for Funding
Attachment IV:	MOST Special Needs (Year-Round) Rating Tool
Attachment V:	MOST Inclusion (Summer-Only) Application for Funding (formerly known as MOST GP)
Attachment VI:	MOST Inclusion (Summer-Only) Rating Tool (formerly known as MOST GP)
Attachment VII:	MOST Special Needs (Summer-Only) Application for Funding
Attachment VIII:	MOST Special Needs (Summer-Only) Rating Tool
Attachment IX:	MOST Performance Measures Chart
Attachment X:	CATCH Kids Club Application for Funding
Attachment XI:	CATCH Kids Club Rating Tool
Attachment XII:	Inclusion Supports Application for Funding
Attachment XIII:	Inclusion Supports Rating Tool
Attachment XIV:	Inclusion Supports Performance Measures Chart
Attachment XV:	MOST Research and Equity Definitions

Attachment XVI: CSC Core Contract Template
Attachment XVII: CSC Financial Viability Test
Attachment XVIII: Provider Guidelines for Value Added & Flex Funds
Attachment XIX: Program Budget Form
Attachment XX: Provider Budget Preparation Guidelines-Program Budget Form
Attachment XXI: Out-of-School Time (OST) Program Budget Form
Attachment XXII: Provider Budget Preparation Guidelines- Out-of-School Time (OST) Program Budget Form
Attachment XXIII: CSC Guidelines for Transportation
Attachment XXIV: Priority School List
Attachment XXV: Principal Authorization Letter
Attachment XXVI: SBBC Facility Usage Agreement for RFP FY20-007
Attachment XXVII: RFP Submission Checklist

SECTION I: MAXIMIZING OUT-OF-SCHOOL TIME (MOST) PROGRAMS

A. TIMETABLE/IMPORTANT DATES*

ACTIVITY	TIMEFRAME
Date Advertised:	October 24, 2021
Dates Available:	October 25, 2021 to December 13, 2021
Pre-Bid Conference:	November 3, 2021 at 1:30 p.m. via Zoom
Pre-Bid Zoom Link: https://cscbroward.zoom.us/meeting/register/tZMvce2srjMtGNWX5fa4ip6LonnQBbDAli2m	
Period for Submission of Written Questions via CAPS:	November 3, 2021 at 4:00 p.m. to November 5, 2021 at 4:00 p.m.
Posting of Responses to Questions via CAPS:	By November 12, 2021
Deadline for Submission of “Agency Financial Viability” Section of Application via CAPS: (Must be submitted in order to submit RFP application)	November 16, 2021 by 4:00 p.m. (NO EXCEPTIONS)
Financial Viability Review Period:	November 16, 2021 to December 6, 2021
Notice of Financial Viability Test Results from CSC:	November 22, 2021
Deadline for Submission of Fiscal Sponsor’s Audited Financial Statements via CAPS (if applicable):	December 1, 2021 by 4:00 p.m. (NO EXCEPTIONS)
Deadline for Submission of RFP Applications via CAPS:	December 13, 2021 by 4:00 p.m. (NO EXCEPTIONS)
Notice of Fatal Flaw(s)/Cure Notices:	December 14, 2021 to December 20, 2021 (or longer at CSC’s discretion)
Applicant Interviews:	February 22, 2022 to March 2, 2022
Council Award Determination:	April 21, 2022
Contract Negotiations Begin:	April 22, 2022
Contract Effective Date:	August 1, 2022 (June 1, 2022 if a start-up period is needed) May 1, 2023 (for Summer-Only programs)

*All dates set forth above are subject to change by the CSC with notice provided.

B. THE CHILDREN'S SERVICES COUNCIL

Recognizing that the needs of children in Broward County, Florida, far exceeded the resources and support systems available, a referendum creating the Children's Services Council of Broward County, herein referred to as "CSC," as a special independent taxing district was overwhelmingly approved by voters in September, 2000 and re-affirmed in November, 2014. Established by Statute effective January 1, 2001, the eleven (11) member Council is comprised of five (5) individuals appointed by the Governor based on recommendations by the Broward County Board of County Commissioners and six (6) members appointed by virtue of the office or position they hold within the community. These members bring to the Council an understanding of policies and programs affecting children, knowledge of the diverse and multi-cultural needs and strengths of the Broward community, and a firm commitment to improving the welfare of children and their families.

Our Vision

All children in Broward County shall have the opportunity to realize their full potential, their hopes and dreams, supported by a nurturing family and community.

Our Mission

To provide leadership, advocacy and resources necessary to enhance children's lives and empower them to become responsible, productive adults through collaborative planning of a continuum of quality care.

C. IMPROVING LIVES, IMPROVING SYSTEMS

Broward County community members have a stake in ensuring our children and families have what they need to develop their full potential and gifts. Community members have a shared responsibility for our children's well-being, well-being that is grounded in the well-being of their families and community. CSC's investments seek to shore up many ways to support families and their children, including prevention programs. Some of Broward's communities and families are overburdened with inequitable housing, health, and economic resources; racism; and trauma, and require customized strategies for preventing and mitigating adverse childhood experiences and inequities. Resiliency is created at the policy, community, institutional, and individual levels through relationships and partnerships grounded in the lived realities and experiences of our children and families.

1. Developing Equity

Community agencies must address community, system, and interpersonal barriers and inequities that inhibit the full development of each person. Specifically, it is important to acknowledge the diverse strengths, aspirations, contributions, and needs of youth and families in our community, taking into consideration such characteristics as language, ethnicity, race, sexual orientation, gender identity and expression, spirituality/religious beliefs, exceptionalities/unique abilities, socioeconomic status, and immigration status, and practice cultural humility in their service provision. Additionally, historical and structural inequities have resulted in implicit biases that negatively influence decision-making, interpersonal interactions, and policies. Community agencies must ensure that implicit bias is mitigated in their programs. Integrating cultural responsiveness in programming is also critical to ensuring services promote equity and fairness among all youth served, which can greatly impact program quality and outcomes. Employing both cultural humility and cultural responsiveness is integral to engaging youth and families, supporting their goals, and improving their overall well-being.

Programs that focus on developing a common group identity as well as acknowledging the youths' and families' ethnic/racial identities can support positive interracial and intercultural relations and reduce prejudice. This requires staff to learn about the program participants' unique identities and understand their everyday experiences. Developing a program's culturally responsive social norms involves providing opportunities to experience diverse cultural practices and traditions (Simpkins et al., 2017). Youth and their families should be encouraged to give input into cultural and programmatic activities.

2. Community Input

The CSC conducted focus groups with Maximizing Out-of-School Time providers that currently provide inclusion and special needs services and other community stakeholders to inform these procurements. Additionally, results from parent surveys and consultant program reviews were analyzed to inform future program offerings.

The overall feedback regarding CSC-funded afterschool and summer programming was positive. Focus groups with providers indicated that the program components were effective, collaborative, and child and youth-centered. Dialogue with Broward County Public School (BCPS) reflected the need to continue offering afterschool and summer program components to provide a year-round safe haven for children and youth, activities designed to foster academic success, and opportunities to promote social-emotional learning. Parents of the children and youth attending CSC-funded MOST programs provided feedback that indicated a high level of satisfaction with homework assistance, the fun and engaging activities provided, and the positive relationships between staff and the children and youth attending. Program Review Consultants reported safe and interactive environments with social-emotional learning at the forefront of children and youth.

D. WHO MAY APPLY

The Children's Services Council of Broward County (CSC) invites qualified applicants to submit a proposal to replicate effective programming to provide Maximizing Out-of-School Time (MOST), Inclusion Supports, and CATCH Kids Club, as described in the following specifications. The CSC seeks applicants with specific expertise and experience in providing year-round out-of-school time or summer-only programming that serves at-risk elementary-aged children, or youth with special needs.

Applicants may be non-profit organizations, for-profit organizations incorporated or qualified to do business in the State of Florida, or governmental entities. Proof of non-profit status, for-profit status, or governmental entity status must be submitted upon request by CSC staff.

As stipulated by State Statute, the CSC is prohibited from funding any entity under the jurisdiction of the Department of Education (DOE). **Therefore, the School Board of Broward County, including public Charter Schools, are not eligible to apply.**

Interested parties must access the Request for Proposals (RFP) from the CSC website, www.cscbroward.org/. To access the RFP from the website, applicants are required to register their contact information as instructed on the website. **Only registered parties will receive email notifications of RFP updates and addendums.**

E. STATEMENT OF DESIRED COMMUNITY RESULTS

The intent of this RFP is to provide afterschool and summer programs that enhance academic achievement, support social and physical development and provides the most inclusive and least restrictive environment where all children can be successful.

SERVICE GOAL 7.1: Out-of-School Time- Improve the availability and quality of out-of-school time programs to promote school success of children living in economically disadvantaged neighborhoods.

Objective 2: Provide quality out-of-school programs to support school success for children living in economically disadvantaged neighborhoods.

Objective 3: Provide quality Summer-Only programs to promote school success for children living in economically disadvantaged neighborhoods.

SERVICE GOAL 10.1: Physical, Developmental, and Behavioral Needs- Strengthen the continuum of support services for children with special physical, developmental, and behavioral health needs.

Objective 1: Provide quality out-of-school programs to maximize development for children and youth with special needs.

Desired Outcomes: 1) Children from economically disadvantaged areas in Broward County will have safe, supervised, fun, and productive out-of-school time experiences. 2) Families with children with developmental, physical, or behavioral health conditions have access to support services and safe, supervised, and productive out-of-school time experiences that maximize life outcomes.

The CSC is seeking proposals to provide programming for children and youth that will:

1. Provide year-round **or** summer-only programming for elementary school children of all abilities ages 5 up to, and including, 12 years old, which will provide a safe and positive environment that enhances

academic achievement, supports social and physical development, and strengthens children's relationships with adults and peers within the context of their families, schools, and communities, thereby strengthening children's protective factors and reducing risk factors.

2. Provide year-round or summer-only programming for children and youth ages 3 up to, and including, 22 years old with special needs, which will provide a safe and positive environment that enhances academic achievement, supports social and physical development, and strengthens children's relationships with adults and peers within the context of their families, schools, and communities, thereby strengthening children's protective factors and reducing risk factors.
3. Provide training year-round on implementing CATCH Kids Club as the physical fitness curriculum for all Maximizing Out-of-School Time Providers.
4. Provide training, coaching, and mentoring to all Maximizing Out-of-School Time providers to further inclusion in the out-of-school time setting and assist in implementing inclusion-driven best practices.

The CSC is expecting to budget approximately \$13.2 million for organizations to provide effective MOST Inclusion (formerly known as MOST GP) programs for FY 22/23. Multiple awards are anticipated to ensure county-wide access to these critical programs.

The CSC is expecting to budget approximately \$10.3 million for organizations to provide effective MOST Special Needs programs for FY 22/23. Multiple awards are anticipated to ensure county-wide access to these critical programs.

The CSC is expecting to budget approximately \$50,000 for an organization to provide effective CATCH Kids Club training and coaching for MOST Providers for FY 22/23. One award is anticipated.

The CSC is expecting to budget approximately \$105,000 for an organization to provide an effective Inclusion Supports program for the MOST Providers for FY 22/23. One award is anticipated.

These funds are subject to budget availability and CSC continuation of stated goal priorities. In the event that property tax collections decline, the CSC reserves the right to reduce or eliminate funding currently allocated for services awarded under this procurement.

Agencies may submit proposals for the following program types: MOST Inclusion (Year-Round), MOST Special Needs (Year-Round), MOST Inclusion (Summer-Only), MOST Special Needs (Summer-Only), CATCH Kids Club, and/or Inclusion Supports, programming. **If more than one program type is proposed, separate proposals must be submitted for each program type, using the appropriate Application for Funding.**

*** Programs must have a minimum of four (4) children to serve as a Special Needs site and a minimum of twenty (20) children to serve as an Inclusion (formerly known as MOST GP) site.**

F. MOST DESIRED POPULATIONS

1. **Inclusion (formerly known as MOST GP):** Children of all abilities ages 5 up to, and including, 12 years old attending a charter school on the Priority School List OR attending or residing in the attendance boundary of a district school on the Priority School List, where 86% or more of the children qualify for Free or Reduced Lunch (See "Priority School List" Attachment), or schools designated to meet the CSC's Tax Increment Financing commitment to Community Redevelopment Agencies (CRAs). The Priority School List is effective for all consecutive renewal terms covered by this RFP.
2. **Special Needs:** Children and youth ages 3 up to, and including, 22 years old with a documented physical, developmental, or behavioral health diagnosis that results in a need for increased supervision, environmental changes, or adapted curricula. Children with special needs do not need to attend or reside in the attendance boundary of schools on the Priority School list, but they must reside in Broward County.

G. MOST REQUIRED PROGRAM PARAMETERS

1. Inclusion: The concept of inclusion is: “Children that learn together, learn to live together” (Wilson et al., 2011). Children with varied abilities, interests, and backgrounds experience diversity as a community norm by growing up and learning together in schools. Inclusive settings offer children unexpected opportunities to learn valuable skills such as following routines, problem-solving, using humor and storytelling, and communicating effectively. Learning environments that prioritize inclusion provide children of all abilities opportunities to establish relationships with their peers, practice compassion and friendship, and are a source of fun and enjoyment. Inclusion, at its foundation, is a practice that values the uniqueness of all children.

Children enrolled in out-of-school time programs may need accommodations and support to participate in a program successfully. Providers should strive to address each child’s unique needs individually, regardless of diagnosis or disability. In accordance with State and Federal laws, children with special needs must be afforded the same opportunities as their typically developing peers. It is expected that programs funded for out-of-school time programs will consider the needs of all children enrolled and include children with special needs to the fullest extent possible. All programs should provide positive experiences for children that capitalize on the success they experience during the regular school day and model successful behavior management strategies, such as positive reinforcement and redirection, that are proven beneficial in early childhood.

Inclusion support will be provided to programs that require assistance in modifying developmentally appropriate activities, providing adaptive equipment, and making universal accommodations that benefit all children. These accommodations may include providing visuals, physical examples of projects, and the purchase of accessible and adaptable materials. Programs will be required to work with the Inclusion Supports provider to ensure high-quality inclusion is at the forefront of their programming and assist providers in developing or refining policies, procedures, and tools to carry out inclusive best practices. Through the Inclusion Supports program, the CSC offers no-cost training and funds to offset the cost of such services to providers.

An overview of the literature on inclusive practices identifies inclusion as a necessary element that benefits all children, families, and the community. Best practices are those that are universally beneficial. The following items are essential and required components of successful inclusive programming:

- **Zero Reject** - No child experiences exclusion from the program or any program elements, provided that they can be safely accommodated.
- **Full Participation** - All children are given the same options for the length and duration of participation in the program. Extra time may be afforded to those who need it to see an activity through to completion.
- **Appropriate Program Planning and Staffing** - Staff members are trained and knowledgeable in curriculum and learning environment modifications to reach all children. All staff are responsive to the needs of children related to learning, socialization, and play. Current best practices are continuously sought out and implemented. Providers can incorporate the child’s Individualized Education Program (IEP) to individualize and enhance program services for children in the program with various special needs. Programs may build additional staff into the budget to support smaller instructional groups during program components that require more frequent and individualized interaction between staff and children, such as homework assistance.
- **Outreach and Recruitment** - The program uses various methods to reach all children and their families to inform them about program availability and includes representation of a diverse community on advertisements, marketing materials, and newsletters.

2. Classroom Management: An effective management plan is about creating an environment in which all children can learn. If the plan is used consistently and communicated clearly, children will understand what is expected, and fewer behavior problems will result. CSC will be offering no-cost behavior management trainings to providers who are awarded funding.

3. Broward County Child Care Licensing and Enforcement: All MOST programs operating in the school year **MUST** be licensed or exempt through Broward County Child Care Licensing and Enforcement Section (CCLE) and comply with all background screening and fingerprinting requirements. Contact the CCLE at 954-357-4800 or <http://childcare.broward.org/> for licensing information regarding requirements, procedures, and costs. Summer-only programs do not require licensure, but are expected to maintain a safe and stimulating program environment. **All year-round applicants must submit a copy of their current Child Care License or Letter of Exemption from Broward County Child Care Licensing and Enforcement** for each proposed site. (Approval of exemptions will be up to the CSC's discretion.) There is the potential for a licensed provider to propose and be approved for a school site currently licensed to another provider. The CSC, CCLE, and school personnel will work collaboratively to reconcile these compliance issues before programs become operational.

4. Sliding Fee Scale: In order to further the reach of CSC funding, providers shall utilize a Sliding Fee Scale that will be disseminated during contract negotiations. Collected fees shall be deducted from the invoice as third-party payments. No child shall be denied services due to inability to pay. Fees may be waived based on documented individual circumstances.

5. Operating on Broward County District School Site: For a private provider to be eligible to offer out-of-school time care on a School Board of Broward County (SBBC) campus, the provider must have permission from SBBC. This can be accomplished in two ways.

- 1) If a provider was approved for an award under the (SBBC) "Eligibility for Offering Before and/or After School Childcare, Summer and Non-School Day Programs for Elementary, Middle, High and Exceptional School Children Centers" RFP# FY20-007.
- 2) If a provider was not awarded the SBBC RFP# FY20-007, the provider might obtain permission from the proposed school site principal to provide services on the SBBC campus.

6. Broward County District and Charter School Site Fees: The Provider's budget may not exceed the amounts included in SBBC Facility Usage Agreement RFP# FY20-007 (negotiated for CSC providers), and the consumable items and yearly fees listed below. (See "SBBC Facility Usage Agreement for RFP FY20-007" Attachment.)

Consumable Items (School-year and summer)

1-30 Children \$0 per day
31-100 Children \$5.00 per day
101-200 Children \$10.00 per day
201 + Children \$5.00 additional each day, for each increment of 100 children

Yearly Fee to BASCC

\$15 per child based on enrollment closest to October 15

Please note when completing the proposed budget(s) that CSC will pay for up to one Campus Monitor at school sites.

All Providers using district and charter school sites must obtain a Principal Authorization Letter (See "Principal Authorization Letter" Attachment) for each site, which authorizes the school to host a CSC-funded MOST Inclusion (formerly known as MOST GP) and/or Special Needs Program. A principal's signature does not guarantee the provider will be chosen to serve the school.

7. Child to Staff Ratio: MOST programs will implement a **1:20 ratio** for children in kindergarten through the fifth grade. Ratios for children with special needs will be based on the needs of the individual populations within a program.

8. Days of Programming: **MOST Year-Round programs** must offer programming for 180 days of afterschool and a minimum of eight (8) non-school days in FY 22/23. Non-school days occur on days that schools are closed and include teacher planning days, holidays, and other school closures. Providers choose which days they will operate non-school day programming; however, they must operate a minimum of eight (8) days. Providers should choose the days most needed by their working parent population. **MOST**

Summer-Only programs must offer programming for a minimum of 8 weeks (38 days, in consideration of closures for Independence Day and Juneteenth).

9. Family Fees: In addition to the sliding fee scale, the provider may charge a one-time registration or membership fee to families participating in MOST afterschool or summer programs with CSC approval. This fee shall not exceed \$10 per child per school year for the afterschool program (includes afterschool, early release, and non-school days). For MOST summer programs, this fee shall not exceed \$15 per child. MOST programs may charge a fee not to exceed \$10 per day for non-school days during the school year. It is recommended that the provider develop an “Attendance Contract” with families to ensure regular attendance. All registration and membership fees must be deducted on the provider’s invoice as a Third-Party Reimbursement.

10. Exclusions: Children participating in another afterschool program on the school campus cannot be dually enrolled in any CSC MOST programming without approval of the CSC. This includes school year and summer programs.

11. Proposing Multiple Sites: Proposals should clearly demonstrate the ability to deliver, administer, and manage services at the site level. Agencies who propose multiple sites MUST submit site-specific program, staffing, and related budget information by site location.

H. MOST SCHOOL-YEAR REQUIRED COMPONENTS

1. Homework Assistance & Supplemental Activities: Proposals must demonstrate that homework assistance and supplemental activities are offered for **one (1) hour per day**. A certified teacher with a current or expired teaching certificate; out of state/country certificates; or who is in their final 2 years of seeking their 4-year teaching degree must conduct the hour of homework assistance and supplemental activities Monday through Thursday. Homework should be the primary focus of the afterschool academic hour. When a child’s homework takes less than one (1) hour, engaging supplemental activities (no worksheets) must be delivered by the teachers Monday through Thursday, and by creative and qualified staff members on Fridays. Activities should be creative, fun, and designed to foster a love of learning. Proposals should demonstrate how academic enhancements will be included as an integral component of the MOST program.

Supplemental learning activities will take place after the homework assistance has been completed. They should be creative, engaging, incorporate the use of varied learning modalities and be fun. Examples of supplemental activities include:

- Arts and Crafts
- Chess
- Building Blocks and Fine Motor Manipulatives
- STEAM (Science, Technology, Engineering, Art, Mathematics)
- Literacy Activities
- Digital Game Based Learning

Proposals need to demonstrate how programs will provide a diversity of supplemental activities to the children they serve.

2. Physical Fitness and CATCH Kids Club Curriculum: Proposals must demonstrate that physical fitness activities are offered a minimum of **30 minutes each day**. *The Coordinated Approach To Child Health (CATCH)* was developed to increase motivation and participation in moderate to vigorous physical activity while emphasizing non-elimination games for K-8 children of all skill levels. Like the CATCH program on which it is modeled, the CATCH Kids Club has been effective in improving physical activity and nutrition knowledge and behaviors and reducing overweight and obese children. The CATCH Kids Club is ideal for afterschool and summer programs and is composed of 3 components:

- structured physical activities provided in a Physical Activity Box,
- educational lessons related to nutrition, physical activity, and screen time reduction,
- hands-on snack preparation.

CATCH Kids Club should reflect a variety of activities and encourage active participation regardless of the particular skill level of the children. The fitness component should be fun, engaging and promote teamwork

and cooperative play. The fitness component must also ensure inclusiveness, variety and emphasize activities that are not competitive. Alternative locations for extreme heat and rainy days should be addressed within the proposal. The proposal should clearly describe the variety of activities to be provided and how the children will be encouraged to participate.

The costs of purchasing the CATCH Kids Club Curriculum (<https://www.flaghouse.com/General-Education/CATCH/Curriculum/After-School-Programs/>), as well as supplies, should be included in proposal budgets as curriculum costs. It is suggested to look for equipment at retail stores and other supply companies for less expensive prices. CSC will be offering no-cost CATCH Kids Club curriculum trainings to applicants who are awarded funding.

3. Healthy Snacks and Meals: The Provider is required to provide the children with one afternoon snack.

The Provider must apply to the Afterschool Meals Program (AMP), administered by the Florida Department of Health (FDOH). This meal program is funded by the U.S. Department of Agriculture and provides reimbursement for nutritious suppers and snacks served at eligible afterschool program sites.

To begin serving meals and snacks through the Afterschool Meals Program, contact the Florida Department of Health Bureau of Child Care Food Programs at 850-245-4323. FDOH can help connect with existing sponsors or provide instructions for applying to become a sponsor. If the site is located in a school, first contact the Broward County Public Schools Food Service Department at 754-321-0215. The school district may be able to sponsor the site. If it does not, other sponsors are permitted to partner with school-based sites.

For more information about the Afterschool Meals Program, visit www.FloridaAfterschoolMeals.org and the FDOH Child Care Food Program website: [http://www.floridahealth.gov/programs-and-services/childrens-](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/afterschool-meal-program.html)

MOST Providers **must** serve an afternoon snack. If a provider is not approved for the AMP program, the reimbursement of a daily snack of \$1.00 per child may be included in the budget.

[health/child-care-food-program/afterschool-meal-program.html](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/afterschool-meal-program.html)

On non-school days, it is expected that parents will provide lunches and snack provisions. The provider should include a limited budget for emergency food to ensure all children have lunch and snack.

Nutrition Education and CATCH Kids Club Curriculum Program meal and snack times are good times to discuss nutrition and healthy lifestyle choices. Nutrition education should be delivered using creative methodologies through CATCH Kids Club to educate children about the importance of proper nutrition and a balanced diet. Activities reinforce the skills needed to select and prepare healthful meals and snacks, guide physical activity patterns, and foster an environment of peer support. CATCH Kids Club also includes family homework assignments containing activities and tips for healthful behaviors. The nutritional component may be offered as a stand-alone module, or nutrition-related activities may be incorporated contextually into program activities on an ongoing basis.

4. Social Emotional Learning: Proposals must demonstrate how *Promoting Alternative Thinking Strategies (PATHS)*, a social-emotional learning program, will be utilized. *PATHS* is an effective program for preschool through 5th/6th grade that promotes social and emotional learning (SEL), character development, bullying prevention, and builds the problem-solving abilities and other life skills required for positive relationships. Research-based for all populations, *PATHS* has been rated as a Model Program by the Blueprints Project for the Center for the Study and Prevention of Violence and by the Center for Substance Abuse Prevention and has been adapted for use in afterschool programs in several states and internationally. MOST provider staff should be comfortable using *PATHS* lessons in teachable moments and also be able to implement the curriculum in the standard lesson format. (<https://www.pathsprogram.com>). Social skills should be presented interactively, creatively, and in a way that will promote positive self-esteem, pro-social peer associations, and good citizenship. Information and referral to appropriate community resources may also be included. CSC will be offering no-cost *PATHS* curriculum trainings to applicants who are awarded funding.

5. Family Engagement - Partnering with Families: Proposals must demonstrate how a **minimum of two (2)** family engagement initiatives will be provided. Proactively partnering with families includes asking them how, when, and where they would like to participate. Families and MOST staff need to be offered interactive forums where they can feel comfortable sharing their issues, concerns, and solutions while supporting each other at the same time. Successful proposals must describe creative and proactive strategies used to engage families beyond traditional programmatic informational nights. If you are applying to be on a School Board campus, please include ways that you plan to partner with the schools for family engagement activities.

Volunteer opportunities, special events, involvement in program planning, and newsletters are also ways to improve communication and participation with the children's caregivers. Some examples of family engagement activities include open houses, literacy nights, martial arts performances, cultural nights, spaghetti dinners, and musical performances. It is strongly encouraged to include family education on community services and available resources during family night activities. Some examples are engaging staff from 2-1-1 or the Center for Working Families or having a resource fair with multiple community agencies.

6. Cultural Arts and Enrichment Activities: The cultural arts teach critical thinking, creativity, and reflection. Proposals must demonstrate how programs will provide a diversity of cultural arts and enrichment activities to the children. **Providers are required to use a minimum of 4 approved Broward County cultural artists**, which can be found in The Arts and Education Directory (<https://www.broward.org/Arts/ArtsEducation/Pages/ArtsEducationDirectory.aspx>) maintained by Broward County's Cultural Division in partnership with the CSC, Broward County Public Schools, and other art organizations and partners. The directory electronically lists artists, individuals, and organizations that provide exciting, interactive learning dedicated to cultural arts education and experiences.

Enrichment activities include off-site field trips and on-site shows and presentations. The goal of providing enrichment activities to the children is to enhance their lives with an opportunity to see or do something they may not have the opportunity to do without attending the program. Some examples include bowling and mini-golf, visiting a museum, having a magician come to the site, or even spending time in a game arcade.

7. Music Therapy (Special Needs providers only): A minimum of 30 minutes of Music Therapy must be incorporated once per week into the program schedule. Music therapy shall be administered by a Certified Music Therapist and seek to enhance social and emotional skills, communication ability, and the academic goals of participants through involvement in music-oriented activities and routines.

8. Reading Explorers Program: Florida International University's (FIU) Reading Explorers Program (REP) offers services to providers and families to help improve children's foundational reading and reading comprehension skills. CSC is contracting with FIU to provide literacy services to our MOST providers. The REP will deliver afterschool providers with coaching and consultation during the school year to infuse literacy into afterschool programming using evidence-based strategies. Strategies will include a needs assessment to enhance strengths and improve literacy instruction, a structured observation tool, and on-site technical assistance to strengthen the effectiveness of literacy programming. They also offer resource connections during the school year for children reading below grade level. As appropriate, a select number of CSC MOST providers will be required to work with REP to help improve their staff's understanding and capacity to ensure literacy is infused in their afterschool program.

I. MOST SUMMER REQUIRED COMPONENTS

1. Project Based Learning: Project Based Learning (PBL) is a significant focus of the summer MOST programs. PBL is a teaching method in which children gain knowledge and skills by working for an extended time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (Buck Institute for Education, 2013). When children engage in PBL, they learn about different subjects simultaneously. This is achieved by guiding them to identify, through research, a real-world problem and develop its solution using evidence to support the claim. Children show what they learn as they journey through the unit, interact with its lessons, collaborate, and assess themselves and each other (Edutopia, 2015). CSC will be offering no-cost PBL trainings to providers who are awarded funding.

All academic components should be included in PBL and aligned with the [K12 Florida Standards \(floridaeducationfoundation.org\)](http://floridaeducationfoundation.org). These include STEAM (Science, Technology, Engineering, Art, and Math), Reading, Writing, and Social Studies. Cultural arts/enrichment activities or field trips can be incorporated if

they connect to the theme. There is no daily minimum time requirement for each academic component while incorporated into the Project Based Learning theme, but a minimum of two hours per day of PBL shall be offered daily during the summer.

Proposals must explain the benefits of Project Based Learning and demonstrate how PBL will be incorporated with hands-on activities that are inventive, enjoyable, and appealing.

A certified teacher with a current or expired teaching certificate, out-of-state/country certificates, or teaching students in their final 2 years of their 4-year teaching degree must conduct and plan the PBL activities. Because project-based learning will take more teacher planning, teachers will need to be scheduled for four (4) hours per week to prepare lesson plans. *For programs operating on a school board site, the Principal's or designee's input into creating the PBL lesson plans is strongly encouraged.*

2. Physical Fitness and CATCH Kids Club Curriculum: Proposals must demonstrate that physical fitness activities are offered a minimum of **60 minutes each day**. *The Coordinated Approach To Child Health (CATCH)* was developed to increase motivation and participation in moderate to vigorous physical activity while emphasizing non-elimination games for K-8 children of all skill levels. Like the CATCH program on which it is modeled, the CATCH Kids Club has been effective in improving physical activity and nutrition knowledge and behaviors and reducing overweight and obese children. The CATCH Kids Club is ideal for before school, after school, and summer programs and is composed of 3 components:

- structured physical activities provided in a Physical Activity Box,
- educational lessons related to nutrition, physical activity, and screen time reduction,
- hands-on snack preparation.

CATCH Kids Club should reflect a variety of activities and encourage active participation regardless of the particular skill level of the children. The fitness component should be fun, engaging, and promote teamwork and cooperative play. The fitness component must also ensure inclusiveness, variety, and emphasize activities that are not competitive. Alternative locations for extreme heat and rainy days should be addressed within the proposal. The proposal should clearly describe the variety of activities to be provided and how the children will be encouraged to participate.

The costs of purchasing the CATCH Kids Club Curriculum (<https://www.flaghouse.com/General-Education/CATCH/Curriculum/After-School-Programs/>), as well as supplies, should be included in proposal budgets as curriculum costs. It is suggested to look for equipment at retail stores and other supply companies for less expensive prices. CSC will be offering no-cost CATCH Kids Club curriculum trainings to applicants who are awarded funding.

3. Healthy Snacks and Meals: The Provider is required to provide the children with one morning and one afternoon snack.

The Provider must apply to the Summer BreakSpot Program. In the application, the Provider must request to serve a breakfast or morning snack and lunch. The Summer BreakSpot Program, also known as the Summer Food Service Program, is federally funded under the U.S. Department of Agriculture (USDA) and, in Florida, administered by the Florida Department of Agriculture and Consumer Services (FDACS). Sites are locally operated by non-profit organizations (sponsors) that provide the meals and receive a reimbursement from USDA.

To begin serving meals and snacks through SFSP, contact the FDACS Division of Food, Nutrition, and Wellness at 1-800-504-6609 and ask to speak with a Prospective Sponsor Program Specialist. A Prospective Sponsor Program Specialist may also be reached by email at InfoFNW@FDACS.gov. FDACS can help connect you with existing sponsors or provide you instructions for applying to become a sponsor. For more information about SFSP, visit <https://www.summerbreakspot.org/>.

The reimbursement of the daily afternoon snack of \$1.00 per child must be included in the budget.

Nutrition Education and CATCH Kids Club Curriculum Program meal and snack times are good times to discuss nutrition and healthy lifestyle choices. Nutrition education should be delivered using creative methodologies through CATCH Kids Club to educate children about the importance of proper nutrition and a balanced diet. Activities reinforce the skills needed to select and prepare healthful meals and snacks, guide physical activity patterns, and foster an environment of peer support. CATCH Kids Club also includes family homework assignments containing activities and tips for healthful behaviors. The nutritional component may be offered as a stand-alone module, or nutrition-related activities may be incorporated contextually into program activities on an ongoing basis.

4. Social Emotional Learning: Proposals must demonstrate how *Promoting Alternative Thinking Strategies (PATHS)*, a social-emotional learning program, will be utilized. *PATHS* is an effective program for preschool through 5th/6th grade that promotes social and emotional learning (SEL), character development, bullying prevention, and builds the problem-solving abilities and other life skills required for positive relationships. Research-based for all populations, *PATHS* has been rated as a Model Program by the Blueprints Project for the Center for the Study and Prevention of Violence and by the Center for Substance Abuse Prevention and has been adapted for use in afterschool programs in several states and internationally. MOST provider staff should be comfortable using *PATHS* lessons in teachable moments and also be able to implement the curriculum in the standard lesson format. (<https://www.pathsprogram.com>). Social skills should be presented interactively, creatively, and in a way that will promote positive self-esteem, pro-social peer associations, and good citizenship. Information and referral to appropriate community resources may also be included. CSC will be offering no-cost *PATHS* curriculum trainings to applicants who are awarded funding.

5. Family Engagement - Partnering with Families: Proposals must demonstrate how a **minimum of two (2)** family engagement initiatives will be provided. Proactively partnering with families includes asking them how, when, and where they would like to participate. Families and MOST staff need to be offered interactive forums where they can feel comfortable sharing their issues, concerns, and solutions while supporting each other at the same time. Successful proposals must describe creative and proactive strategies used to engage families beyond traditional programmatic informational nights. If you are applying to be on a School Board campus, please include ways that you plan to partner with the schools for family engagement activities.

Volunteer opportunities, special events, involvement in program planning, and newsletters are also ways to improve communication and participation with the children's caregivers. Some examples of family engagement activities include open houses, literacy nights, martial arts performances, cultural nights, spaghetti dinners, and musical performances. It is strongly encouraged to include family education on community services and available resources during family night activities. Some examples are engaging staff from 2-1-1 or the Center for Working Families or having a resource fair with multiple community agencies.

6. Cultural Arts and Enrichment Activities/Field Trips: Proposals must demonstrate how programs will provide a diversity of cultural arts and enrichment activities to the children. ***Providers are required to use a minimum of 3 approved Broward County cultural artists***, which can be found in The Arts and Education Directory (<https://www.broward.org/Arts/ArtsEducation/Pages/ArtsEducationDirectory.aspx>) maintained by Broward County's Cultural Division in partnership with the CSC, Broward County Public Schools, and other art organizations and partners. Cultural arts activities are interactive performances and activities at a designated site location or in the community provided by teaching artists. The directory electronically lists artists, individuals, and organizations that provide exciting, interactive learning dedicated to cultural arts education and experiences. The cultural arts teach critical thinking, creativity, and reflection.

Enrichment activities include off-site field trips and on-site shows or presentations. The goal of providing enrichment activities to the children is to enhance their lives with an opportunity to see or do something they may not have the opportunity to do without attending the program. Some examples include physical activities such as bowling or mini-golf, visiting a museum, having a magician come to your site, or even spending time in a game arcade. Children who live in low-income areas often lack the resources to experience cultural arts and enrichment activities.

Programs must consist of a minimum of one (1) enrichment activity each week of summer programming and must include at least **three (3) cultural arts activities**. It is suggested that these enrichment activities and cultural arts activities be an extension of the Project Based Learning themes.

7. Supplemental Activities: Supplemental learning activities will be offered as time allows. They should be creative, engaging, incorporate the use of varied learning modalities, and be fun. Examples of supplemental activities may include:

- Arts and Crafts
- Chess
- Building Blocks and Fine Motor Manipulatives
- STEAM (Science, Technology, Engineering, Art, Mathematics)
- Literacy Activities
- Digital Game Based Learning (i-Ready, Dimension U)

Proposals need to describe the diversity of supplemental activities which will be offered to the children.

8. Water Safety: Proposals need to include plans to expose children to water safety and swimming skills. All programs must provide an in-water, participatory swimming component. The provider will need to coordinate water safety lessons through SWIM Central; CSC directly funds SWIM Central for this component. (The cost of the lessons should not be included in the budget; however, if needed, bus transportation should be included in the budget under value-added.)

9. Music Therapy (Special Needs providers only): Proposals must demonstrate how the program will incorporate a minimum of 30 minutes of Music Therapy once per week into the program schedule. Music therapy shall be administered by a Certified Music Therapist and seek to enhance social and emotional skills, communication ability, and the academic goals of participants through participation in music-oriented activities and routines.

10. Reading Explorers Program: Reading Explorers offers services to providers and families to help improve children's foundational reading and reading comprehension skills. As appropriate, a select number of CSC MOST providers will be required to work with REP. During the summer, the program helps rising kindergarteners and first and second graders improve their reading skills. Children reading at or below reading level (K and 1st children scoring in the instructional and frustrational ranges and 2nd grade children scoring in the frustrational range) receive small-group reading tutoring services provided by certified teachers. The program is tailored to each child's reading ability, is structured and interactive, and follows an evidence-based reading curriculum. This includes reading assessments twice over the summer with personalized feedback for parents; tailored reading instruction delivered 30 minutes/day, four days/week for 6-8 weeks; family literacy events; book giveaways; and resource connections for children reading below grade level.

J. COORDINATED APPROACH TO CHILD HEALTH (CATCH) KIDS CLUB

1. Desired Population: Provider staff at over 60 MOST program sites implementing CATCH in an out-of-school time setting. The sites serve typical children and children with special needs.

2. Required Activities: Increase MOST providers' capacity to create an active, healthy, and fun environment for all children in their program.

- a. The CATCH Kids Club Provider will be responsible for preparing all certification trainings, including securing air-conditioned host locations; communicating training dates, times, and places with the CSC Training Collaborative; and notifying providers by sending flyers and making phone calls. Trainings will be offered on agreed-upon weekends and other non-school days. The Trainer will also maintain and prepare materials for each training, record all attendance, provide certificates to all participants, and maintain a record of CATCH-trained MOST staff.
- b. The CATCH Kids Club Provider will provide follow-up visits to sites struggling to deliver the curriculum with fidelity upon CSC's request. Additionally, the CATCH Kids Club Provider will serve as a resource to all providers and offer technical assistance regarding matters about CATCH.
- c. The CATCH Kids Club Provider will be responsible for delivering a trainer-designed CSC-approved, post-learning assessment at each training. CSC will provide an approved training satisfaction survey, which will be conducted after each session.

K. INCLUSION SUPPORTS

1. **Desired Population:** The program seeks to increase the community's capacity to provide high-quality inclusive programming to children with special needs by providing supports for the CSC and its funded agencies.
2. **Required Activities:** Increase the capacity of CSC-funded MOST programs to create positive, nurturing, and developmentally appropriate programming that welcomes all children.
 - a. Collaborate with MOST providers to identify the program's "Inclusion Readiness" by formally assessing inclusive policies, procedures, and program design; develop a written report of assessment findings identifying program strengths and opportunities for improvement; collaborate with the program to determine an individualized service plan that identifies agency goals and an appropriate timeframe for completion.
 - b. Foster an engaging and collaborative relationship with MOST providers that enhances outcomes; participate in or support a yearly provider event, publication, or project promoting or enhancing special needs awareness.
 - c. Participate in periodic site observations of evaluated programs and offer informal, live, small-group coaching for program staff
 - d. Provide technical assistance to all programs that request support to meet a child's unique needs and those who need help determining appropriate accommodations or modifications for an individual child or group; offer service linkages and referrals as necessary to participating programs; develop a method of ensuring technical assistance requests are addressed promptly, and follow-up opportunities are identified.
 - e. Develop relevant training for OST providers and the community. Provider-specific training or workshops should address inclusion best practices, program or activity modifications/adaptations, and positive reinforcement strategies for behavior management. At a minimum, trainings or workshops will be offered quarterly.
 - f. Provide interactive activities, diverse books/toys, disability-related materials, or adaptive equipment to programs receiving services to ensure the availability of diverse resources.

L. STAFFING REQUIREMENTS

1. **Staff Recruitment and Retention**

Programs should hire staff that can connect with children, motivate and encourage them, and be competent in positive behavior management techniques. Out-of-school time staff can help children build self-monitoring, time-management, test-preparation, and study skills to help them succeed academically. Programs should have linguistically and culturally diverse staff who can be sensitive to individual developmental abilities and cultures. It is recommended that, minimally, one staff member at each site knows available community resources. This can help guide families into appropriate avenues without the difficulty of deciphering the system. CSC offers a no-cost training, 211 Navigation, on Broward County's resources to providers who receive CSC funding.

a. **Teacher Requirements and Qualifications**

A certified teacher with a current or expired teaching certificate; out of state/country certificate, or who is in their final 2 years of seeking their 4-year teaching degree must conduct the hour of homework assistance and supplemental activities Monday through Thursday during the school year. During the summer, they must conduct and plan the PBL activities. Because project based learning will take more planning, teachers will need to be scheduled for four (4) hours per week to prepare lesson plans.

b. **Background Screening**

All staff who have contact with children or supervise such individuals must comply with Level 2 background screening and fingerprinting requirements in accordance with DCF screening requirements and all applicable federal, state, county, city, and other government agency background screening requirements. The program must maintain staff personnel files, in accordance with the state retention

schedules, which reflect that a screening result was received and reviewed to determine employment eligibility **before** employment. Providers must re-screen each employee, volunteer, and subcontractor every five years. An Attestation or Affidavit of Good Moral Character must be completed annually for each employee, volunteer, and subcontracted personnel who work in direct contact with children.

School-based programs must follow all screening requirements as required by the School Board of Broward County.

c. Minimum Age Requirement

Any person in direct supervision of the children must be at least eighteen (18) years of age and possess a high school diploma or GED.

d. Minimum Wage Requirements

The minimum salary for all MOST, CATCH Kids Club, and Inclusion Supports employees is \$15 per hour. **Please ensure you follow this requirement while creating your budgets.**

2. Staff Development and Training Requirements

Programs must employ a continuous quality improvement model that includes appropriate staff recruitment, training, coaching, and supervision to promote positive outcomes for program participants and a healthy and supportive work environment. CSC offers a menu of training opportunities to support staff development and professional growth. These trainings are offered at no cost; however, the provider should budget salaries for the hours when staff are attending trainings.

MOST direct service staff (including program supervisors) shall complete the following trainings once during the 4-year RFP cycle. (These training requirements do not apply to CATCH Kids Club contract staff or Inclusion Supports contract staff.)

- Supporting Literacy in School-Age Programs (SLSA) Course (5-hour online module training: <https://www.myflfamilies.com/service-programs/child-care/training-alerts/SLSA.shtml>)
- Behavior Management Training/Group Control training (how to effectively lead groups)
- Trauma-Informed Care
- CATCH training
- PATHS beginner training for new staff
- PATHS advanced trainings, as applicable
- PBL training
- Youth Mental Health First Aid
- Implicit Bias/Racial Equity training
- Racial Equity Workshop (2 days) (**This is required for Site Supervisors and higher.**)
- Inclusion training

*Additional training may be required upon CSC request

The required training for staff and supervisors will be formal training through the CSC Training Collaborative or another CSC-approved agency. CSC offers all required trainings (**with the exception of the SLSA training**) at no cost to CSC contracted provider program staff. To access the CSC's Training Calendar, visit us at <http://training.cscbroward.org/>.

M. MEASURING IMPACT & CONTINUOUS LEARNING

CSC takes an equity-driven approach to outcomes that deepens funder-provider-participant mutual accountability in designing and delivering services. This approach elevates provider and participant voice, increases provider flexibility, and encourages the application of local experience and expertise in customizing programs to achieve participant outcomes.

The need for quality, out-of-school time programs is clear in Broward County. CSC seeks to partner with providers to achieve positive participant outcomes and maximize program impact. In order to improve community conditions and promote the success of children living in economically disadvantaged neighborhoods, it is important to understand how measuring progress and impact plays a pivotal role in service delivery. Providers

must assess how their program is making a measurable difference not only through the provision of services but also by emphasizing the results of those services and the lived experience of the participants and practitioners. This process is inherently dynamic, as measuring and analyzing the results of a program leads to continuous learning about the program, services, participants, and larger community. We may know services are working if we see positive and significant differences in the data that indicate participants are better off as a result of the service. If data does not support a particular service delivery as successful, then it is an opportunity to course correct and identify adjustments that can be made to better serve participants and ultimately achieve longer term outcomes, goals, and overarching impact. The following chart demonstrates the dynamic process of measuring impact:



In an effort to continually learn together to achieve the best results for the children and families of Broward County, CSC enhanced the integration of participant outcomes throughout the contracting process and ongoing service delivery relationship in order to promote the successful achievement of program goals and improved systems and communities. CSC seeks to fund programs that follow evidence-informed practices, but also acknowledges that even evidence-based programs must be adapted to local context in order to be successful. CSC values providers as partners in selecting performance measures and analyzing and discussing participant outcome data. Together, this data collected on participant progress and program impact is intended not only to demonstrate the program’s results, but also to be used as a tool throughout program implementation to inform real-time program, system, and community improvements. Some performance measures (“Accountability Outcomes”) will be used to evaluate programs for contract renewal; whereas others (“Learning Outcomes”) will be used in tandem with additional quantitative or qualitative data for program improvement. Both will contribute to continuous learning to improve results and impact.

1. **Accountability Outcomes**

To effectively evaluate programs, it’s important to align service delivery with intended goals and carefully consider what the expected results of a program’s specific resources and activities are.

	Inputs	Outputs	Short-Term Outcomes	Long-Term Outcomes	Goal
Definition	The resources used and activities deployed to deliver a program	The immediate tangible products of program activities	The near-term changes that are expected to result from a program	The secondary or persistent changes that are expected to result from a program, often realized after services end	The over-arching desired program impact
Example	Literacy component as part of services.	Daily literacy activities such as reading circles, read alouds, reading buddies, etc.	Increased grade appropriate literacy levels.	Promotion to the next grade level.	Increased high school graduation rates.

Performance measures have been consistently collected from CSC-funded service providers to evaluate the success of out-of-school time programming to facilitate protective factors which can reduce dropout rates in high school. Specifically, the performance measures serving as Accountability Outcomes have included assessment of: (a) homework completion, (b) academic performance and/or skills, (c) safety while in care, and (d) social interactions. These Accountability Outcomes are expected to remain the same for proposed programs; however, measures and assessment tools may change to meet the specific needs of a program model and population (See “MOST Performance Measures Chart” and “Inclusion Supports Performance Measures Chart” Attachments). The following graphs display performance trends for General Population (GP), Special Needs (SN), and Inclusion Supports.

Performance measures for MOST GP have consistently met or exceeded Council goals in the past four fiscal years*



Performance measures for MOST SN have consistently met or exceeded Council goals in the past four fiscal years*



Performance measures for Inclusion have consistently met or exceeded Council goals in the past three years



2. Learning Outcomes

Along with using Accountability Outcomes to evaluate program success and impact, CSC recognizes that there are multiple ways in which programs can demonstrate progress and various types of data that can be collected to inform program, system, and community improvements. Providers and direct service staff have a unique and valuable perspective on the details of providing services to program participants, including micro- and macro-level barriers that participants and the community are facing. Providers often collect participant data beyond what is contractually obligated to inform their work and improve services. For example, some providers administer surveys to facilitate school principal feedback for their programs, but this data is not reported to the CSC in a systematic fashion and not used for performance measurement. Additionally, some providers capture literacy improvement measures to gauge the efficacy of their programmatic efforts over time and/or teacher job satisfaction surveys to help ameliorate turnover rates, but this data is also not reported directly to CSC as a performance measure. Through additional data collection and analysis, with the assistance of CSC staff, programs and staff can more distinctly see the positive difference they make in the lives of their clients which leads to increased staff retention in social service agencies (Stalker, et al., 2007). Most individuals who witness positive community outcomes because of their work will, in turn, increase engagement and satisfaction in their positions.

CSC values providers as partners, not only in service delivery to the community, but also as co-researchers in identifying community needs and the service components that most effectively address those needs. In addition to the standardized list of Accountability Outcomes (performance measures) that providers are required to report, CSC invites providers to suggest 1-3 additional measures that they would like to track to provide a fuller picture of the program. These measures, known as “Learning Outcomes,” will be used to generate discussion in “Making Meaning” sessions and will support continuous learning and improvement. Learning Outcomes will not be Accountability Outcomes or be considered in contract renewal discussions. Learning Outcomes may include additional data that the provider will collect, or they may be measured by existing, inter-agency administrative data that CSC Broward can access and share. These outcomes can potentially inform future program evaluation methods, service delivery implementation, and system and community improvements. To determine possible learning outcomes, it is important to engage direct service staff in their day-to-day expertise of delivering services to program participants. Their knowledge and curiosity about their work with young people can lead to a variety of questions that can be addressed through the development of a learning outcome and ultimately result in stronger data-driven decision-making.

Learning Outcomes Examples:

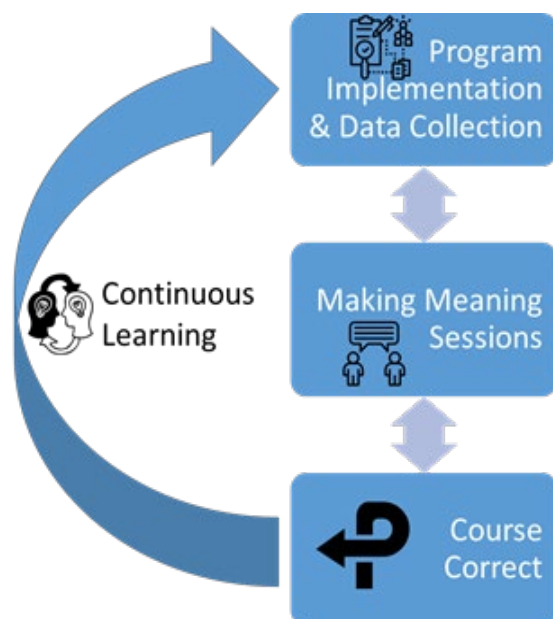
- A provider may elect to track barriers to participants fully engaging in reading and literacy opportunities as a provider-reported Learning Outcome.
- A provider may propose co-designing and collecting data using a qualitative tool to assess how well teachers and counselors are addressing the needs of program participants as a joint venture with CSC research staff.
- A provider may want to analyze academic gains across specific variables (i.e., look at performance for participants broken down by race/ethnicity, etc.) as a provider-reported Learning Outcome.

Specific data sources and data sharing for measuring Learning Outcomes will be defined and agreed to between parties before services begin. Additionally, providers who elect to pursue Learning Outcomes will receive extensive technical assistance from and work alongside CSC staff to carefully codetermine the process for data collection, reporting, and analysis. Together, this data collected on the progress of the program and its impact is intended to be used as a tool throughout program implementation to inform real-time program, system, and community improvements in pursuit of the best outcomes for young people.

3. Continuous Learning

Through experience, CSC has learned that collective impact and social change are not static. Addressing challenging social and service system issues requires continuous improvement by the funder, provider, and participants that is informed by data, local knowledge, and participant voice. As such, CSC will partner with providers to learn “what works”. Together, CSC and providers will examine information discovered during program implementation and through the collection of Learning Outcomes, where applicable, and put that information into action through program changes, best practice sharing across providers and agencies, and advocacy efforts.

CSC expects to work closely with providers on a regular basis to review this information and discuss implications, concerns, and solutions. Regular examination and discussion is key to fully comprehending the data and information gained through the Learning Outcomes process and through systematic provider and participant feedback. Additionally, CSC recognizes that an essential component of continuous learning includes the sharing of information and ideas with the provider community and with the community at large. CSC encourages providers to participate in “Making Meaning” sessions throughout the contract year to share experiences of program implementation and qualitative and quantitative data collection to explore best practices across providers. These sessions will also be an opportunity to discuss possible solutions and changes that need to be implemented on a programmatic, systems, and community level to maximize participant outcomes and community improvements.



N. PERFORMANCE ACCOUNTABILITY

1. Results Based Accountability (RBA) Framework

In order to achieve sustained, community-wide improvements in child and family well-being, agencies and programs need to participate in collective impact processes. Collective impact includes sharing results, sharing data, sharing strategies and best practices, and mutual accountability (Kania & Kramer, 2011). The Broward County Children's Strategic Plan and Results Based Accountability (RBA) (Friedman, 2015) provide the framework for the child-serving community's collective impact process. The Children's Strategic Plan consists of leaders and program staff across agencies and sectors who work together to achieve improved results. RBA provides a plain language framework comprised of two perspectives – population-level results and agency performance measures. In this procurement, the **"Desired Population"** sections provide an overview of the characteristics of the population to be served. Also included are strategies to improve results, which include evidence-informed practices, program components, and approaches that have research pointing towards their effectiveness. Agency performance measures are required for all funded proposals to answer three key questions: How much did we do? How well did we do it? Is anybody better off? These required program evaluation components provide data to the CSC, and the collective impact process on the effectiveness of the agency's program, including the number of youth and/or families served, the amount of services provided, program monitoring, satisfaction surveys, and performance outcomes. Based on CSC's commitment to learning with providers and participants ways to create more equitable systems and communities, learning outcomes will be co-created with providers to gather and aggregate the lived experiences of program participants to share with system and community partners based on their curiosity.

2. Performance Measurement

Providers will be expected to meet the Performance Measures (Accountability Outcomes) included in the **"Attachments"** section of this procurement. Agencies shall ensure that pre, mid, and post-testing is administered at the appropriate intervals as directed by the CSC using approved tools. The Provider shall submit **pre-, mid-, and post-test participant Performance Measurement data in SAMIS and/or other formats provided by the CSC, in accordance with timeframes as prescribed by the CSC and referenced in all funded contracts.** Failure to conduct pre, mid, and post-testing and/or provide subsequent performance measure data may result in a moratorium on CSC funding. Accountability Outcomes include (1) how much did we do, (2) how well did we do it, and (3) is anyone better off. Learning Outcomes include system improvement and provider-identified outcomes that identify opportunities to learn more about what works and what could work.

a. How Much Did We Do?

- **Statistical Demographic Report:** The provider agrees to maintain and report (where applicable) information on participant demographics which includes partial social security number, age, gender, race, cultural influence, ethnicity, language spoken at home, country of birth, parental marital status, education levels and status in SAMIS or other format provided by, or approved in writing by, the CSC. The provider agrees to track overall participant household income, other benefits received, types of services provided, and other information as required by the CSC.
- **Internal Documentation**
 - Units of services provided and appropriate backup documentation
 - Participant files as required, and other service documentation
 - Participant billing and payment records to include any third-party reimbursement
 - Personnel files, including hiring records, job descriptions, policies, training records, and evaluations
 - Information about referrals
 - Participant/parent information release forms

b. How Well Did We Do It?

- **Monitoring:** Monitoring of programs contracted through this competitive procurement will be conducted by CSC staff and/or outsourced CSC consultants. However, as a supporter of local social service joint monitoring initiatives, CSC monitoring may be conducted in collaboration with

other funding bodies, with the intent to reduce duplication and promote cooperation. The Provider shall submit pre, mid, and post-test data via the SAMIS Performance Measurement (PM) Module in accordance with timeframes prescribed by the CSC. Additionally, the Provider shall close cases via the SAMIS Case Data Gatherer (CDG) Module in a timely manner and with accurate closing reasons.

The Provider shall make all records and services pertaining to eligible participants available to inspection, review, and/or audit at all times at any location or service delivery site as specified by the CSC. Required internal documentation may include, but is not limited to, the following: sign in/sign out service documentation; personnel records of staff involved with the program; daily activity log schedules and monthly calendars; training modules; participant satisfaction surveys; pre, mid, and post evaluations and/or outcome tools (as applicable); follow-up/statistical data logs; and participant files.

Monitoring and other reports promulgated by the CSC and/or other social service funding agencies and achievement of contract and performance requirements, timeliness of requested information, and fiscal stability shall be considered factors in evaluating future funding requests.

- **Participant Satisfaction Surveys:** CSC may conduct random satisfaction surveys with parents and youth which are collected, analyzed, and shared with the provider to encourage program improvements.

c. Is Anyone Better Off?

The provider shall submit participant Performance Measurement data, in SAMIS and/or other format provided by the CSC, within time frames specified by the CSC. The Provider shall also report any barriers experienced in outcome reporting. The report should also include any noteworthy activities that have occurred during the term of this Agreement. Providers will use the SAMIS PM: Admin Point Board and/or the SAMIS Consolidated Reports to ensure administration points are completed, service components are attached, and cases are appropriately closed.

d. How Can We Improve Systems and Programs?

The Provider shall submit data from Learning Outcomes on system barriers, challenges, and opportunities as evident in the service participant's lived experience. For example, transportation, eligibility requirements, child care policies, agency practices, etc., are examples of system barriers. Aggregate, de-identified lived experience data will be shared with relevant Broward Children's Strategic Plan committees, advisory boards and/or elected bodies to improve system and community conditions.

SECTION II. IMPORTANT PROCUREMENT INFORMATION

A. CONE OF SILENCE

The Cone of Silence is designed to protect the integrity of the procurement process by shielding it from undue influences prior to issuing a recommendation for contract award. It shall begin at the time of advertisement of the competitive procurement and end when the Children's Services Council makes its final funding determinations.

Once the Cone of Silence is imposed, potential bidders, vendors, service providers, and consultants cannot communicate regarding this competitive procurement with:

1. Children's Services Council professional staff, the Chief Executive Officer and his/her staff;
2. Children's Services Council Members; or
3. Review committee members

B. PRE-BID CONFERENCE

Important Note: The Pre-Bid Conference will be held virtually via Zoom. Please use the following link to register: <https://cscbroward.zoom.us/meeting/register/tZMvce2srjMtGNWX5fa4ip6LonnQBbDAI2m>

Attendance at the Pre-Bid Conference is not mandatory, but interested applicants are strongly encouraged to participate. The Pre-Bid Conference will be conducted virtually on **November 3, 2021, at 1:30 p.m.** via Zoom. **You are encouraged to download and print a copy of the RFP for your reference during the virtual Pre-Bid Conference.**

The conference provides an opportunity for organizations to seek clarification about any programmatic or technical requirements referenced in the procurement. **It is the only opportunity to receive verbal instructions or verbal information** regarding the services to be procured, the desired populations, contractual expectations, budget parameters, and other critical service delivery requirements. **Fiscal Sponsors are strongly encouraged to attend the Pre-Bid Conference in order to thoroughly understand the nature of the Fiscal Sponsor relationship.**

No verbal inquiries will be entertained after the close of the Pre-Bid Conference. **Written questions regarding the application can be submitted through CAPS from November 3, 2021, at 4:00 p.m. until November 5, 2021, at 4:00 p.m.** In order to submit a question in CAPS, click on the “Ask a Question” link at the top of the application page.

A response to all written and verbal questions will be posted in CAPS under the “Solicitation Attachments” section by **November 12, 2021.** **The responsibility to access this information is with the applicant.**

C. SUBMISSION OF APPLICATIONS THROUGH THE CONTRACT ADMINISTRATION AND PROCUREMENT SYSTEM

Applications must be submitted through CSC’s web-based Contract Administration and Procurement System (CAPS). Training on CAPS will take place during the Pre-Bid Conference. A training video is also available anytime at <https://www.cscbroward.org/ProcurementsFundingOpportunities>.

Technical assistance on the use of CAPS will be available until the deadline for submission of RFP applications by submitting an email request to helpdesk@cscbroward.org. Although CSC will strive to respond promptly, an immediate response to technical assistance requests on the use of CAPS cannot be guaranteed. Additionally, technical assistance will only be available during regular business hours. Applicants should be aware of these limitations and the deadlines listed under the “**Timetable/Important Dates**” section of this procurement.

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

D. AGENCY FINANCIAL VIABILITY SECTION SUBMISSION

Application submission through CAPS requires that the most recent audited or reviewed financial statements for the agency be submitted **PRIOR** to the RFP application submission. The most recent audit is defined as an audit that covers the agency’s latest fiscal year-end and must be completed and available within 180 days from the date of the agency’s fiscal year-end. See the “**General Fiscal Requirements/ Financial Viability Test/Fiscal Sponsors**” section of this procurement for more information on this requirement. Agency financial statements must be submitted in CAPS in the “Agency Financial Viability” section by the “Agency Financial Viability” section deadline.

If an applicant is currently funded by the CSC and has already submitted the agency’s most recent audited or reviewed financial statements to the CSC, the applicant **must** indicate this by checking the appropriate box in CAPS in the “Agency Financial Viability” section. This must be completed by the “Agency Financial Viability” section deadline.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor, or if an applicant is not currently funded by the CSC but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency’s financial statements. However, the applicant **must** indicate the agency is using or will be

obtaining a Fiscal Sponsor by checking the appropriate box in CAPS in the “Agency Financial Viability” section. This must be completed by the “Agency Financial Viability” section deadline.

Based on the audited or reviewed financial statements submitted, CSC will perform the Financial Viability Test, which determines the maximum funding that may be awarded to an agency. The Financial Viability Test outcomes vary and may result in funding limitations or the requirement of a Fiscal Sponsor. If there are limitations, the applicant can only be funded up to the limit across all programs (i.e., agency-wide), as noted in the policy. If the applicant chooses to use a Fiscal Sponsor, who passes the Financial Viability Test without limitations, there would be no funding restrictions. See the **“General Fiscal Requirements/Financial Viability Test/Fiscal Sponsors”** section of this procurement for more information on this process.

After the initial review of the audited or reviewed financial statements, CSC allows for a Financial Viability Review Period for clarification or to provide additional financial information, as requested. This period will also allow the agency to obtain a Fiscal Sponsor, if needed. **CSC will respond with the results of the Financial Viability Test by the date specified in the “Timetable/Important Dates” section of this procurement. Applicants will receive an email with the results and will also see the results once they log into their application in CAPS. It is the applicant’s responsibility to check the system for their results and respond, as applicable.**

If an applicant requires a Fiscal Sponsor, the applicant must indicate the Fiscal Sponsor the agency will be using in the “Add Fiscal Sponsor” section in CAPS. This will generate an email to the chosen Fiscal Sponsor with a link to the Fiscal Sponsor section of the applicant’s application in CAPS. The Fiscal Sponsor will then need to enter their audited financial statements into this section by the date specified in the **“Timetable/Important Dates”** section of this procurement.

An agency that does not complete and submit the “Agency Financial Viability” section in CAPS by the deadline will not be able to submit an application for this procurement. If the agency is not certain it intends to apply for this procurement, it is still highly recommended that the agency complete and submit this section by the deadline so that they have the opportunity to proceed with the application process should they decide to do so.

Fatal Flaw: RFP applications cannot be submitted unless the **“Agency Financial Viability”** section in CAPS has been completed and submitted by the 4:00 p.m. deadline on November 16th, 2021. (See the **“Timetable/Important Dates”** section of this procurement).

E. APPLICATION SUBMISSION COMPONENTS

When submitting an application through CAPS, the following documents will be required:

1. The **Certification of Accuracy and Compliance**, which must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. If there is to be a Service Provider/Fiscal Sponsor relationship, the Certification of Accuracy and Compliance must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated and uploaded into CAPS.** If applicable, the names of all parties participating in a Joint Proposal must be included on this document.
(Note: This document will be available to download in CAPS.)
2. An original, signed **IRS W-9** form. (Note: This document will be available to download in CAPS.)
3. An agency **organizational chart** indicating where the proposed program would report within the agency. If there is to be a Service Provider/Fiscal Sponsor relationship, an organizational chart for the Fiscal Sponsor will also be required.
4. Page 1 of the agency’s **211 Organizational Profile** on file with 211/First Call for Help, if applicable. Requirements are fully described under the **“Organizational Profile”** section of this procurement.
5. **Non-CSC monitoring reports and/or outcome performance data** for similar services completed within the past twelve (12) months, if applicable.
6. **Memorandums of Agreement** for site use if the site locations proposed are not under the direct control of the applicant and/or **Principal Authorization Letters** for proposed school-based sites.
7. A line-item **budget** for all requested funding. (See “Program Budget Form” and/or “Out-of-School Time (OST) Program Budget Form” Attachment.)

Applications must be submitted to CSC through CAPS by **4:00 p.m. on December 13, 2021**. The system will not allow any submissions after the deadline has passed. The CSC and CSC staff shall not be held responsible for applicant's failure to meet date and time deadlines.

Fatal Flaw: Applications cannot be submitted after the 4:00 p.m. deadline on December 13th, 2021. (See the "Timetable/Important Dates" section of this procurement.)

Although the following list of items are not required for your proposal, please note that if funded, you must provide the following to CSC prior to contract execution:

- Current Insurance Certificate (with professional liability coverage)
- Current Signature Authority
- Current Board Information (List of members)
- Client Non-Discrimination Policy
- Incorporation Certificate (where applicable)
- 501(c) 3 status from IRS (where applicable)
- Equal Employment Opportunity/Affirmative Action Policy
- Americans with Disabilities Compliance Policy
- Women/Minority Business Certificate (where applicable)
- Drug Free Workplace Policy

The person that you list on the Certification of Accuracy and Compliance under "Proposal Contact" is the person who will be contacted for any Cures and to inform the applicant of their scheduled interview day and time, so ensure that this individual is available during the Cure period. All applying agencies are solely responsible for contact availability via e-mail and telephone during this Cure period. Failure to receive CSC notification of Cure issues is not subject to appeal.

F. TERMS OF AGREEMENT

Contract amounts and terms will be negotiated and approved prior to contract execution. The option to renew shall be at the sole and complete discretion of the CSC, and subsequent renewal periods may be subject to renegotiated performance measures and contractual terms. Unsatisfactory performance as determined by CSC staff may result in corrective action and termination of the contract if non-compliance persists and may be a factor in future funding opportunities. **The terms and conditions of the CSC Core Contract, included in the "Attachments" section of this procurement, are not negotiable, and submission of a proposal by an organization shall constitute acceptance of those terms and conditions. All potential applicants should ensure appropriate internal and legal review of the terms and conditions prior to a decision to submit a proposal for CSC funding. A Core Contract modified for governmental entities or hospital districts is available upon request.**

1. MOST Inclusion (Year-Round), MOST Special Needs (Year-Round)

The initial term of service for contracts awarded under this procurement is August 1, 2022 (June 1, 2022 if a start-up period is needed), through September 30, 2023. Contract awards may be eligible for up to three (3) renewal periods, contingent upon, but not limited to, availability of funding, history of performance outcome achievement, past programmatic performance, agency viability, and successful negotiation of programmatic and budgetary issues as follows:

First Optional Renewal:	October 1, 2023 - September 30, 2024
Second Optional Renewal:	October 1, 2024 - September 30, 2025
Third Optional Renewal:	October 1, 2025 - August 31, 2026

2. MOST Inclusion (Summer-Only), MOST Special Needs (Summer-Only)

The initial term of service for contracts awarded under this procurement is April 1, 2023, through August 31, 2023. **This extended period will allow for Summer-Only staff to be trained in PBL, Inclusion Supports, and Behavior Management.** Contract awards may be eligible for up to three (3) renewal periods, contingent upon, but not limited to, availability of funding, history of performance outcome achievement, past

programmatic performance, agency viability, and successful negotiation of programmatic and budgetary issues as follows:

First Optional Renewal:	May 1, 2024 – August 31, 2024
Second Optional Renewal:	May 1, 2025 – August 31, 2025
Third Optional Renewal:	May 1, 2026 - August 31, 2026

3. CATCH Kids Club, Inclusion Supports

The initial term of service for contracts awarded under this procurement is August 1, 2022, through September 30, 2023. Contract awards may be eligible for up to three (3) renewal periods, contingent upon, but not limited to, availability of funding, history of performance outcome achievement, past programmatic performance, agency viability, and successful negotiation of programmatic and budgetary issues as follows:

First Optional Renewal:	October 1, 2023 - September 30, 2024
Second Optional Renewal:	October 1, 2024 - September 30, 2025
Third Optional Renewal:	October 1, 2025 - August 31, 2026

SECTION III: BUDGET INFORMATION

A. CONTRACT AND METHOD OF PAYMENT

The line-item budget provided to support the proposed unit cost, including costs associated with necessary service documentation requirements, is subject to CSC negotiation and approval. Cost justification and budget calculations must be shown on the budget forms.

1. Start-Up Expenses:

For CATCH Kids Club/Inclusion Supports: To fully operationalize a program, Providers may request a start-up period so that staff members may be hired and trained, sites prepared, curriculum/materials purchased, and participants recruited prior to direct service delivery. Expenditures associated with this initial phase should be included within the Start-up budget and budget narrative. Only costs incurred on or after the contract effective date and on or prior to the end of the first 90 days of the contract period shall be eligible for start-up payment, which is paid on a cost-reimbursement basis. It is expected that start-up costs will be minimal for proposals awarded to providers offering services at current locations already funded by the CSC.

For all MOST programs: To fully operationalize a program, Providers may request a start-up period so that staff members may be hired and trained, sites prepared, curriculum/materials purchased, and participants recruited prior to direct service delivery. Expenditures associated with this initial phase should be included within the Start-up budget and budget narrative. Only costs incurred on or after the contract effective date and on or prior to **July 31, 2023**, shall be eligible for start-up payment, which is paid on a cost-reimbursement basis. Start-up expenses may be included in both the school year and summer budgets. It is expected that start-up costs will be minimal for proposals awarded to providers offering services at current locations already funded by the CSC

- 2. Value-added:** Costs associated with program enhancement activities may be incorporated into the operating budget as value-added components and should be described within the body of the proposal. Value-added funding may be used creatively to support the goals of the program and improve participation and commitment. Examples include food/refreshments for family engagement activities, costs for family bonding activities, and pro-social activities for participants. Value-added funding should be reflected in the budget form and the proposed uses of value-added funding, method for cost estimates, and calculations should be shown in the budget narrative. Value-added expenditures are paid on a cost reimbursement basis.
- 3. Transportation:** As the CSC prefers to fund direct services for youth, proposals that include daily transportation costs must provide a clear rationale for the request and explain why the provider is unable to partner with other entities for the daily transportation. Transportation costs will only be considered under this RFP if they follow the CSC Guidelines for Transportation. Proposals including daily

transportation must enter this cost into the CSC Budget using the Federal mileage reimbursement rate or lower. Transportation expenditures are paid on a cost reimbursement basis. Please see the “CSC Guidelines for Transportation” Attachment.

4. **Out-of-School Time Fees (OST):** The CSC will pay for allowable out-of-school time site fees. OST Fees are paid on a cost reimbursement basis. Refer to **Section I.G.6. Broward County District and Charter School Site Fees** for more information.
5. **Capital Equipment:** Capital equipment is tangible property having a life expectancy of more than one year and having an acquisition cost of \$1,500 or more per item. Such items can be purchased or leased, but the equipment must be necessary for successful program operation and the need for the equipment must be clearly justified in the budget narrative. Capital equipment costs are paid on a cost reimbursement basis. Providers of currently funded programs may request replacement equipment for items more than three years old.

Note: Start-up, value-added, transportation expenditures, OST fees, and capital equipment are not included in the development of unit cost amounts. Payment for authorized and expended start-up, value-added, transportation expenditures, OST fees, and capital equipment will be on a cost reimbursement basis. Please see the related attachment for more information regarding Flex Funds and Value-Added Guidelines.

6. **Units of Service:** Expenses that are not reimbursed on a cost reimbursement basis are rolled up into a unit cost. (Expenses included in determining the unit cost include costs such as salaries and benefits, local travel, field trip fees, space and utilities, and materials and supplies.) Operational costs under the contract are reimbursed through Units of Service. Provider payments will be made on a monthly basis, derived from Provider invoices reflecting services/goods delivered in accordance with the cost reimbursement expenses and units of service approved in the final budget for the signed contract with the Provider. Unless otherwise directed by CSC, agencies are not paid for participants who do not attend sessions. Payment is contingent upon submission of complete and accurate data and back-up documentation, as required. No invoices will be processed for payment if the invoices and/or other required backup documentation is not complete and accurate. Contracts for funded projects will require the Provider to pursue third party, Medicaid, and participant payments (where applicable). Any participant fees (including registration fees, membership fees, and parent fees) collected must be deducted from the Providers’ monthly invoices.

The CSC’s contract with selected Provider(s) will identify the maximum number of units which can be billed to the CSC by the Provider under the contract. The proposed cost per unit to be provided must be based on a line item budget that supports the proposed costs and has been developed in accordance with generally accepted accounting practices. Cost and budget calculations must be shown on the appropriate forms.

While CSC recognizes that case preparation, clinical or staff supervision, travel, and other administrative support tasks take time, they are NOT billable separately as direct service units as the cost of these services is incorporated into the specific units of service outlined below. The CSC will pay the provider for allowable Units of Service expenditures in accordance with the approved budget and budget narrative. Group unit of service documentation must be timed in and out and include, at a minimum, a client attendance sign-in sheet, event agenda, and a summary of topics discussed for each group session as back-up documentation for group units.

B. SAMPLE UNITS OF SERVICE

Samples of Units of Service for this contract are defined below. Units of Service for individual contracts will be determined as part of the contract negotiation process.

MOST – Inclusion (formerly known as MOST GP)

1. **Afterschool Day - INCL (Unit type #9220) and Afterschool Day-CRA (Unit type #9201):** One (1) unit of Afterschool Day is defined as a minimum of two (2) hours per child per day of afterschool care on

regular school days or on days of early dismissal. Attendance of each participant must be timed in by a staff member and out in writing each day by an approved parent or parent designee. Partial attendance of one (1) or more hours may be billed at a single partial rate of 50% of the approved unit rate.

2. Non School Day - INCL (Unit type #9221) and Non School Day CRA/Full Day CRA (Unit type #9200):

One (1) unit of Non School Day is defined as six (6) or more hours per child per day on non school days such as teacher planning days and holidays, during the school year and during the summer. Attendance of each participant must be timed in and out in writing each day by an approved parent or parent designee. Partial attendance of three (3) or more hours may be billed at a single partial rate of 50% of the approved unit rate.

MOST - Special Needs

1. Afterschool Day - SN (Unit type #9222) and Afterschool Day - Ratio Difference - SN (Unit type #9222B):

One (1) unit of Afterschool Day - SN is defined as a minimum of two (2) hours per child per day of afterschool care on regular school days or on days of early dismissal. Attendance of each participant must be timed in by a staff member and out in writing each day by an approved parent or parent designee. Partial attendance of one (1) or more hours may be billed at a single partial rate of 50% of the approved unit rate.

2. Non School Day - SN (Unit type #9223) and Non School Day - Ratio Difference - SN (Unit type #9223B):

One (1) unit of Non School Day - SN is defined as six (6) or more hours per child per day on non school days such as teacher planning days and holidays, during the school year and during the summer. Attendance of each participant must be timed in and out in writing each day by an approved parent or parent designee. Partial attendance of three (3) or more hours may be billed at a single partial rate of 50% of the approved unit rate.

COVID-19 Units

1. Virtual Education Session (Unit type 9225):

One (1) unit of Virtual Education Session is defined as one (1) hour per youth per day of virtual services. Attendance of each participant must be timed in and out. Partial attendance of one-quarter (1/4) or more hours may be billed at a single partial rate of 25% of the approved unit rate. In SAMIS, this Unit of Service (UOS) shall be attached to the Designated Participant.

2. Outreach (Unit Type # 9164):

One (1) unit of Outreach is defined as contact with an individual (e.g., parent, child's teacher) on behalf of a child which addresses needs, academics, or other issues related to the child. This unit may also be used to document delivery of food or academic materials to the youth. In SAMIS, this Unit of Service (UOS) shall be attached to the Designated Participant.

CATCH Kids Club units will be negotiated with the agency recommended for funding.

Inclusion Support units will be negotiated with the agency recommending for funding.

C. REQUIRED MATCH/ALLOWABLE ADMINISTRATIVE COSTS

The CSC seeks to fund projects that it can expect to operate in a fiscally sound manner. Therefore, there is a funding requirement of a **5% match** for all funding provided through the CSC. It is required that, at a minimum, 5% of the total grant dollars requested from the CSC be provided by any lead agency, and/or other partners involved in a CSC-funded project.

Match can be provided as cash or an in-kind contribution. Match must be directly related to the operation of the program(s). Acceptable cash match may include matching funds from another unallocated source which directly supports the program(s). Parent fees are not allowed as cash match. Acceptable in-kind contributions may include volunteers, administrative overhead, and equipment or space dedicated to the project.

Subject to sufficient justification, negotiation, and approval by the CSC, **Applicants may request up to 12% of the total direct service cost** in Administrative costs to manage the project. Administrative costs support the operation of the entire agency as a whole. For example, a receptionist answering all incoming calls, the cost of doing payroll for the entire agency, and staff and management staff salaries could count as administrative costs.

A line item budget supporting any requested administrative costs must be provided, with justification. However, **no portion of the administrative cost received from the CSC may be used to satisfy the match requirement.** For example, the cost of payroll expenses cannot be claimed as administrative costs and also provided as the matching contribution.

Match Policy Waiver: The CSC reserves the right to waive any portion or the entire match requirement for any program which uses CSC funds to leverage additional funds from other organizations which are equal to, or greater than, the amount requested through the CSC, or in the event of special circumstances as determined by the CSC.

Actual Expenditure Report: The Provider will be required to submit to the CSC an Actual Expenditure Report which reports, by budget line item, actual expenditures incurred in the performance of the contract. The report shall be submitted in the SAMIS Budget to Actual module. Such expenditure information will be used to compile historical unit cost data and to analyze appropriate funding levels. The Actual Expenditure Report shall be submitted by the Provider to the CSC within sixty (60) days following the end date of the contract.

SECTION IV: GENERAL ADMINISTRATION INFORMATION

A. PROHIBITION ON LOBBYING

Applicants are hereby advised that, pursuant to CSC By-Laws:

The CSC shall not award funding to an organization, person, or entity which has hired a person, whether directly or indirectly, or consented to or acquiesced in the employment of a person, whose principal responsibilities are to lobby a member of the CSC on behalf of the organization, person, or entity which seeks funding from the CSC. Subject to the foregoing, an officer, director, official, principal, or bona fide employee of an organization, person or entity seeking funding may engage in lobbying without payment of any compensation or reimbursement of expenses for such lobbying, whether directly or indirectly.

No monies granted by the CSC shall be used by a Provider agency to hire a lobbyist or to supplant any funds which would allow for the funding of a lobbyist. Any applicant or lobbyist, paid or unpaid, for an applicant is prohibited from having any private communication concerning any procurement process or any response to a procurement process with any Council Member or the President/CEO, CSC Staff, or any representative of the CSC, such as community members serving on one of the procurement's rating committees, after the issuance of a funding opportunity and until completion of contract award. A proposal from any organization will be disqualified when the applicant or a lobbyist, paid or unpaid, for the applicant violates this condition of the procurement process.

B. CONFLICT OF INTEREST

All applicants must disclose the nature and the existence of any relationship (a) with any Council member, officer or employee of CSC (or any of their spouses, children, parents or siblings), or (b) with any entity in which any Council member, officer or employee of CSC (or any of their spouses, children, parents or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. Such disclosure must be submitted in the Application for Funding in the relevant question on conflicts of interest.

C. POSTPONEMENT OR CANCELLATION

This procurement is subject to correction and revision by addendum, resubmission, or cancellation by CSC. If for any reason funds are no longer available to support any or all parts of the items or services listed in this procurement, CSC, at its sole discretion, reserves the right to postpone or cancel this procurement at any time. CSC may, at its sole and absolute discretion, reject any and all, or parts of any and all proposals, re-advertise this procurement, postpone or cancel this procurement process, or waive any irregularities in the procurement or in the proposals received as a result of this procurement.

D. CURE PROCESS

The CSC has established the option for applicant agencies to cure minor omissions in submitted proposals **within 24 hours of CSC notification**. The notification process is **via email and telephone call/voice mail message** with minimal turnaround time. Failure to provide the requested information within the allotted time may result in the rejection of your submission. This process is provided by the CSC as a courtesy and, as such, the CSC is not responsible for any omissions or errors in any documentation submitted by the applicant agency in response to the RFP or Cure notice.

E. RIGHT TO REJECT PROPOSALS AND WAIVE NON-MATERIAL IRREGULARITIES

CSC reserves the right to accept or reject any or all proposals, waive any non-material irregularities and technicalities, and make minor modifications; and may, at its sole discretion, request a clarification or other information to evaluate any or all proposals. CSC reserves the right, before awarding the contract, to require Applicant(s) to submit evidence of qualifications or any other information CSC may deem necessary.

Failure to have performed any contractual obligations with CSC in a manner satisfactory to CSC will be sufficient cause for disqualification. To be disqualified as an Applicant under this provision, the Applicant must have:

- Previously failed to satisfactorily perform in a contract with CSC, been notified by CSC of unsatisfactory performance, and failed to correct the unsatisfactory performance to the satisfaction of CSC; or
- Had a contract terminated by CSC of Broward, by any other county or state agency, or by any Children's Services Council for cause.

F. UNAUTHORIZED MODIFICATIONS

Any unauthorized modifications by the proposer of RFP specifications, forms, or terms may render the proposal invalid.

G. PUBLIC RECORDS

All submitted proposals and information included therein or attached thereto shall become public record upon their submission to CSC in accordance with Chapter 119, Florida Statutes. The Children's Services Council assumes and accepts no liability whatsoever for disclosure or utilization of any material submitted by the Applicant.

H. SELECTION PROCESS

All qualified proposals submitted to CSC are evaluated against all other proposals and ranked using a uniform set of criteria detailed in the Rating Tool. The Rating Committee, comprised of issue experts, community representatives, and Council members or their designee, scores each application and determines funding recommendations for all qualified proposals.

Applicants have the opportunity to give a brief presentation and be interviewed by a Rating Committee. Raters are given the opportunity to adjust the original score of each application by increasing or decreasing points based on the interviews. Such point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

Critical Note: The higher-ranking numerical scores do not necessarily assure a funding recommendation. Factors considered include, but are not limited to, past performance of individual agencies; duplication of services; proposed unduplicated number of participants; costs for services; array of services; location of services; relevant experience and qualifications; financial viability and stability of the agency; and school administration or community support, among others.

Minor inconsistencies or revisions may be addressed during the negotiation process, at the sole and complete discretion of the CSC. The CSC retains the right to accept, modify, reject entirely, or partially reject portions of an application. Appeals are limited to procedural grounds.

I. APPLICATION RATING TOOL

The rating tool provided is intended to assist applicants in writing a high-quality proposal. The tool contains specific elements that the raters will look for when scoring proposals. **Applicants are strongly encouraged to evaluate their own proposal based on the rating tool prior to submission.**

J. APPEAL PROCESS

1. An Applicant may appeal CSC funding recommendations by utilizing the following guidelines. Appeals are limited to procedural grounds.
 - a. Any Applicant who is adversely affected by a procedural determination may file a Notice of Appeal, in writing, within seventy-two (72) hours following the receipt of a Notice of Fatal Flaw or date of Award Determination. The Notice of Appeal shall be in writing and shall state the facts upon which such appeals shall be based and the issue(s) to be decided. All notices shall be directed to the President/CEO at CSC, 6600 West Commercial Boulevard, Lauderhill, Florida, 33319.
 - b. The President/CEO shall provide an opportunity to resolve the protest by mutual agreement between the parties within seven (7) working days of receipt of the formal written Notice of Appeal.
 - c. If the appeal is not informally resolved, the aggrieved party may file a written request for a formal Appeal Hearing before a Hearing Officer. A Hearing Officer shall be appointed by the CSC Chair. CSC's legal representation may be present to advise the Hearing Officer regarding hearing procedures and legal issues.
 - d. Within five (5) working days from the date of the Appeal Hearing, the Hearing Officer shall send to the Applicant a final determination consisting of its findings of fact and conclusions as to whether the procedural requirements were complied with by the CSC. Any determination of the Hearing Officer shall be final.
 - e. If, in the sole determination of the CSC that a dispute may result in a delay or interruption of services to participants, it reserves the right to contract with a contractor of choice on an interim basis to ensure the delivery of service until the appeal is resolved. The disputed dollar amount will be earmarked until the appeal is resolved. All other funds shall be available for distribution.
2. Bond/Payment
 - a. Any Applicant who files a Notice of Appeal shall provide at the time of filing the formal written protest, a cashier's check made payable to CSC in an amount equal to one percent (1%) of the proposed value of the proposal submitted, or five thousand dollars (\$5,000), whichever is less. This check shall be subject to the payment of all costs which may be adjudged against the bidder or applicant by the Hearing Officer. In lieu of a cashier's check, a surety bond may be provided, subject to the same terms and conditions stated above.
 - b. If, after completion of the hearing process and the CSC prevails, the CSC shall be entitled to recover all costs and charges associated to the appeal, including but not limited to, attorney's fees by the person protesting the decision. If any funds remain from the cashier's check after paying all costs, fees and charges associated to the appeal, any remaining funds shall be returned to the applicant/appellant.

K. TRADE SECRET AND CONFIDENTIAL MATERIALS

1. If the application includes material which is deemed a trade secret (as defined by Section 812.081, FS) or other confidential material exempt from the provisions of Chapter 119, FS, which the applicant does not wish to become public record, such trade secret or confidential material must be identified by the applicant and accompanied with the following statement included in the application: "Trade Secrets as defined by Section 812.081, Florida Statutes, or other confidential materials contained in this application shall not be used or disclosed, except for evaluation purposes." However, if a contract is awarded to this offer or as a result in connection with the submission of this program, the CSC shall have the right to use or disclose the information designated as trade secrets or confidential to the extent provided in the

contract. This restriction does not limit the CSC's right to use or disclose the information designated as trade secrets or confidential which is obtained from another source.

2. Any exemption claimed will be limited to the pertinent data/documents and must be supported by a statutory exemption. Notwithstanding anything to the contrary, nothing contained in the application shall be deemed or interpreted to restrict or prevent the CSC from complying with the disclosure requirements of Chapter 119, Florida Statutes, when material is incorrectly identified as a trade secret or confidential information. By submitting an application, the applicant covenants not to sue the CSC and waives any claim against the CSC arising under Chapter 119, Florida Statutes, or in connection with or as a result of any disclosures by the CSC in connection herewith.

L. FEDERAL AND STATE TAX

CSC is exempt from federal and state taxes for tangible personal property, sales taxes, and intangible taxes. The Chief Operations Officer will sign an exemption certificate submitted by the successful Applicant(s). Applicant(s) doing business with CSC will not be exempted from paying sales tax to their suppliers for materials to fulfill contractual obligations with the CSC, nor will any Applicant be authorized to use the CSC's Tax Exemption Number in securing such materials.

M. LEGAL REQUIREMENTS

It shall be the responsibility of the Applicant to be knowledgeable of all federal, state, county and local laws, ordinances, rules and regulations that in any manner affect the items covered herein which may apply. Lack of knowledge by the Applicant(s) will in no way be a cause for relief from responsibility.

Applicants(s) doing business with CSC are prohibited from discriminating against any employee, applicant, or participant because of race, creed, color, national origin, gender, sexual orientation, or age with regard to but not limited to the following: employment practices, rates of pay or other compensation methods, and training selection.

If funded, in accordance with Florida Statutes Section 448.095, the PROVIDER will be required to swear and affirm that it has read the following statement and that it is true:

1. Contractor/PROVIDER uses, and will use, the E-Verify system to verify the work authorization status of all newly hired employees, contractors, and subcontractors and of all employees, contractors, and subcontractors working on "federal contracts."
2. Contractor/PROVIDER does not, and will not, employ, contract with, or subcontract with an unauthorized alien.
3. Contractor/PROVIDER has obtained, and will obtain, affidavits from its applicable subcontractors swearing and affirming that such subcontractor does not employ, contract with, or subcontract with an unauthorized alien; and
4. Contractor/PROVIDER will maintain a copy of any such subcontractor affidavits for the duration of the applicable CSC contract.

N. AGREEMENT

A contract will be negotiated after the award for any work to be performed as a result of this RFP. The RFP, the proposal, and the resulting contract will constitute the complete agreement between Applicant and CSC.

O. OWNERSHIP OF APPLICATION

Pursuant to Chapter 119, Florida Statutes, all materials and supporting documentation submitted in response to the Funding Application become public record and are the property of the CSC. The CSC assumes and accepts no liability whatsoever for disclosure or utilization of material unidentified as trade secrets or confidential information.

P. PRE-CONTRACT AGREEMENT EXPENSES

Any and all expenses involved in the preparation and submission of proposals or any work performed in connection with the development and submission of proposals shall be borne by the Applicant(s). No payment

will be made for any effort required of or assumed by the Applicant(s) prior to commencement of work as defined by a fully executed contract.

Q. BACKGROUND SCREENING

Contact Florida Department of Children and Families (DCF) for information regarding Background Screening at 1-888-352-2842, www.dcfbackgroundscreening.com. All staff who have contact with clients, their records, or supervise such individuals, must comply with Level 2 background screening and fingerprinting requirements in accordance with DCF screening requirements and all applicable federal, state, county, city, and other government agency background screening requirements **prior to commencing work** pursuant to the executed contract. The program must maintain staff personnel files, in accordance with the state retention schedules, which reflect that a screening result was received and reviewed to determine employment eligibility prior to employment. PROVIDER shall re-screen each employee, volunteer, and/or subcontractor every five years.

An Attestation or Affidavit of Good Moral Character must be completed annually for each employee, volunteer, and subcontractor personnel who work in direct contact with children.

R. COMPLIANCE WITH SECTION 287.133, FLORIDA STATUTES

In accordance with Section 287.133, Florida Statutes, persons and affiliates who have been placed on the convicted vendor list may not submit responses, contract with, or perform work (as a contractor, supplier, subcontractor or consultant) with CSC in excess of the threshold amount provided in Section 287.017, Florida Statutes, for Category Two for a period of thirty-six (36) months from the date of being placed on the convicted vendor list. Any response received from a person, entity or affiliate who has been placed on the convicted vendor list shall be rejected by CSC as unresponsive and shall not be further evaluated.

S. GENERAL FISCAL REQUIREMENTS / FINANCIAL VIABILITY TEST / FISCAL SPONSORS

1. General Financial Viability & Performance Requirements

Agencies requesting or renewing funding from the CSC must:

- a. Demonstrate financial solvency utilizing a financial viability test based on audited financial statements (reviewed financial statements for the smaller agencies). See Section #2 "Financial Solvency Guidelines for Smaller Agencies" below for complete guidelines.
- b. Submit annually a copy of the most recent financial audit completed by an independent Florida Certified Public Accountant (CPA), including single audit, if applicable. The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end. For example, if your fiscal year ends on June 30, 2019, the most recent audited financial statements would have been completed and audited no later than December 31, 2019.
- c. Agencies with annual revenues greater than \$500,000 will provide an audit conducted in accordance with Generally Accepted Auditing Standards (GAAS). The audit shall be prepared using the guidelines consistent with:
 - Government Auditing Standards (GAS), issued by the Comptroller General of the United States;
 - Office of Management and Budget (OMB) Circular A-133 Audit of States, Local Governments and Non-Profit Organizations; when and to the extent such OMB Circular A-133 is superseded, the "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"); or,
 - The Florida Single Audit Act, Florida Statutes 215.97, and rules of the Auditor General of Florida.
- d. Smaller agencies (those agencies with annual revenues less than \$500,000) may submit unaudited Financial Statements reviewed by a CPA as described below in Section #2 "Financial Solvency Guidelines for Smaller Agencies".
- e. Financial Statements, pass-through funding documentation, and any supplementary financial information must be submitted in conformity with United States Generally Accepted Accounting Principles (GAAP).

- Agencies that receive Federal and/or State monies that pass through the agency, even as cost reimbursement, may submit “interim” Financial Statements reviewed by a Florida CPA in accordance with GAAP, and the CSC will conduct the Financial Viability test using the core amount.
- Supplementary financial information submitted that is not in conformity with GAAP will NOT be considered.

f. Demonstrate on-going capacity to meet CSC financial performance standards.

g. Provide a signed IRS Form W-9. A revised W-9 must be provided each time there is a change to the Agency name, IRS reporting status, or address.

2. **Financial Solvency Guidelines for Smaller Agencies**

a. If the agency has less than \$500,000 annual revenues; **and**

b. The agency’s financial statements are not yet audited by a Florida CPA.

The following guidelines would apply:

- Submit Financial Statements that have been reviewed by a Florida CPA, regardless of how long the organization has been in existence. Reviewed financial statements include a Statement of Financial Position, a Statement of Activities, a Cash Flow Statement, and Notes to the Financial Statements.
- The Financial Viability test will be conducted on the submitted Reviewed Financial Statements.
- If selected for funding, the agency must agree to provide an audit by an independent Florida CPA, within 180 days after the end of the agency’s fiscal year.
- The agency agrees to financial reporting assistance from the CSC or Designee such as a senior volunteer, if there is not a fully qualified accountant on staff.

3. **Annual Financial Viability Test for Funding Requests and Renewals**

The Financial Viability test is conducted annually on all CSC funded programs, which may result in the need for or discontinued use of a Fiscal Sponsor. The audited financial statements are subject to a financial viability test that incorporates a review of various fiscal elements which may restrict the maximum total amount that may be awarded to an agency within a single CSC fiscal year.

All funding awards, including but not limited to, initial funding, renewals, leverage, emergency and non-RFP project funding over \$80,800 are subject to the **annual** Financial Viability Test. Actual funding award amounts or renewals within these restrictions (if applicable) will then be based on recommendations from the Programmatic Rating Committee and/or CSC staff, subject to Council approval.

Supplementary financial information that has been verified by a third party may be submitted as supporting documentation for the Financial Viability test along with an explanation. Examples of supplementary financial information include, but are not limited to, updated financial statement position, business plan, financing/re-financing documents or other third-party documents. All supplementary information must be accompanied by Interim Financial Statements (including notes) that have been reviewed by a Florida CPA. The CSC will consider supplementary information in conducting the Financial Viability test at its sole discretion, as appropriate.

During a contract renewal or funding procurement process such as an RFP, the CSC may request additional clarifying information via email or phone within a specified time period. Failure to respond or provide the requested information in a timely manner may result in the agency’s application being rejected. The CSC provides the “cure” process during an RFP procurement as a courtesy only and is not responsible for notification of any other omissions or errors in any documentation submitted by the applicant agency. All applying agencies are solely responsible for contact availability during this period, and failure to receive CSC notification of cure issues are **not subject to appeal**.

The Financial Viability test is administered during the RFP proposals application process; whenever leverage or other non-RFP requests are made; and prior to each renewal period thereafter.

If an agency’s financial viability status changes during an RFP funding cycle, appropriate revisions to funding or contract terms may be necessary at the time of renewal. Financial Viability test updates are

conducted at the end of the agency's fiscal year, when audited financial statements are received within 180 days of the agency's fiscal year end. These statements are usually required in advance of CSC's annual budget retreat conducted in May. Agencies whose fiscal year end and audit schedule allow, may submit completed audits earlier if they wish to receive early notice of the financial viability test results. The test includes the following components:

- a. General Financial Information** -- includes four general criteria related to the overall audited financial statements. Each item is worth 1 point for a maximum of 4 points. The criteria consist of the following:
- The Organization received an Unqualified Opinion.
 - There is no "Going Concern" comment.
 - The Notes to the Financial Statements are complete and explanatory.
 - There are no significant "Related Party" transactions that materially affect the Financial Statements.

All agencies are strongly encouraged to have the following Financial Viability Test performed by their fiscal departments prior to submission of a proposal. Please go to the CSC website to review the Financial Review Worksheet, so that you can see how the CSC determines financial viability. It does not need to be submitted with your proposal response. The CSC Financial Viability Test is included in the "Attachments" section of this procurement.

b. Financial Ratios

- **Current Ratio** -- (Current Assets divided by Current Liabilities) This test reviews the current assets an agency has which can easily be converted into cash to pay current expenses. The higher the ratio, the easier it is to pay expenses. Current assets are defined as cash, cash equivalents, accounts receivable, prepaid expenses, inventories and other items of value that are reasonably expected to be sold or consumed within one year.

Depending on the range of the calculation, an agency may receive a certain number of points. For example, a ratio of over 150% would fall within the excellent range and the agency would receive 4 points. If the result of the calculation falls between 101% - 149% it is considered Acceptable (3 points); between 91%-100% it is Conditional (2 points); between 89%-90% it is Provisional (1 point) and under 89% it does not earn any points.

- **Months of Liquid Net Assets** -- (Unrestricted Net Assets less Property Plant and Equipment less Property Plant and Equipment Related Debt, divided by Average Monthly Expenses, where Average Monthly Expenses are calculated as Annual Expenses divided by twelve.) This test determines the number of months of expenses that can be covered by existing assets without restrictions attached to them (i.e. Restricted Net Assets or Fixed Assets).

The ranges of the calculation for this ratio are as follows: a result of greater than 2 (months) would fall within the Excellent range (4 points); between 1 – 1.9 it is considered Acceptable (3 points); between 0.5 – 0.9 it is Conditional (2 points); between 0.1 – 0.4 it is Provisional (1 point) and less than 0.1 it does not earn any points.

- **Current Liabilities as a Percentage of Annual Expenses** -- (Current Liabilities divided by Annual Expenses) This test indicates the ability of an organization to meet its current obligations. Current liabilities include accounts payable, accrued expenses and liabilities, notes payable or short-term borrowings and the current portion of long-term debt.

The ranges of the calculation for this ratio are as follows: a result less than 8% would fall within the Excellent range (4 points); between 8.1% - 10% it is considered Acceptable (3 points); between 10.1%-12% it is Conditional (2 points); between 12.1%-14% it is Provisional (1 point) and over 14% it does not earn any points.

- **Debt Ratio** -- (Total Liabilities divided by Total Assets) This test measures the proportion of assets provided by debt. Values indicate future liquidity or capacity for future borrowing.

The ranges of the calculation for this ratio are as follows: a result less than 15% would fall within the Excellent range (4 points); between 15.1% - 30% it is considered Acceptable (3 points);

between 30.1% - 50% it is Conditional (2 points); between 50.1% - 75% it is Provisional (1 point) and over 75% it does not earn any points.

The total points of these four ratios will be added for a total maximum score of 16 points for this section.

- c. **Other** -- If the agency is required to have a Single Audit, it must be free of material weaknesses or two points may be deducted.
- d. **Action** -- Once the total points are calculated the final score will determine the maximum level of funding that may be awarded to an agency over the CSC fiscal year. Actual funding award amounts for specific programs will then be determined within the restrictions listed below (if applicable) based on recommendations from the Programmatic Rating Committee and/or CSC staff, subject to Council approval.
- If the cumulative score is 14 points or over, there are no award limitations.
 - If the cumulative score falls between 10-13 points, the agency's status is considered Conditional and award amounts will be limited to a maximum of \$215,400 annually. Specific program contract(s) may also include requirements for the provider to obtain external financial technical assistance, the use of a fiscal sponsor, and/or more frequent monitoring by the CSC as appropriate.
 - If the cumulative score falls between 6-9 points, the agency's status is considered Provisional and total award amounts will be limited to a maximum \$80,800 annually. Specific program contract(s) may also include requirements for the provider to obtain external financial technical assistance, the use of a fiscal sponsor, and/or more frequent monitoring by the CSC as appropriate.
 - The funding awards to a specific agency are cumulative within a fiscal year. For example, if an agency currently has a funded program with the CSC and scores in the Provisional range, they are limited to the \$80,800 total annual award. In a subsequent year, once an agency improves their financial position such that they score higher on the annual Fiscal Viability test, the limits may be lifted.
 - Any cumulative score under 6 points requires the agency to obtain a qualified fiscal sponsor whose financial audit has no limitations. The proposed fiscal sponsor must then submit financial statements during the application process, as instructed by the CSC and pass the Financial Viability test described above without limitations. See below for more information on using a fiscal sponsor for CSC funding.
 - Agencies wishing to apply for funding beyond the restrictions resulting from the fiscal test described above, may also secure a fiscal sponsor that is able to pass the annual fiscal test without restrictions.

4. Financial Performance

All Agencies, regardless of their financial viability status described in Section #3 "Annual Financial Viability Test", are subject to annual financial performance monitoring by CSC fiscal staff pursuant to CSC contract terms. If, as a result of such monitoring, the agency is placed on a Corrective Action Plan for Financial Performance that includes significant or persistent financial or administrative performance issues, CSC may, at its sole discretion, require the agency to secure an acceptable fiscal sponsor as a condition of future contract renewal and/or future funding applications.

New RFP applicants who apply with a Fiscal Sponsor will enter into a tri-party agreement between the CSC, the applicant provider (sponsored agency) and the fiscal sponsor. Because of the lag time between applicant's submission and contract execution, if in the normal course of business, updated audited financial statements become available, the fiscal viability status will be reassessed. Depending on the outcome, a fiscal sponsor may or may not be needed for the initial contract period.

5. Fiscal Sponsor

The fiscal sponsor's role is to receive and administer funding provided by the CSC, act as a capacity building resource for the agency carrying out the program activities, and serve as the accountable Provider of record in a tri-party agreement. Fiscal sponsors acceptable to the CSC must be distinct,

legally unrelated entities that do not share staff, leadership, or Boards of Directors with the sponsored agency. In addition, according to the Pro Bono Partnership of Atlanta, best practices indicate that a good fiscal sponsor has a similar mission to the sponsored agency, a commitment to the work being funded, its own sufficient resources and staff, a history of support from funders and strong administrative policies and procedures.

Specific responsibilities of Fiscal Sponsors and Sponsored Agencies include, but are not limited to:

- Completing and submitting an application for the CSC funding using the Sponsor's organizational and financial information, as well a proposal for program activities (including a budget for fiscal sponsorship activities) responsive to the RFP or other procurement that has been collaboratively developed with the Sponsored agency.
- Signing as the accountable provider of record in the CSC'S tri-party agreement between the CSC, the sponsored agency and the fiscal sponsor.
- Signing a two-party fiscal sponsorship agreement with the sponsored agency and providing a copy to the CSC upon execution within 30 days of the start of tri-party agreement term.
- Collaboratively ensuring that CSC funds are properly utilized in accordance with the intended activities and budget set forth in the tri-party agreement.
- Provide mentoring and capacity development opportunities to the sponsored agency as needed in order to foster growth and improved future financial viability
- Keeping the CSC apprised of any and all relevant changes or developments that may affect the funds or activities outlined in the tri-party agreement.
- Collaboratively ensuring that the sponsored agency has all required and current licenses/certifications for the activities.
- Collaboratively ensuring that the sponsored agency, as well as the fiscal sponsor, maintain current insurance coverage as required by the CSC.
- Collaboratively ensuring that the sponsored agency's staff meet minimum educational, certification or other qualifying standards required by the CSC for the funded activities and that the sponsored agency maintains personnel records in a secure location.
- Collaboratively ensuring that the sponsored agency meets all its current payroll and related tax obligations as described in the final project budget.
- Collaboratively using the SAMIS system (in cooperation with sponsored agency authorized users) to submit monthly program and financial data as required as well as to submit invoices to the CSC no later than the 10th of each month.
- Transferring reimbursed funds received from the CSC to the sponsored agency within 5 business days of receipt using electronic means whenever possible.
- Maintaining complete and accurate financial records in accordance with GAAP. Working collaboratively with the sponsored agency to maintain complete and accurate records in support of reports and invoices at both agencies.
- Hosting and providing support to fiscal monitoring visits conducted at the Sponsor's headquarters, unless agreed otherwise in writing.
- In cooperation with the sponsored agency, providing appropriate support to programmatic monitoring visits conducted at the site of service delivery, unless agreed otherwise in writing.

Fiscal Sponsorship Fee: The CSC will provide an unrestricted fiscal sponsorship fee directly to a fiscal sponsor to help offset the administrative costs incurred by the sponsoring agency. The fee will be up to 7% of the total funds awarded to the sponsored agency, not to exceed \$25,000 annually. The maximum total fee amount per year is applicable to the sponsored agency regardless of the number of CSC contracts or fiscal sponsors. The fee is a fixed cost payable in 12 equal monthly installments upon submission of an invoice no later than the 10th of each month. The invoice shall include a summary of fiscal sponsorship activities carried out each month and must be signed both by the sponsored agency and the fiscal sponsor.

T. JOINT PROPOSALS

In the event that multiple applicants submit joint proposal(s) in response to this procurement, a single applicant shall be identified as the Prime Vendor/Lead Agency. If offering a joint proposal, the Prime Vendor/Lead Agency

must include the name of all parties of the joint proposal. The Prime Vendor/Lead Agency shall provide all bonding and insurance requirements, execute any contract(s), complete the required documentation, and have overall and complete accountability to resolve any dispute arising within the contract. Only a single contract with one Applicant shall be acceptable. Prime Vendor/Lead Agency responsibilities shall include but not be limited to the following: overall contract administration, oversight of preparation of reports and presentations, etc. The Prime Vendor/Lead Agency shall also prepare and present a consolidated invoice(s) for services performed. The Prime Vendor/Lead Agency shall remain responsible for performing services associated with the response to this procurement.

U. COLLABORATION

The CSC is committed to promoting the coordination of children's services in Broward County. Therefore, to maximize funding dollars, Applicants are strongly encouraged to form clearly-defined, meaningful interagency agreements with other Providers that are cost effective and provide a direct impact on participants served.

In the event that similar or complementary service approaches are proposed by different applicants, the CSC reserves the right to negotiate collaborative partnerships as determined to be in the best interests of the children and families to be served.

V. INCLUSIVE PROGRAMMING

All programs must comply with the Americans with Disabilities Act (ADA) by enrolling all children who meet its essential eligibility requirements.

Once a child is enrolled, an individualized assessment must be conducted to determine what, if any, accommodations are needed. Communication, physical accessibility, and teaching strategies are common examples of areas where accommodations may be necessary.

Providers must make reasonable accommodations to integrate children, parents, and guardians with disabilities into their programs except when to do so:

- Creates an undue financial or administrative burden; or
- Requires a fundamental alteration so significant that it changes the essential nature of the program.

A program is not required to serve a child with a disability if they pose a direct threat to themselves or others, based on actual risk, not assumptions or stereotypes. Actions leading up to denial or termination should be documented, and applied consistently.

W. ORGANIZATIONAL PROFILE

The Organizational Profile for Providers is a component of the CSC's community needs assessment process to support coordinated health, education and human services planning in the County. It is used for the purpose of collecting data for a county wide resource inventory. All funding recommendations are contingent upon a completed Organizational Profile on file with 211/First Call for Help. Therefore, applicants whose agency currently provides health, education, or human services within Broward County must have a completed and current Organizational Profile on file with 211/First Call for Help which will be verified by CSC. Assistance with obtaining the appropriate form is available by calling the Resource Specialist at 211/First Call for Help at (954) 537-0211. Funded Providers will be required to ensure that this profile is current and complete during the contract term. The Organizational Profile must be updated annually as a requirement for CSC renewal funding.

X. SUBCONTRACTING

Successful proposer shall not assign the responsibilities outlined in this procurement to another party or subcontract for any of the work described here within, without prior written approval of the Chief Program Officer (CPO). No such approval by the CPO shall be deemed in any event or in any manner to provide for the incurrence of any obligation by the CSC in addition to the total dollar amount stated in this Agreement. All such assignments or subcontracts shall be subject to the conditions of this Agreement and to any conditions of approval that the CSC shall deem necessary.

References

- Afterschool Alliance & Metlife Foundation (2014). *Afterschool supporting students with disabilities and other special needs* (Issue Brief No. 64).
http://afterschoolalliance.org/documents/issue_briefs/issue_disabilities_64.pdf
- Afterschool Alliance (2017). *Building workforce skills in afterschool* (Issue Brief No. 70).
http://afterschoolalliance.org/documents/issue_briefs/issue_workforce_readiness_70.pdf
- American Psychological Association (2009). *Children's Mental Health*. Retrieved June 30, 2021 from
<https://www.apa.org/pi/families/children-mental-health>
- Baker, S.K., Kamata, A., Wright, A., Farmer, D. & Nippert, R. (2019). Using propensity score matching to estimate treatment effects of afterschool programs on third-grade reading outcomes. *Journal of Community Psychology*, 47(1), 116-134.
<https://doi.org/10.1002/jcop.22104>
- Barker, B.S., Nugent, G., & Grandgenett, N.F. (2014). Examining fidelity of program implementation in a STEM-oriented out-of-school setting. *International Journal of Technology and Design Education*, 24, 39-52. <https://doi.org/10.1007/s10798-013-9245-9>
- Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist*, 70(4), 322-332. <https://doi.org/10.1037/a0039114>
- Bulanda, J., & McCrea, K. (2013). The promise of an accumulation of care: Disadvantaged African-American youths' perspectives about what makes an after school program meaningful. *Child and Adolescent Social Work Journal*, 95-118. <https://doi.org/10.1007/s10560-012-0281-1>
- Carsley, D., Khoury, B., & Heath, N.L. (2018). Effectiveness of mindfulness interventions for mental health in schools: A Comprehensive meta-analysis. *Mindfulness*, 9(3), 693-707
<https://doi.org/10.1007/s12671-017-0839-2>
- Collaborative for Academic, Social, and Emotional Learning. (2021). *SEL: What are the core competence areas and where are they promoted?* Retrieved July 5, 2021 from <https://casel.org/sel-framework/>
- Collaborative for Academic, Social, and Emotional Learning. (2021). *Approaches*. Retrieved June 30, 2021 from <https://casel.org/approaches/>
- Centers for Disease Control and Prevention (2019). *Preventing Adverse Childhood Experiences: Leveraging*

the Best Available Evidence. National Center for Injury Prevention and Control.

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>

Caspe, M., Woods, T. A., & Kennedy, J. (Eds.). (2018). *Promising practices for engaging families in STEM learning*. Information Age Publishing.

Cook, K. (2021). Out of School Time Programs. In *Salem Press Encyclopedia*.

Defined Learning. (2020). *Accelerating learning with meaningful project-based learning* [White paper].

Retrieved April 28, 2021 from <https://www.edweek.org/products/whitepaper/accelerating-learning-through-meaningful-pbl>

Devaney, E. & Moroney, D. (2018). *Social and Emotional Learning in Out-of-School-Time: Foundations and Futures*. Information Age Publishing.

Devick-Fry, J., & LeSage, T. (2010). Science literary circles: Big ideas about science. *Science Activities*, 47, (35-40). <https://doi.org/10.1080/00368120903383133>

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). *COVID-19 and student learning the in the United States: The hurt could last a lifetime*. McKinsey & Company. Retrieved April 28, 2021 from <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309. <https://doi.org/10.1007/s10464-010-9300-6>

EmpowerK12. (2020). *COVID-19s impact on student achievement and academic growth in DC*. Retrieved July 2, 2021 from <https://www.empowerk12.org/research-source/covid-impact-achievement-dc>

Foronda, C., Baptitise, D.L, Reinholdt, M.M., & Ousman, K. (2016). Cultural humility: A concept analysis. *Journal of Transcultural Nursing*, 27(3), 210-217. <https://doi.org/10.1177%2F1043659615592677>

Forrest-Bank, S., Nicotera, N., Bassett, D., & Ferrarone, P. (2016). Effects of an expressive art intervention with urban youth in low-income neighborhoods. *Child & Adolescent Social Work Journal*, 33(5), 429-441. <https://doi.org/10.1007/s10560-016-0439-3>

Friedman, M. (2015). *Trying hard is not good enough 10th anniversary edition: How to produce measurable improvements for customers and communities* (10th ed.). PARSE Publishing.

- Global Family Research Project (2020). *Family Engagement Storytelling Project Stands at the "Intersection of Media and Educational Justice."* Retrieved July 2, 2021 from <https://globalfrp.org/Articles/Family-Engagement-Storytelling-Project-Stands-at-the-Intersection-of-Media-and-Educational-Justice>
- Goldstein, D. (2021, April 8). Does it hurt children to measure pandemic learning loss? *The New York Times*.
- Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs: A technical report*. National Dropout Prevention Center/Network and Communities In Schools, Inc. <https://dropoutprevention.org/resources/major-research-reports/dropout-risk-factors-and-exemplary-programs-a-technical-report/>
- Hancock, D.R., & Wright, S.W. (2018). Enhancing early child development through arts integration in economically disadvantaged learning environments. *The Urban Review*, 50(3), 430-446. <https://doi.org/10.1007/s11256-017-0440-y>
- Hanushek, E., & Woessmann, L. (2020). *The economic impacts of learning losses*. [Education working paper No. 225]. Organisation for Economic Co-operation and Development [OECD]. https://www.oecd-ilibrary.org/education/the-economic-impacts-of-learning-losses_21908d74-en <https://doi.org/10.1787/21908d74-en>
- Hartje, J.A., Evans, W.P., Killian, E.S., & Brown, R. (2008). Youth worker characteristics and self-reported competency as predictors of intent to continue working with youth. *Child Youth Care Forum*, 37, 27-41. <https://doi.org/10.1007/s10566-007-9048-9>
- Hoelscher, D.M., Springer, A., Menendez, T.H., Cribb, P.W., & Kelder, S.H. (2011). From NIH to Texas schools: Policy impact of the Coordinated Approach to Child Health (CATCH) Program in Texas. *Journal of Physical Activity and Health*, 8(S1), S5-7. <https://doi.org/10.1123/jpah.8.s1.s5>
- Holstead, J., & Doll, K. (2015). Serving English Language Learners afterschool. *Mid-Western Educational Researcher*, 27(4), 383-389.
- Huang, D., Cho, J., Mostafavi, S., Nam, H.H., Oh, C., Harven, A., & Leon, S. (2010). *What works? Common practices in high functioning afterschool programs across the nation in math, reading, science, arts, technology, and homework - A study by the national partnership. The afterschool program assessment guide*. National Center for Research on Evaluation, Standards, and Student Testing (CRESST). (ED512654). ERIC. <https://files.eric.ed.gov/fulltext/ED512654.pdf>

- Hung, P.-H., Hwang, G.-J., Lee, Y.-H., Wu, T.-H., Vogel, B., Milrad, M., & Johansson, E. (2014). A problem-based ubiquitous learning approach to improving the questioning abilities of elementary school students. *Educational Technology & Society*, 17(4), 316-334.
- Jones, S.M., & Bouffard, M. (2012). Social and emotional learning in schools: From program strategies and commentaries. *Social Policy Report*, 26(4), 1-33.
<https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
- Kelder, S.H., Mitchell, P.D., McKenzie, T.L., Derby, C., Strikmiller, P.K., Luerpker, R.V., & Stone, E.J. (2003). Long-term implementation of the CATCH physical education program. *Health Education & Behavior*, 30(4), 463-475. <https://doi.org/10.1177/1090198103253538>
- Kim, Y., & Lochbaum, M. (2017). Objectively measured physical activity levels among ethnic minority children attending school-based afterschool programs in a high-poverty neighborhood. *Journal of Sports Science and Medicine*, 16(3), 350-356. <https://www.jssm.org/jssm-16-350.xml%3EFulltext>
- Kirwin Institute for the Study of Race and Ethnicity. (2012). *Understanding implicit bias*. Retrieved June 7, 2021 from <https://kirwaninstitute.osu.edu/article/understanding-implicit-bias>
- Krantz, A., & Downey, S. (2021). Thinking about art: The role of single-visit art museum field trip programs in visual arts education. *Art Education*, 74(3), 37-42. <https://doi.org/10.1080/00043125.2021.1876466>
- K12Reader (n.d.) *Balanced Literacy Program Components & Strategies*. Retrieved July 14, 2021 from <https://www.k12reader.com/category/balanced-literacy/>
- Lee, I. (2015, September 19). Computer science reaches students during afterschool clubs. *Computer Science Teachers Association*.
- Lawlor, J., Marshall, K., & Tangney, B. (2016). Bridge21 – exploring the potential to foster intrinsic student motivation through a team-based, technology-mediated learning model. *Technology, Pedagogy and Education*, 25(2), 187-202. <https://doi.org/10.1080/1475939X.2015.1023828>
- Lindeman, K.W. & Anderson, E.M. (2015). Using blocks to develop 21st Century skills. *Young Children*, 70(1), 36-43. <https://www.naeyc.org/resources/pubs/yc/mar2015/using-blocks>
- Martinez, S.L., & Stager, G.S. (2019). *Invent to learn: Making, tinkering, and engineering in the classroom* (2nd ed.). Constructing Modern Knowledge Press.
- McCombs, J.S., Augustine, C.H., Unlu, F., Zio-Guest, K.M., Naftel, S., Gomez, C.J., Marsh, T. Akinniranye, G.,

- & Todd, I. (2019). *Investing in successful summer programs: a review of evidence under the Every Student Succeeds Act*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR2836.html
- Mendelson, J., White, Y., Hans, L., Adebari, R., Schmid, L., Riggsbee, J., Goldsmith, A., Ozler, B., Buehne, K., Jones, S., Shapleton, J., & Dawson, G. (2016). A preliminary investigation of a specialized music therapy model for children with disabilities delivered in a classroom setting. *Autism Research and Treatment*. <https://doi.org/10.1155/2016/1284790>; <https://www.hindawi.com/journals/aurt/2016/1284790/>
- Meyer, L., & Eklund, K. (2020). The impact of a mindfulness intervention on elementary classroom climate and student and teacher mindfulness: A pilot study. *Mindfulness*, 11(1), 991-1005.
<https://doi.org/10.1007/s12671-020-01317-6>
- Nation, J.M., Harlow, D., Arya, D.J., & Longtin, M. (2019). *Being and becoming scientists: Design-based STEM programming for girls* (EJ1208369). ERIC. <https://files.eric.ed.gov/fulltext/EJ1208369.pdf>
- Poteet, A., Nabors, L., & Rockstroh, E. (2020). Positive mental health and obesity prevention: Evidence-based programs for schools and communities. *The International Journal of Health, Wellness, and Society*, 10(1), 1-12. <https://doi.org/10.18848/2156-8960/CGP/v10i01/1-12>
- Peppler, K., Sedas, R.M., & Dahn, M. (2020). *Making at home: Interest-driven practices and supportive relationships in minoritized homes* (EJ1255127). ERIC. <https://files.eric.ed.gov/fulltext/EJ1255127.pdf>
- Sacks, V., & Murphey, D. (2018, February). *Adverse Childhood Experiences: National and State-Level Prevalence* (Research Brief Publication #2018-03). Child Trends. https://www.childtrends.org/wp-content/uploads/2018/02/ACESBrief_ChildTrends_February2018.pdf
- Sanzone, J., Vaden, Y., Russell, C.A., & Sinclair, B. (2011). *Staffing and skill-building in the DYCD out-of-school time initiative: Findings from 10 programs*. Policy Studies Associates, Inc.
https://www1.nyc.gov/assets/dycd/downloads/pdf/2012/Year5_OST_in-depth_report-March-2011.pdf
- Shea, G. (2019). Relationships: The key to student success in afterschool programs. *Voices from the field. Afterschool Matters*, 29, 45-50.
- Sheldon, J., Arbretton, A., Hopkins, L., & Grossman, J.B. (2010). Investing in success: key strategies for building quality in after-school programs. *American Journal of Community Psychology*, 45, 394-404.
<https://doi.org/10.1007/s10464-010-9296-y>
- Shoults, C. & Shoults, L. (2012). Learning STEMS beyond the classroom. *Phi Kappa Phi Forum*, 92(2), 25-25.

- Simpkins, Sandra D., Riggs, N.R., Ngo, B., Ettekal, A.V., & Okamoto, D. (2017). Designing culturally responsive organized after-school activities. *Journal of Adolescent Research*, 32(1), 11-36.
<https://doi.org/10.1177/0743558416666169>
- Slayton, B., Velez, S., Jong, C., & Perry, K. (2018). Community super investigators (CSI) club: mathematics and literacy in action. *Journal of Mathematics Education at Teachers College*, 9(2), 37-43.
<https://doaj.org/article/c06ba2f2adca47dead9a3ab9ddb36678>
- Staats, C. (2016). Understanding implicit bias. *American Educator*, 39(4), 29-33. ERIC.
<https://files.eric.ed.gov/fulltext/EJ1086492.pdf>
- St. Claire, L. & Stone, T. (2016). Who gets the better educators in afterschool? An analysis of teaching and learning interactions and student economic status. *School Community Journal*, 26(2), 71-81.
<http://www.schoolcommunitynetwork.org/SCJ.aspx>
- The Campaign for Grade-Level Reading. (n.d.). *Summer learning loss*. Retrieved July 1, 2021, from
<http://gradelevelreading.net/our-work/summer-learning-loss>
- Vatterott, C. (2018). *Rethinking homework: Best practices that support diverse needs* (2nd ed.). ASCD.
- Wade, R. J. (2015, October 13). Racism and its importance on children's health [PowerPoint slides]. In American Academy of Pediatrics (AAP) and American Public Health Association (APHA) (Eds.), *Toxic stress and health: The impact of childhood exposure to racism* [PowerPoint slides].
https://www.aap.org/en-us/Documents/cocp_racism_child_health.pdf
- Weiss, H.B. & Lopez, M.E. (2015). Engage families for anywhere, anytime learning. *Phi Delta Kappan International*, 96(7), 14-19. <https://doi.org/10.1177/0031721715579034>

ATTACHMENT I

MOST INCLUSION (YEAR-ROUND) APPLICATION FOR FUNDING



APPLICATION FOR FUNDING

MOST Inclusion (Year-Round) 2022 (formerly known as MOST GP)

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the "**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**" section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)

2. Is the agency accredited? ____ Yes ____ No

If yes, by whom (list all)? _____

Level of accreditation for all: _____ Period of accreditation for all: _____

3. What is the agency's fiscal year? Beginning: _____ Ending: _____

4. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
____ Yes ____ No

If yes, provide a brief explanation of each instance. (*Limit 600 words - approx. 1 page*)

5. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. (*Limit 300 words - approx. ½ page*)

6. Please indicate whether your agency will be transporting children: ____ Yes ____ No

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution**.

Affirm: ____ Yes ____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

PROGRAM PERFORMANCE HISTORY

1. CSC will provide raters with copies of program performance information for similar CSC-funded programs. If applicable, submit any non-CSC funded program monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months.

2. Describe the agency's general program performance history. If any CSC or non-CSC funded program listed in Funding History has experienced performance challenges during the last three (3) years, has had a contract terminated, or failed to be renewed, please provide an explanation. Include how challenges are being resolved and how successful the program has been in resolving challenges. *(Limit 600 words - approx. 1 page) (Maximum points: 15)*

ORGANIZATIONAL CAPABILITY

1. Describe your experience working with diverse populations and how your agency will implement culturally responsive services and organizational practices that promote equity. Strategies must address culturally responsive engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias and how this might affect service delivery. Strategies must also include staff training in this area, including the executive leadership team. *(Limit 600 words - approx. 1 page) (Maximum points: 10)*
2. Describe your history of successful community collaboration, including your participation in any of the Broward County Children's Strategic Plan committees, other work groups, or other community efforts. *(Limit 300 words - approx. ½ page) (Maximum points: 10)*
3. The CSC is committed to promoting the coordination of children's services in Broward County. Describe the formal and informal partnerships you developed to support the participants you serve. *(Limit 300 words - approx. ½ page) (Maximum points: 10)*
4. Demonstrate how the composition of your staff, including the executive leadership team and your Board (if applicable), reflects the diversity of the community and promotes diversity in viewpoints, lived experience, gender, cultural and ethnic backgrounds, and race and ethnic identity. *(Limit 300 words - approx. ½ page) (Maximum points: 10)*
5. If your organization has a Board, explain what type of administrative and financial support your Board contributes to your organization to better fulfill your mission. If this does not apply to your agency, make a statement to that effect. *(Limit 300 words - approx. ½ page)*
6. It is anticipated that organizations responding to this RFP will have experience providing out-of-school time services for the proposed population. Describe your agency's ability to provide specific services that meet the unique and individualized needs of elementary school-aged children. Describe your agency's funding history, experience, knowledge, and/or training in these areas. *(Limit 600 words - approx. 1 page) (Maximum points: 15)*

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of August 1, 2022 (June 1, 2022 if a start-up period is needed). Provide a timeline for hiring and training of staff to be fully operational by the beginning of the 2022-2023 school year. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe planned staff recruitment efforts (monetary and non-monetary). *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. Explain what efforts you will make to retain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include in your answer how self-care is incorporated. Also include historical staff turnover information for your organization. *(Limit 300 words- approx. ½ page)* **(Maximum points: 10)**
4. Consider the initial and ongoing staff training requirements and staff supervision associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Include any additional training that will be provided in order to best serve the desired population. Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
5. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements, and are re-screened every five (5) years. *(Limit 300 words - approx. ½ page)*

PROGRAM SITES CHART

Complete the following information for all program sites that would be funded under this proposal. Please note:

of Non-school days is the number of non-school days that site will be operational during the School Year. (Note: Minimum number of non-school days is 8)

to be served-Non-school days is the number of children you plan to serve on Non-school days.

of Summer days is the number of days that site will be operational during the Summer. (Note: Minimum number of summer days is 38)

# to be served: School Year	# of Non-school days	# to be served: Non-school days	# of Summer days	# to be served: Summer	Site Name	Street Address	City	Zip Code	School Yr Days/ Hours of Operation	Summer Days/ Hours of Operation

PROGRAM SITES

1. Provide a rationale for the program sites you have proposed. Explain how the location of services and days/hours of operation meet the needs of the children. If using a community-based site within the attendance boundary of a school on the Priority School List where 86% of enrolled students are eligible for Free or Reduced Lunch, identify the high-need feeder schools or populations with intensive needs that will be targeted for recruitment. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

2. Submit Principal Authorization Letters (See “Principal Authorization Letter” Attachment) for school-based sites. Submit Memorandums of Agreement for community site use if the site locations are not under the direct control of the proposer.
3. Attach a current copy of the Child Care License or Letter of Exemption from Broward County Child Care Licensing and Enforcement for each school-year proposed site.

PROGRAM DESIGN- MOST GENERAL QUESTIONS

1. Describe your population(s) to be served. Describe how you determined the number of participants to be served and why. Describe your program's waiting list procedures. Include proposed staff to child ratios and your rationale. (*Limit 300 words - approx. ½ page*) (Maximum points: 15)
2. Describe how your program will ensure inclusive strategies are in place to benefit all children. How will your program encourage the participation of children of all abilities? What elements are in place to foster inclusivity with typically developing children and children with special needs? (*Limit 600 words - approx. 1 page*) (Maximum points: 15)
3. Describe your understanding of the benefits of using a sliding fee scale and your process for assessment and collection. (*Limit 300 words - approx. ½ page*)
4. It is expected that children in the MOST Inclusion programs will maintain an average daily attendance rate of 85% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices that the program will implement in order to ensure consistent and long-term participation. (*Limit 300 words - approx. 1/2 page*) (Maximum points: 15)
5. Proposals that include individual transportation to home or school are not encouraged under this RFP. Daily transportation to transport youth from Broward County Public School sites to proposed MOST sites during the school year may be provided, in accordance with CSC policy guidelines for daily transportation (See “CSC Guidelines for Transportation” Attachment). Is your agency requesting daily transportation?

Yes_____ No_____

If yes, provide a clear rationale that explains why this transportation is critical for the children served. Justify why partnering with other entities to provide daily transportation is not feasible and/or provide a detailed cost-sharing plan to describe how your agency/partners will offset the cost of the daily transportation. (*Limit 600 words - approx. 1 page*)

PROGRAM DESIGN- MOST YEAR-ROUND QUESTIONS

1. Explain how the required one (1) hour per day of homework assistance and/or supplemental activities will be provided during the school year. Describe the supplemental learning activities that will take place when time allows in the summer and how they will make learning fun. What possible modifications will be made to ensure that all children can participate successfully? Describe the numbers and qualifications of staff available to provide the activities. Be specific in your response, including the teacher and staff to child ratios. (Limit 600 words - approx. 1 page) (Maximum points: 15)
2. Explain how the required minimum of thirty (30) minutes per day of fun, age/developmentally appropriate CATCH Kids Club physical fitness activities will be provided during the school year, and how a minimum of sixty (60) minutes of combined indoor and outdoor physical activity will be implemented in the summer. (Limit 300 words - approx. ½ page) (Maximum points: 10)
3. If awarded funding under the MOST RFP, the Agency agrees to apply to the Afterschool Meals Program (AMP) through the Florida Department of Health to provide the children with one snack and supper each day during the school year. The Agency also agrees to apply to the Summer Food

Service Program (SFSP, also known as Summer BreakSpot) to provide the children with one breakfast or morning snack, and lunch during the summer.

_____Yes

4. Describe how nutrition education will be delivered using the CATCH Kids Club curriculum or other creative methodologies to educate children about the importance of proper nutrition and a balanced diet. (Limit 300 words - approx. ½ page) (Maximum points: 10)
5. Describe how the Promoting Alternative Thinking Strategies (PATHS) curriculum will be used in a creative and meaningful way to enhance social emotional learning for all children in the program during the school year and the summer. Explain how PATHS can be used as an opportunity to discuss inclusion and friendship. Describe what efforts you will make to becoming a PATHS Model Afterschool site during this RFP cycle. (Limit 600 words - approx. 1 page) (Maximum points: 15)
6. Explain how your program will bring families together to build a community in the afterschool and summer space. Describe how program staff will encourage communication with all families and identify appropriate family engagement events to meet their needs. Describe two (2) family engagement opportunities that will be offered during the school year and two (2) during the summer and how they will help children and families develop strong connections with their community and the resources available. Also, describe any virtual family engagement activities you plan to host. (Limit 600 words - approx. 1 page) (Maximum points: 10)
7. Describe how your program will provide diverse cultural arts and enrichment activities to children served during the school year and summer. Describe the types of activities that will be offered by the program and how the children will benefit. Programs must provide a minimum of four (4) activities during the school year found in the Broward County Cultural Division – The Arts in Education Directory. During the summer, programs must provide at least one (1) enrichment activity **weekly** and a minimum of three (3) must be found in the The Arts in Education Directory. (Limit 600 words - approx. 1 page) (Maximum points: 10)
8. Describe how your program will work with the Reading Explorers program during the **school year** to improve literacy instruction strategies for all children in the program. How do you plan to infuse literacy throughout the afterschool hours? (Limit 300 words - approx. ½ page)
9. Describe how your program will work with the Reading Explorers program during the **summer** to provide adequate space and support to implement small group tutoring. How do you plan to infuse literacy throughout the summer hours? (Limit 300 words - approx. ½ page)
10. The Inclusion Supports provider will assist MOST providers in ensuring successful inclusion is at the forefront of programming during the school year and during the summer. Describe how you will collaborate with the Inclusion Supports provider to enhance your program. What is the process of identifying a child who may need assistance? What efforts will be made to incorporate the Inclusion Supports provider in the process of providing necessary and meaningful accommodations? (Limit 600 words - approx. 1 page) (Maximum points: 15)
11. Describe how Project Based Learning (PBL) will be incorporated into the summer program, including how the themes will incorporate hands-on activities that are inventive, enjoyable, and appealing. There is no daily minimum time requirement for each academic component incorporated into the PBL theme, but a minimum of two hours per day of PBL shall be offered daily during the summer. Because PBL will take more planning, teachers will need to be scheduled for an additional four (4) hours per week to prepare lessons plans; please make sure you include this in your budget. (Limit 600 words – approx. 1 page) (Maximum points: 15)
12. Describe your program's plan to provide the required water safety and in-water swimming component during the summer, including how these services will be provided, benefits to the children, and plans for coordination of lessons with SWIM Central. (Limit 300 words - approx. ½ page) (Maximum points: 10)

PERFORMANCE MEASURES AND DATA MANAGEMENT

1. Describe the methods you intend to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Pre, mid (if applicable), and post-testing is required to measure participant progress and program impact. Explain the steps you will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained and that test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results? *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**

REQUESTED FUNDING-SCHOOL YEAR (SY)

Enter your requested **SY Start-Up Amount** (this amount should match the Total Start-Up amount of the School Year budget).

Enter your requested **SY Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your School Year budget).

Enter the **SY Unduplicated # of Children to be Served**.

The **SY Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your School Year budget).

The **SY Cost per Child** will be computed based on your entries.

SY Start-Up Amount: _____ + SY Operating Amount: _____ = SY Grand Total Request: _____

SY Unduplicated # of Children to be Served: _____ SY Cost per Child: _____

REQUESTED FUNDING-Summer

Enter your requested **Summer Start-Up Amount** (this amount should match the Total Start-Up amount of the Summer budget).

Enter your requested **Summer Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your Summer budget).

Enter the **Summer Unduplicated # of Children to be Served**.

Enter the **Summer Total # of Operating Days**.

The **Summer Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your Summer budget).

The **Summer Cost per Child per Day** will be computed based on your entries.

Total Summer Start-Up Amount: _____ + Summer Operating Amount: _____
= Summer Grand Total Request: _____

Summer Unduplicated # of Children to be Served: _____

Summer Total # of Operating Days: _____

Summer Cost per Child per Day: _____

BUDGET

1. Proposals must include two (2) Excel budgets:
 - a. **School Year**: August 1, 2022, through the last day of BCPS school. This budget must comprise 180 school days and a minimum of 8 non-school days.
 - b. **Summer**: The first day of your summer programming through the last day of your summer programming. This budget must include a minimum of 8 weeks (38 days, in consideration of closures for Independence Day and Juneteenth).

The Broward County Public School calendar has not been released for those dates as of yet. When completing the budget form, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (*e.g., 5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs.

Ensure you review the following RFP document sections when constructing your budget:
Section I: G.1.; G.6.; G.8.; G.11.; H.2.; H.3.; I.2.; I.3.; I.8.; L.1.d.; L.2.
Section III

You must utilize the “**Out-of-School Time (OST) Program Budget Form**” Attachment for your proposed budget template. Please review the “**Provider Budget Preparation Guidelines- Out-of-School Time (OST) Program Budget Form**” Attachment before creating your proposed budget. DO NOT PDF YOUR BUDGET FORMS! (Maximum points: 15)

2. Explain the agency's history in managing program budgets for similar services which are within the range of the proposed budget. In your response, include the agency's past 2 years of funding history (CSC and/or non-CSC funding) and the annual percentage of funding per contract the agency utilized. If your agency wasn't able to utilize 90% or more of the allocated budget, explain why. What changed that would allow your agency to utilize 90% or more of the funds for your proposed program budget? (*Limit 600 words - approx. 1 page*) (Maximum points: 10)
3. What experience will the agency's leadership bring that will help to successfully manage the proposed program budget allocation? (*Limit 300 words - approx. ½ page*) (Maximum points: 10)

ATTACHMENT II

MOST INCLUSION (YEAR-ROUND) RATING TOOL



RATING TOOL

MOST INCLUSION (YEAR-ROUND) 2022 (formerly known as MOST GP)

RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Agency history is less than one year. Description of agency mission or services provided is missing, unclear, or minimally described. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing. 	<ul style="list-style-type: none"> Agency history is less than three years. Agency mission and history somewhat support the plan to provide services for the program described in the RFP. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both. 	<ul style="list-style-type: none"> Agency history is three years or more. Agency mission and history clearly support the provision of services for the program described in the RFP. For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Program Performance History Question #2 (Maximum Points 15) <i>Raters-If applicable, please review attached CSC monitoring reports (in the Application Files pod) and/or non-CSC reports attached in Question #1 under Program Performance History.</i>	<ul style="list-style-type: none"> There is no prior program performance information or information reflects service concerns. If program experienced performance challenges during the last 3 years, these challenges were not clearly explained or were not resolved satisfactorily. 	<ul style="list-style-type: none"> Prior program performance information reflects no substantive findings, satisfactory outcomes, and satisfactory service delivery. If any program experienced performance challenges during the last 3 years, these challenges were explained, and the resolution was satisfactory. 	<ul style="list-style-type: none"> Prior program performance information indicates high quality service delivery, and outcome data supports that the program was highly effective. Program performance information indicates no performance challenges during the last 3 years.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Organizational Capability Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is limited prior experience working with diverse populations. The response does not address culturally responsive services and/or organizational practices that promote equity. Proposed strategies do not address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies do not include staff training, or training does not include the executive leadership team. 	<ul style="list-style-type: none"> There is some prior experience working with diverse populations. The response demonstrates a satisfactory understanding of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies adequately address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include adequate staff training, which includes the executive leadership team. 	<ul style="list-style-type: none"> Prior experience working with diverse populations is clearly described. The response demonstrates a clear focus on and understanding of the importance of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies fully address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include comprehensive staff training, which includes the executive leadership team.
Organizational Capability Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The response does not address participation or reflects little participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects some participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects in-depth participation in local strategic planning/community collaboration efforts.
Organizational Capability Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> There are no formal or informal partnerships described, or the partnerships do not directly impact the participants the agency serves. 	<ul style="list-style-type: none"> There are some formal or informal partnerships described which have some direct impact on the participants the agency serves. 	<ul style="list-style-type: none"> There are a variety of formal or informal partnerships described which have a clear, direct impact on the participants the agency serves.
Organizational Capability Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) do not reflect or promote the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) somewhat reflects and promotes the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) clearly reflects the diversity of the community they serve and actively promotes diversity in all areas.
Organizational Capability Question #6 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services and/or has minimal experience providing services for the desired population. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The agency has some knowledge of the system(s) of care for the desired population. The provision of these RFP services appears a logical progression for the agency. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. The agency has a thorough knowledge of the system(s) of care for the desired population. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population.
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Staff Information Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> Staff recruitment efforts are minimally explained and lack detail. 	<ul style="list-style-type: none"> Staff recruitment efforts are adequately explained and reflect reasonable strategies to recruit quality staff. 	<ul style="list-style-type: none"> Staff recruitment efforts are clearly explained and include effective and innovative strategies (monetary and non-monetary).

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Staff Information Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> Staff retention strategies are minimally explained and lack detail. The provider has a history of poor staff retention. 	<ul style="list-style-type: none"> Staff retention strategies are adequately explained and reflect reasonable strategies to increase retention, including a focus on self-care. The provider has a satisfactory staff retention history. 	<ul style="list-style-type: none"> Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts to increase retention rates and includes clear self-care strategies for staff. Strategies appear to be effective, and the provider has a good staff retention history.
Staff Information Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> A plan to train staff is not supplied or does not directly correlate to serving the desired population and addressing important subject areas in need of staff training. There are minimal details about how the staff will be supervised and how often they will meet with the supervisor to address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is adequate and somewhat correlates to serving the desired population and addressing some subject areas in need of staff training. Staff supervision strategies are adequately explained and appear to promote quality service delivery and address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is comprehensive and directly correlates to serving the desired population and addressing important subject areas in need of staff training. Staff supervision strategies are clearly outlined and lend themselves to ensuring quality service delivery and addressing the major issues associated with serving the desired population.
Program Sites Question #1 (Maximum Points 15) Raters-please refer to Memorandums of Agreement and/or Principal Authorization Letters in the Program Sites #2 question (if applicable) when rating this question.	<ul style="list-style-type: none"> There is minimal support provided for the locations that were chosen. Sites are not clearly identified, include non-eligible schools or community sites not identified as high need, and/or the applicant does not provide required supporting documentation (i.e. principal authorization letter, MOA). Service times and hours of operation are not clearly explained or do not meet the needs of the participants. 	<ul style="list-style-type: none"> There is sufficient support provided for the locations that were chosen. Selected schools are eligible for services, or community sites are in areas of identified need, and required documentation was included (i.e. principal authorization letter, MOA) and complete. Service times and hours of operation are provided and will adequately meet the needs of the participants. 	<ul style="list-style-type: none"> There is thorough support provided for the locations that were chosen. Selected schools are eligible for services, or community sites are in areas of identified need, and required documentation was included (i.e. principal authorization letter, MOA) and complete. Service times and hours of operation are well-defined and will clearly meet the needs of the participants.
Program Design-MOST General Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The population to be served is minimally addressed or unclear. Numbers served appear unrealistically high or low based on the program's capacity and past performance. Wait list procedures are missing or lack appropriate detail. Staff-to-child ratios are unrealistic based on the needs of the population described in the program. 	<ul style="list-style-type: none"> The population to be served is addressed. Numbers served are realistic and justified based on the program's capacity and past performance. Wait list procedures are listed. Staff-to-child ratios are realistic based on the needs of the population described in the program. Justification is provided on why the proposed ratio is preferred but may lack detail. 	<ul style="list-style-type: none"> The population to be served is thoroughly addressed. Numbers served are realistic and well justified based on the program's capacity and past performance, which is included in the response. Wait list procedures are detailed. Staff to child ratios are ideal based on the needs of the population described in the program. Justification detailing why the proposed ratio is preferred is well explained.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST General Questions Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> Inclusive strategies are mentioned, but there is a lack of detail or evidence of understanding. How children with special needs will be encouraged to participate in the program is missing or unclear. Elements that foster inclusivity are listed but are incomplete or lack detail. Examples are brief or are not provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed and incorporate evidence of understanding. The response mentions examples of how children with special needs and their families will be encouraged to participate in the program. Examples such as marketing and outreach initiatives are mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are included, and some examples are provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed, and a thorough understanding of inclusive best practices is evident with mention of universal design and its importance. The response describes in detail how children with special needs will be encouraged to participate. Examples of marketing, outreach, and networking are well explained. Involvement in special needs-oriented organizations and groups is mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are provided. Specific examples such as reading books about diverse populations, learning about peers, and collaboration is emphasized in the response.
Program Design-MOST General Questions Question #4 (Maximum Points 15)	<ul style="list-style-type: none"> Engagement strategies and efforts lack detail or are not explained. Initiatives to ensure consistent attendance are mentioned but do not explain how attendance will be improved as a result. Enhancing long-term participation is not included in the response. 	<ul style="list-style-type: none"> Engagement strategies are included in the response. Some examples are provided. Initiatives to ensure consistent attendance are detailed, and an explanation of the desired outcome is provided. Long-term participation is addressed. 	<ul style="list-style-type: none"> Innovative engagement strategies are included in the response, and specific examples are detailed. Initiatives to ensure consistent attendance are thoroughly explained. The desired outcome is provided and shows clear understanding of the desired 85% attendance rate. Long-term participation is addressed and identified as a program goal.
Program Design-MOST Year-Round Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Homework assistance and supplemental activities are discussed but lack detail. Modifications to ensure all children can participate successfully are generalized or not understood. Specific examples are not provided. The number and types of staff are vague or not appropriate for the population served. The teacher to staff ratios for the activities are listed but not explained or not realistic. 	<ul style="list-style-type: none"> Homework assistance and supplemental activities are detailed, and some examples are provided. Examples of modifications to activities are explained, and 1-2 examples of appropriate modifications are provided. The number and types of staff are appropriate and logical. The teacher to staff ratios explained and realistic. 	<ul style="list-style-type: none"> Homework assistance and examples of supplemental activities are detailed. Examples of the type of homework assistance provided and examples of fun supplemental activities are discussed. Modifications are well understood and addressed, and 2-3 examples are provided, such as offering adaptive materials, scaffolding the difficulty of activities, or having peer-to-peer support are included in the response. The number and types of staff are appropriate and logical. The teacher to staff ratios are ideal and well thought out.
Program Design- MOST Year-Round Questions Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness curriculum is minimally addressed or incomplete. No examples of activities are provided. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness curriculum is addressed. Activities are discussed but may lack detail. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness curriculum is addressed in detail, and the response shows a clear understanding of the 30-minute requirement in the school year and 60-minute requirement in the summer. 1-2 examples of fun, age, and developmentally appropriate activities are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design- MOST Year-Round Questions Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> Nutrition education is included as a component, but the description does not emphasize the importance of proper nutrition and a balanced diet. The response may be lacking in detail or incomplete. 	<ul style="list-style-type: none"> Nutrition education will be delivered to educate the children on the importance of proper nutrition and a balanced diet. 	<ul style="list-style-type: none"> Innovative methodologies to educate the children on the importance of proper nutrition and a balanced diet are provided in detail.
Program Design- MOST Year-Round Questions Question #5 (Maximum Points 15)	<ul style="list-style-type: none"> Social-emotional learning activities may lack detail or appear incomplete. Activities may not be age appropriate or developmentally appropriate based on the population served. Discussion on inclusion and friendship is omitted or may be inadequate. 	<ul style="list-style-type: none"> Social-emotional learning activities are adequately described. There is clear understanding of the concepts necessary to deliver this program. Activities are age appropriate or developmentally appropriate based on the population served. Discussion of inclusion and friendship is adequate but may lack substance. 	<ul style="list-style-type: none"> Social-emotional learning activities are described in detail. There is clear understanding of how to deliver the program in creative, engaging, and meaningful ways. Planned activities are described and well thought out. Activities are age appropriate and developmentally appropriate based on the population served. Discussion of inclusion and friendship is thorough, and examples of activities are provided.
Program Design- MOST Year-Round Questions Question #6 (Maximum Points 10)	<ul style="list-style-type: none"> Family engagement opportunities are minimally addressed or missing. The required number of family engagement activities, for the school year and the summer, are not included in the description. Discussion on how the family engagement activities will offer connections to the community and available resources are not included. 	<ul style="list-style-type: none"> Family engagement opportunities are described. Two (2) family involvement opportunities are described for the school year and the summer however, there is limited understanding of the importance of partnering with families to identify meaningful events they would be interested in attending. Including all families is discussed, however, specific examples of how the program will include diverse populations and their families is not clear. Discussion on how the family engagement activities will offer connections to the community and the resources available are described but lack examples. 	<ul style="list-style-type: none"> Family engagement opportunities are encouraged, and staff partner with families to determine what events would be meaningful and generate satisfactory attendance. Two (2) or more family involvement activities are fully planned and described for both the school year and the summer. Inclusion of all families is well understood and specific examples of how to include diverse populations in these events are well thought out. Prior examples of success are provided. Discussion on how the family engagement activities will offer connections to the community and the resources available are detailed with specific examples.
Program Design- MOST Year-Round Questions Question #7 (Maximum Points 10)	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are minimally addressed or missing. There is limited understanding of the minimum requirements of activities for the school year and the summer. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a description of how the children will benefit from the activities. Understanding of the minimum requirement of activities for the school year and the summer is demonstrated but lack details. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a comprehensive description of how children will benefit from the activities. Understanding of the minimum requirement of activities for the school year and the summer is demonstrated and examples are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design- MOST Year-Round Questions Question #10 (Maximum Points 15)	<ul style="list-style-type: none"> • Collaboration with Inclusion Supports is briefly explained but may lack detail or be incomplete. • The process of identifying a child who may need additional support in the afterschool program is minimally addressed or omitted. • The effort to include Inclusion Supports in decision making regarding necessary program accommodations is minimally addressed or omitted. 	<ul style="list-style-type: none"> • Collaboration with Inclusion Supports is explained with some examples on how the provider will work with the program in support of the children served. • The process of identifying a child is provided and includes examples of situations where a child has needed more support to enjoy the program. • The effort to include Inclusion Supports is listed, and steps are given. 	<ul style="list-style-type: none"> • Collaboration with Inclusion Supports is well explained. A variety of examples are provided on how the provider will work together to enhance the program. • The process of identifying a child is provided. Staff involvement is evident in the response. Examples of situations where a child has needed more support to enjoy the program is provided. • The effort to include Inclusion Supports is listed. Steps are given that detail how the provider will identify the need for Inclusion Supports and include proactive strategies.
Program Design-MOST Year-Round Questions Question #11 (Maximum Points 15)	<ul style="list-style-type: none"> • Project Based Learning is mentioned, but there is a lack detail or evidence of understanding • The teacher component of the PBL requirement is not addressed. 	<ul style="list-style-type: none"> • Project Based Learning is well-thought out and discussed. • Key program elements such as a theme and how the theme would be implemented throughout the program day are mentioned but may lack detail. • The teacher component of the PBL requirement is briefly mentioned. 	<ul style="list-style-type: none"> • Project Based Learning is well explained. • Key program elements such as a theme, specific activities, and how the theme will be implemented throughout the program day is well planned. • The teacher component of the PBL requirement is detailed, and the response displays evidence of understanding.
Program Design-MOST Year-Round Questions Question #12 (Maximum Points 10)	<ul style="list-style-type: none"> • Plans to expose children to water safety and in-water participatory swimming skills are missing or minimally addressed. • There is minimal or no discussion of coordination with Swim Central. 	<ul style="list-style-type: none"> • Plans to expose children to water safety and in-water participatory swimming skills are addressed. • Coordination with Swim Central is included in the response. 	<ul style="list-style-type: none"> • Plans to expose children to water safety and in-water participatory swimming skills are addressed in detail and include the number of lessons to be offered. • Coordination with Swim Central is emphasized in the response.
Performance Measures and Data Management Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> • There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback. 	<ul style="list-style-type: none"> • Some description of how performance measures and data will inform service delivery and incorporate participant, or staff feedback is provided. 	<ul style="list-style-type: none"> • A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated into the performance measurement process.
Performance Measures and Data Management Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> • There is little or no discussion of how performance measurement will be conducted. • There is minimal description of internal controls for data integrity, test score accuracy, and outcome reporting. • There is no reference to how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> • There is a plan for ensuring that every client served will complete performance measures. • Adequate internal controls are addressed to ensure data integrity and that test results are accurately scored and reported. • A general description is provided on how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> • There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. • This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. • A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none">• The budget form is missing, incomplete, or incorrect.• Budget amounts seem unreasonable or unnecessary to support the program.	<ul style="list-style-type: none">• The budget form is complete but may lack detail.• Expenses appear reasonable and support the proposed program.• Budget detail describes and justifies anticipated expenses but may lack detail.	<ul style="list-style-type: none">• The budget form is complete and accurate.• Expenses are cost-effective, reasonable, and support the proposed program.• Budget detail clearly describes and justifies anticipated expenses.
Budget Question #2 (Maximum Points 10)	<ul style="list-style-type: none">• The agency has not managed a program budget within the range of the proposed budget or, if they have, utilization of funding was poor (less than 75%) with no acceptable explanation and no plan to address underutilization in the future.	<ul style="list-style-type: none">• The agency has managed some program budgets within the range of the proposed budget and utilization was satisfactory (75-89%).• The explanation for underutilization and the plan to address underutilization in the future was satisfactory.	<ul style="list-style-type: none">• The agency has a strong history of managing program budgets within the range of the proposed budget and utilization has been excellent (90-100%).• Any past underutilization was clearly explained and appeared to be beyond the control of the agency.
Budget Question #3 (Maximum Points 10)	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is missing, unclear, or inadequate.	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is detailed and appears adequate.	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is comprehensive and supports successful budget management.

ATTACHMENT III

MOST SPECIAL NEEDS (YEAR-ROUND) APPLICATION FOR FUNDING

APPLICATION FOR FUNDING

MOST Special Needs (Year-Round) 2022

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the "**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**" section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)

2. Is the agency accredited? ____ Yes ____ No

If yes, by whom (list all)? _____

Level of accreditation for all: _____ Period of accreditation for all: _____

3. What is the agency's fiscal year? Beginning: _____ Ending: _____

4. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
____ Yes ____ No

If yes, provide a brief explanation of each instance. (*Limit 600 words - approx. 1 page*)

5. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. (*Limit 300 words - approx. ½ page*)

6. Please indicate whether your agency will be transporting children: ____ Yes ____ No

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution**.

Affirm: ____ Yes ____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

PROGRAM PERFORMANCE HISTORY

1. CSC will provide raters with copies of program performance information for similar CSC-funded programs. If applicable, submit any non-CSC funded program monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months.

2. Describe the agency's general program performance history. If any CSC or non-CSC funded program listed in Funding History has experienced performance challenges during the last three (3) years, has had a contract terminated, or failed to be renewed, please provide an explanation. Include how challenges are being resolved and how successful the program has been in resolving challenges. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

ORGANIZATIONAL CAPABILITY

1. Describe your experience working with diverse populations and how your agency will implement culturally responsive services and organizational practices that promote equity. Strategies must address culturally responsive engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias and how this might affect service delivery. Strategies must also include staff training in this area, including the executive leadership team. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
2. Describe your history of successful community collaboration, including your participation in any of the Broward County Children's Strategic Plan committees, other work groups, or other community efforts. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. The CSC is committed to promoting the coordination of children's services in Broward County. Describe the formal and informal partnerships you developed to support the participants you serve. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
4. Demonstrate how the composition of your staff, including the executive leadership team and your Board (if applicable), reflects the diversity of the community and promotes diversity in viewpoints, lived experience, gender, cultural and ethnic backgrounds, and race and ethnic identity. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
5. If your organization has a Board, explain what type of administrative and financial support your Board contributes to your organization to better fulfill your mission. If this does not apply to your agency, make a statement to that effect. *(Limit 300 words - approx. ½ page)*
6. It is anticipated that organizations responding to this RFP will have experience providing out-of-school time services for the proposed population. Describe your agency's ability to provide specific services that meet the unique and individualized needs of children and youth with special needs. Describe your agency's funding history, experience, knowledge, and/or training in these areas. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of August 1, 2022 (June 1, 2022 if a start-up period is needed). Provide a timeline for hiring and training of staff to be fully operational by the beginning of the 2022-2023 school year. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe planned staff recruitment efforts (monetary and non-monetary). *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. Explain what efforts you will make to retain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include in your answer how self-care is incorporated. Also include historical staff turnover information for your organization. *(Limit 300 words- approx. ½ page)* **(Maximum points: 10)**
4. Consider the initial and ongoing staff training requirements and staff supervision associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Include any additional training that will be provided in order to best serve the desired population. Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
5. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements, and are re-screened every five (5) years. *(Limit 300 words - approx. ½ page)*

PROGRAM SITES CHART

Complete the following information for all program sites that would be funded under this proposal. Please note:

of Non-school days is the number of non-school days that site will be operational during the School Year. (Note: Minimum number of non-school days is 8)

to be served-Non-school days is the number of children you plan to serve on Non-school days.

of Summer days is the number of days that site will be operational during the Summer. (Note: Minimum number of summer days is 38)

# to be served: School Year	# of Non-school days	# to be served: Non-school days	# of Summer days	# to be served: Summer	Site Name	Street Address	City	Zip Code	School Yr Days/ Hours of Operation	Summer Days/ Hours of Operation

PROGRAM SITES

1. Provide a rationale for the program sites you have proposed. Explain how the location of services and days/hours of operation meet the needs of the youth. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
2. Submit Principal Authorization Letters (See "Principal Authorization Letter" Attachment) for school-based sites. Submit Memorandums of Agreement for community site use if the site locations are not under the direct control of the proposer.

3. Attach a current copy of the Child Care License or Letter of Exemption from Broward County Child Care Licensing and Enforcement for each school-year proposed site.

PROGRAM DESIGN- MOST GENERAL QUESTIONS

1. Describe your population(s) to be served. Describe how you determined the number of participants to be served and why. Describe your program's waiting list procedures. Include proposed staff to child ratios and your rationale. *(Limit 300 words - approx. ½ page)* **(Maximum points: 15)**
2. Describe how your program will ensure inclusive strategies are in place to benefit all children. How will your program encourage the participation of children of all ability levels in the program? What elements are in place to ensure universal supports are in place for children with various developmental abilities and needs? *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
3. Describe your understanding of the benefits of using a sliding fee scale and your process for assessment and collection. *(Limit 300 words - approx. ½ page)*
4. It is expected that children in the MOST Special Needs programs will maintain an average daily attendance rate of 75% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices that the program will implement in order to ensure consistent and long-term participation. *(Limit 300 words - approx. 1/2 page)* **(Maximum points: 15)**
5. Proposals that include individual transportation to home or school are not encouraged under this RFP. Daily transportation to transport youth from Broward County Public School sites to proposed MOST sites during the school year may be provided, in accordance with CSC policy guidelines for daily transportation (See "CSC Guidelines for Transportation" Attachment). Is your agency requesting daily transportation?

Yes____ No____

If yes, provide a clear rationale that explains why this transportation is critical for the children served. Justify why partnering with other entities to provide daily transportation is not feasible and/or provide a detailed cost-sharing plan to describe how your agency/partners will offset the cost of the daily transportation. *(Limit 600 words - approx. 1 page)*

PROGRAM DESIGN- MOST YEAR-ROUND QUESTIONS

1. Explain how the required one (1) hour per day of homework assistance and/or supplemental activities will be provided during the school year. Describe the supplemental learning activities that will take place when time allows in the summer and how modifications can be made to make learning fun for children of all abilities in the program. Describe the numbers and types of staff available to provide the activities. Be specific in your response including the teacher and staff to child ratios. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
2. Explain how the required minimum of thirty (30) minutes per day of fun, age/developmentally appropriate CATCH Kids Club physical fitness activities will be provided during the school year, and how a minimum of sixty (60) minutes of combined indoor and outdoor physical activity will be implemented in the summer. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. If awarded funding under the MOST RFP, the Agency agrees to apply to the Afterschool Meals Program (AMP) through the Florida Department of Health to provide the children with one snack and supper each day during the school year. The Agency also agrees to apply to the Summer Food Service Program (SFSP, also known as Summer BreakSpot) to provide the children with one breakfast or morning snack, and lunch during the summer.

____ Yes

4. Describe how nutrition education will be delivered using the CATCH Kids Club curriculum or other creative methodologies to educate children about the importance of proper nutrition and a balanced diet. (Limit 300 words - approx. ½ page) (Maximum points: 10)
5. Describe how the Promoting Alternative Thinking Strategies (PATHS) curriculum will be used in a creative and meaningful way to enhance social emotional learning for all children in the program during the school year and the summer. Explain how PATHS can be used as an opportunity to discuss inclusion and friendship. Describe what efforts you will make to becoming a PATHS Model Afterschool site during this RFP cycle. (Limit 600 words - approx. 1 page) (Maximum points: 15)
6. Explain how your program will bring families together to build a community in the afterschool and summer space. Describe how program staff will encourage communication with all families and identify appropriate family engagement events to meet their needs. Describe two (2) family engagement opportunities that will be offered during the school year and two (2) during the summer and how they will help children and families develop strong connections with their community and the resources available. Also, describe any virtual family engagement activities you plan to host. (Limit 600 words - approx. 1 page) (Maximum points: 10)
7. Describe how your program will provide diverse cultural arts and enrichment activities to children served during the school year and summer. Describe the types of activities that will be offered by the program and how the children will benefit. Programs must provide a minimum of four (4) activities during the school year found in the Broward County Cultural Division – The Arts in Education Directory. During the summer, programs must provide at least one (1) enrichment activity **weekly** and a minimum of three (3) must be found in The Arts in Education Directory. (Limit 600 words - approx. 1 page) (Maximum points: 10)
8. Describe how Music Therapy will be incorporated into the program during the school year. How often will Music Therapy be offered to program participants during the school year? How often will Music Therapy be offered to program participants during the summer? What is the estimated group size and how many groups per week will receive the enrichment? Are there any anticipated barriers to participating in music therapy? Detail these barriers and why they apply to your program and what will be done to minimize or work around them. (Limit 300 words - approx. ½ page)
9. Describe how Project Based Learning (PBL) will be incorporated into the summer program, including how the themes will incorporate hands-on activities that are inventive, enjoyable, and appealing. There is no daily minimum time requirement for each academic component incorporated into the PBL theme, but a minimum of two hours per day of PBL shall be offered daily during the summer. Because PBL will take more planning, teachers will need to be scheduled for an additional four (4) hours per week to prepare lessons plans; please make sure you include this in your budget. (Limit 600 words – approx. 1 page) (Maximum points: 15)
10. Describe your program's plan to provide the required water safety and in-water swimming component during the summer, including how these services will be provided, benefits to the children, and plans for coordination of lessons with SWIM Central. (Limit 300 words - approx. ½ page) (Maximum points: 10)

PERFORMANCE MEASURES AND DATA MANAGEMENT

1. Describe the methods you intend to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? (Limit 300 words - approx. ½ page) (Maximum points: 10)

2. Pre, mid (if applicable), and post-testing is required to measure participant progress and program impact. Explain the steps you will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained and that test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results? (*Limit 300 words - approx. ½ page*) (Maximum points: 10)

REQUESTED FUNDING-SCHOOL YEAR (SY)

Enter your requested **SY Start-Up Amount** (this amount should match the Total Start-Up amount of the School Year budget).

Enter your requested **SY Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your School Year budget).

Enter the **SY Unduplicated # of Children to be Served**.

The **SY Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your School Year budget).

The **SY Cost per Child** will be computed based on your entries.

SY Start-Up Amount: _____ + SY Operating Amount: _____ = SY Grand Total Request: _____

SY Unduplicated # of Children to be Served: _____ SY Cost per Child: _____

REQUESTED FUNDING-Summer

Enter your requested **Summer Start-Up Amount** (this amount should match the Total Start-Up amount of the Summer budget).

Enter your requested **Summer Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your Summer budget).

Enter the **Summer Unduplicated # of Children to be Served**.

Enter the **Summer Total # of Operating Days**.

The **Summer Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your Summer budget).

The **Summer Cost per Child per Day** will be computed based on your entries.

Total Summer Start-Up Amount: _____ + Summer Operating Amount: _____
= Summer Grand Total Request: _____

Summer Unduplicated # of Children to be Served: _____

Summer Total # of Operating Days: _____

Summer Cost per Child per Day: _____

BUDGET

1. Proposals must include two (2) Excel budgets:
 - a. **School Year**: August 1, 2022, through the last day of BCPS school. This budget must comprise 180 school days and a minimum of 8 non-school days.
 - b. **Summer**: The first day of your summer programming, through the last day of your summer programming. This budget must include a minimum of 8 weeks (38 days, in consideration of closures for Independence Day and Juneteenth).

The Broward County Public School calendar has not been released for those dates as of yet. When completing the budget form, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (*e.g., 5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs

Ensure you review the following RFP document sections when constructing your budget:
Section I: G.1.; G.6.; G.8.; G.11.; H.2.; H.3.; I.2.; I.3.; I.8.; L.1.d.; L.2.
Section III

You must utilize the “**Out-of-School Time (OST) Program Budget Form**” Attachment for your proposed budget template. Please review the “**Provider Budget Preparation Guidelines- Out-of-School Time (OST) Program Budget Form**” Attachment before creating your proposed budget. DO NOT PDF YOUR BUDGET FORMS! (Maximum points: 15)

2. Explain the agency's history in managing program budgets for similar services which are within the range of the proposed budget. In your response, include the agency's past 2 years of funding history (CSC and/or non-CSC funding) and the annual percentage of funding per contract the agency utilized. If your agency wasn't able to utilize 90% or more of the allocated budget, explain why. What changed that would allow your agency to utilize 90% or more of the funds for your proposed program budget? (*Limit 600 words - approx. 1 page*) (Maximum points: 10)
3. What experience will the agency's leadership bring that will help to successfully manage the proposed program budget allocation? (*Limit 300 words - approx. ½ page*) (Maximum points: 10)

ATTACHMENT IV

MOST SPECIAL NEEDS (YEAR-ROUND) RATING TOOL

RATING TOOL

MOST SPECIAL NEEDS (YEAR-ROUND) 2022



RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none">Agency history is less than one year.Description of agency mission or services provided is missing, unclear, or minimally described.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing.	<ul style="list-style-type: none">Agency history is less than three years.Agency mission and history somewhat support the plan to provide services for the program described in the RFP.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both.	<ul style="list-style-type: none">Agency history is three years or more.Agency mission and history clearly support the provision of services for the program described in the RFP.For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Program Performance History Question #2 (Maximum Points 15) Raters-If applicable, please review attached CSC monitoring reports (in the Application Files pod) and/or non-CSC reports attached in Question #1 under Program Performance History.	<ul style="list-style-type: none">There is no prior program performance information or information reflects service concerns.If program experienced performance challenges during the last 3 years, these challenges were not clearly explained or were not resolved satisfactorily.	<ul style="list-style-type: none">Prior program performance information reflects no substantive findings, satisfactory outcomes, and satisfactory service delivery.If any program experienced performance challenges during the last 3 years, these challenges were explained, and the resolution was satisfactory.	<ul style="list-style-type: none">Prior program performance information indicates high quality service delivery and outcome data supports that the program was highly effective.Program performance information indicates no performance challenges during the last 3 years.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Organizational Capability Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is limited prior experience working with diverse populations. The response does not address culturally responsive services and/or organizational practices that promote equity. Proposed strategies do not address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies do not include staff training or training does not include the executive leadership team. 	<ul style="list-style-type: none"> There is some prior experience working with diverse populations. The response demonstrates a satisfactory understanding of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies adequately address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include adequate staff training which includes the executive leadership team. 	<ul style="list-style-type: none"> Prior experience working with diverse populations is clearly described. The response demonstrates a clear focus on and understanding of the importance of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies fully address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include comprehensive staff training which includes the executive leadership team.
Organizational Capability Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The response does not address participation or reflects little participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects some participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects in-depth participation in local strategic planning/community collaboration efforts.
Organizational Capability Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> There are no formal or informal partnerships described or the partnerships do not directly impact the participants the agency serves. 	<ul style="list-style-type: none"> There are some formal or informal partnerships described which have some direct impact on the participants the agency serves. 	<ul style="list-style-type: none"> There are a variety of formal or informal partnerships described which have a clear, direct impact on the participants the agency serves.
Organizational Capability Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) do not reflect or promote the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) somewhat reflects and promotes the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) clearly reflects the diversity of the community they serve and actively promotes diversity in all areas.
Organizational Capability Question #6 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services, and/or has minimal experience providing services for the desired population. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The agency has some knowledge of the system(s) of care for the desired population. The provision of these RFP services appears a logical progression for the agency. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. The agency has a thorough knowledge of the system(s) of care for the desired population. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population.
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided, but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Staff Information Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> Staff recruitment efforts are minimally explained and lack detail. 	<ul style="list-style-type: none"> Staff recruitment efforts are adequately explained and reflect reasonable strategies to recruit quality staff. 	<ul style="list-style-type: none"> Staff recruitment efforts are clearly explained and include effective and innovative strategies (monetary and non-monetary).

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Staff Information Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> Staff retention strategies are minimally explained and lack detail. The provider has a history of poor staff retention. 	<ul style="list-style-type: none"> Staff retention strategies are adequately explained and reflect reasonable strategies to increase retention, including a focus on self-care. The provider has a satisfactory staff retention history. 	<ul style="list-style-type: none"> Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts to increase retention rates and includes clear self-care strategies for staff. Strategies appear to be effective, and the provider has a good staff retention history.
Staff Information Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> A plan to train staff is not supplied or does not directly correlate to serving the desired population and addressing important subject areas in need of staff training. There are minimal details about how the staff will be supervised and how often they will meet with the supervisor to address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is adequate and somewhat correlates to serving the desired population and addressing some subject areas in need of staff training. Staff supervision strategies are adequately explained and appear to promote quality service delivery and address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is comprehensive and directly correlates to serving the desired population and addressing important subject areas in need of staff training. Staff supervision strategies are clearly outlined and lend themselves to ensuring quality service delivery and addressing the major issues associated with serving the desired population.
Program Sites Question #1 (Maximum Points 15) Raters-please refer to Memorandums of Agreement and/or Principal Authorization Letters in the Program Sites #2 question (if applicable) when rating this question.	<ul style="list-style-type: none"> There is minimal support provided for the locations that were chosen. Sites are not clearly identified and/or the applicant does not provide required supporting documentation (i.e., principal authorization letter, MOA). Service times and hours of operation are not clearly explained or do not meet the needs of the participants. 	<ul style="list-style-type: none"> There is sufficient support provided for the locations that were chosen. Sites are identified and required documentation was included (i.e., principal authorization letter, MOA) and complete. Service times and hours of operation are provided and will adequately meet the needs of the participants. 	<ul style="list-style-type: none"> There is thorough support provided for the locations that were chosen. Sites are clearly identified and required documentation was included (i.e., principal authorization letter, MOA) and complete. Service times and hours of operation are well-defined and will clearly meet the needs of the participants.
Program Design-MOST General Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The population to be served is minimally addressed or unclear. Numbers served appear unrealistically high or low based on the program's capacity and past performance. Wait list procedure are missing or lack appropriate detail. Staff-to-child ratios are unrealistic based on the needs of the population described in the program. 	<ul style="list-style-type: none"> The population to be served is addressed. Numbers served are realistic and justified based on the program's capacity and past performance. Wait list procedures are listed. Staff-to-child ratios are realistic based on the needs of the population described in the program. Justification is provided on why the proposed ratio is preferred but may lack detail. 	<ul style="list-style-type: none"> The population to be served is thoroughly addressed. Numbers served are realistic and well justified based on the program's capacity and past performance, which is included in the response. Wait list procedures are detailed. Staff to child ratios are ideal based on the needs of the population described in the program. Justification detailing why the proposed ratio is preferred is well explained.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST General Questions Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> Inclusive strategies are mentioned, but there is a lack detail or evidence of understanding. How children with special needs will be encouraged to participate in the program is missing or unclear. Elements that foster inclusivity are listed but are incomplete or lack detail. Examples are brief or are not provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed and incorporate evidence of understanding. The response mentions examples of how children with special needs will be encouraged to participate in the program. Examples such as marketing and outreach initiatives are mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are included, and some examples are provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed, and a thorough understanding of inclusive best practices is evident with mention of universal design and its importance. The response describes in detail how children with special needs will be encouraged to participate. Examples of marketing, outreach, and networking are well explained. Involvement in special needs-oriented organizations and groups is mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are provided. Specific examples such as reading books about diverse populations, learning about peers, and collaboration is emphasized in the response.
Program Design-MOST General Questions Question #4 (Maximum Points 15)	<ul style="list-style-type: none"> Engagement strategies and efforts lack detail or are not explained. Initiatives to ensure consistent attendance are mentioned but do not explain how attendance will be improved as a result. Enhancing long-term participation is not included in the response. 	<ul style="list-style-type: none"> Engagement strategies are included in the response. Some examples are provided. Initiatives to ensure consistent attendance are detailed, and an explanation of the desired outcome is provided. Long-term participation is addressed. 	<ul style="list-style-type: none"> Innovative engagement strategies are included in the response, and specific examples are detailed. Initiatives to ensure consistent attendance are thoroughly explained. The desired outcome is provided and shows clear understanding of the 75% desired attendance rate. Long-term participation is addressed and identified as a program goal.
Program Design-MOST Year-Round Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Homework assistance and supplemental activities are discussed but lack detail. Modifications to ensure all children can participate successfully are generalized or not understood. Specific examples are not provided. The number and types of staff are vague or not appropriate for the population served. The teacher to staff ratios for the activities are listed but not explained or not realistic. 	<ul style="list-style-type: none"> Homework assistance and supplemental activities are detailed, and some examples are provided. The activities discussed are adequate for the age or developmental ability of the population served. Examples of modifications to activities are explained, and 1-2 examples of appropriate modifications are provided. The number and types of staff are appropriate and logical. The teacher to staff ratios explained and realistic. 	<ul style="list-style-type: none"> Homework assistance and examples of supplemental activities are detailed. Examples of the type of homework assistance provided and examples of fun supplemental activities are discussed are age or developmental ability of the population served. Modifications are well understood and addressed, and 2-3 examples are provided, such as offering adaptive materials, scaffolding the difficulty of activities, or having peer-to-peer support are included in the response The number and types of staff are appropriate and logical. The teacher to staff ratios are ideal and well thought out.
Program Design- MOST Year-Round Questions Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is minimally addressed or incomplete. No examples of activities are provided. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness curriculum is addressed. Activities are discussed but may lack detail. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is addressed in detail, and the response shows a clear understanding of minute requirement for school year and summer. 1-2 examples of fun, age, and developmentally appropriate activities are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design- MOST Year-Round Questions Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> Nutrition education is included as a component, but the description does not emphasize the importance of proper nutrition and a balanced diet. The response may be lacking in detail or incomplete. 	<ul style="list-style-type: none"> Nutrition education will be delivered to educate the children on the importance of proper nutrition and a balanced diet. 	<ul style="list-style-type: none"> Innovative methodologies to educate the children on the importance of proper nutrition and a balance diet are provided in detail.
Program Design- MOST Year-Round Questions Question #5 (Maximum Points 15)	<ul style="list-style-type: none"> Social-emotional learning activities may lack detail or appear incomplete. Activities may not be age appropriate or developmentally appropriate based on the population served. Discussion on pro-social behaviors and friendship is omitted or may be inadequate. 	<ul style="list-style-type: none"> Social-emotional learning activities are adequately described. There is clear understanding of the concepts necessary to deliver this program. Activities are age appropriate or developmentally appropriate based on the population served. Discussion of pro-social behaviors and friendship is adequate but may lack substance. 	<ul style="list-style-type: none"> Social-emotional learning activities are described in detail. There is clear understanding of how to deliver the program in creative, engaging, and meaningful ways. Planned activities are well thought out and described. Activities are age appropriate and developmentally appropriate based on the population served. Discussion of pro-social behaviors and friendship is thorough, and example activities are provided.
Program Design- MOST Year-Round Questions Question #6 (Maximum Points 10)	<ul style="list-style-type: none"> Family engagement opportunities are minimally addressed or missing. The required number of family engagement activities, for the school year and the summer, are not included in the description. Discussion on how the family engagement activities will offer connections to the community and available resources are not included. 	<ul style="list-style-type: none"> Family engagement opportunities are described. Two (2) family involvement opportunities are described for the school year and the summer however, there is limited understanding of the importance of partnering with families to identify meaningful events they would be interested in attending. Including all families is discussed, however, specific examples of how the program will include diverse populations and their families is not clear. Discussion on how the family engagement activities will offer connections to the community and the resources available are described but lack examples. 	<ul style="list-style-type: none"> Family engagement opportunities are encouraged, and staff partner with families to determine what events would be meaningful and generate satisfactory attendance. Two (2) or more family involvement activities are fully planned and described for both the school year and the summer. Inclusion of all families is well understood and specific examples of how to include diverse populations in these events are well thought out. Prior examples of success are provided. Discussion on how the family engagement activities will offer connections to the community and the resources available are detailed with specific examples.
Program Design- MOST Year-Round Questions Question #7 (Maximum Points 10)	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are minimally addressed or missing. There is limited understanding of the minimum requirements of activities for the school year and the summer. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a description of how the children will benefit from the activities. Understanding of the minimum requirement of activities for the school year and the summer is demonstrated but lack details. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a comprehensive description of how children will benefit from the activities. Understanding of the minimum requirement of activities for the school year and the summer is demonstrated and examples are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design- MOST Year-Round Questions Question #9 (Maximum Points 15)	<ul style="list-style-type: none"> Project Based Learning is mentioned, but there is a lack detail or evidence of understanding The teacher component of the PBL requirement is not addressed. 	<ul style="list-style-type: none"> Project Based Learning is well-thought out and discussed. Key program elements such as a theme and how the theme would be implemented throughout the program day are mentioned but may lack detail. The teacher component of the PBL requirement is briefly mentioned. 	<ul style="list-style-type: none"> Project Based Learning is well explained. Key program elements such as a theme, specific activities, and how the theme will be implemented throughout the program day is well planned. The teacher component of the PBL requirement is detailed, and the response displays evidence of understanding.
Program Design-MOST Year-Round Questions Question #10 (Maximum Points 10)	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are missing or minimally addressed. There is minimal or no discussion of coordination with Swim Central 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed. Coordination with Swim Central is included in the response. 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed in detail and include how often. Coordination with Swim Central is emphasized in the response.
Performance Measures and Data Management Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback. 	<ul style="list-style-type: none"> Some description of how performance measures and data will inform service delivery and incorporate participant or staff feedback is provided. 	<ul style="list-style-type: none"> A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated into the performance measurement process.
Performance Measures and Data Management Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measurement will be conducted. There is minimal description of internal controls for data integrity, test score accuracy, and outcome reporting. There is no reference to how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan for ensuring that every client served will complete performance measures. Adequate internal controls are addressed to ensure data integrity and that test results are accurately scored and reported. A general description is provided on how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The budget form is missing, incomplete, or incorrect. Budget amounts seem unreasonable or unnecessary to support the program. 	<ul style="list-style-type: none"> The budget form is complete, but may lack detail. Expenses appear reasonable and support the proposed program. Budget detail describes and justifies anticipated expenses, but may lack detail. 	<ul style="list-style-type: none"> The budget form is complete and accurate. Expenses are cost-effective, reasonable, and support the proposed program. Budget detail clearly describes and justifies anticipated expenses.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Budget Question #2 (Maximum Points 10)	<ul style="list-style-type: none">The agency has not managed a program budget within the range of the proposed budget or, if they have, utilization of funding was poor (less than 75%) with no acceptable explanation and no plan to address underutilization in the future.	<ul style="list-style-type: none">The agency has managed some program budgets within the range of the proposed budget and utilization was satisfactory (75-89%).The explanation for underutilization and the plan to address underutilization in the future was satisfactory.	<ul style="list-style-type: none">The agency has a strong history of managing program budgets within the range of the proposed budget and utilization has been excellent (90-100%).Any past underutilization was clearly explained and appeared to be beyond the control of the agency.
Budget Question #3 (Maximum Points 10)	<ul style="list-style-type: none">The experience that the agency's leadership will bring to help manage the allocation is missing, unclear, or inadequate.	<ul style="list-style-type: none">The experience that the agency's leadership will bring to help manage the allocation is detailed and appears adequate.	<ul style="list-style-type: none">The experience that the agency's leadership will bring to help manage the allocation is comprehensive and supports successful budget management.

ATTACHMENT V

MOST INCLUSION

(SUMMER-ONLY)

APPLICATION FOR FUNDING



APPLICATION FOR FUNDING

MOST Inclusion (Summer-Only) (formerly known as MOST GP)

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the "**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**" section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)

2. Is the agency accredited? ____ Yes ____ No

If yes, by whom (list all)? _____

Level of accreditation for all: _____ Period of accreditation for all: _____

3. What is the agency's fiscal year? Beginning: _____ Ending: _____

4. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
____ Yes ____ No

If yes, provide a brief explanation of each instance. (*Limit 600 words - approx. 1 page*)

5. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. (*Limit 300 words - approx. ½ page*)

6. Please indicate whether your agency will be transporting children: ____ Yes ____ No

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution**.

Affirm: ____ Yes ____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

PROGRAM PERFORMANCE HISTORY

1. CSC will provide raters with copies of program performance information for similar CSC-funded programs. If applicable, submit any non-CSC funded program monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months.

2. Describe the agency's general program performance history. If any CSC or non-CSC funded program listed in Funding History has experienced performance challenges during the last three (3) years, has had a contract terminated, or failed to be renewed, please provide an explanation. Include how challenges are being resolved and how successful the program has been in resolving challenges. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

ORGANIZATIONAL CAPABILITY

1. Describe your experience working with diverse populations and how your agency will implement culturally responsive services and organizational practices that promote equity. Strategies must address culturally responsive engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias and how this might affect service delivery. Strategies must also include staff training in this area, including the executive leadership team. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
2. Describe your history of successful community collaboration, including your participation in any of the Broward County Children's Strategic Plan committees, other work groups, or other community efforts. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. The CSC is committed to promoting the coordination of children's services in Broward County. Describe the formal and informal partnerships you developed to support the participants you serve. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
4. Demonstrate how the composition of your staff, including the executive leadership team and your Board (if applicable), reflects the diversity of the community and promotes diversity in viewpoints, lived experience, gender, cultural and ethnic backgrounds, and race and ethnic identity. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
5. If your organization has a Board, explain what type of administrative and financial support your Board contributes to your organization to better fulfill your mission. If this does not apply to your agency, make a statement to that effect. *(Limit 300 words - approx. ½ page)*
6. It is anticipated that organizations responding to this RFP will have experience providing out-of-school time services for the proposed population. Describe your agency's ability to provide specific services that meet the unique and individualized needs of elementary school-aged children. Describe your agency's funding history, experience, knowledge, and/or training in these areas. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of May 1, 2023. Provide a timeline for hiring and training of staff to be fully operational by the beginning of June 2023. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe planned staff recruitment efforts (monetary and non-monetary). *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. Explain what efforts you will make to retain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include in your answer how self-care is incorporated. Also include historical staff turnover information for your organization. *(Limit 300 words- approx. ½ page)* **(Maximum points: 10)**
4. Consider the initial and ongoing staff training requirements and staff supervision associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Include any additional training that will be provided in order to best serve the desired population. Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
5. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements, and are re-screened every five (5) years. *(Limit 300 words - approx. ½ page)*

PROGRAM SITES CHART

Complete the following information for all program sites that would be funded under this proposal. Please note:

of Summer days is the number of days that site will be operational during the Summer. (Note: Minimum number of summer days is 38)

# of Summer days	# to be served: Summer	Site Name	Street Address	City	Zip Code	Summer Days/ Hours of Operation

PROGRAM SITES

1. Provide a rationale for the program sites you have proposed. Explain how the location of services and days/hours of operation meet the needs of the children. If using a community-based site within the attendance boundary of a school on the Priority School List where 86% of enrolled students are eligible for Free or Reduced Lunch, identify the high-need feeder schools or populations with intensive needs that will be targeted for recruitment. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
2. Submit Principal Authorization Letters (See "Principal Authorization Letter" Attachment) for school-based sites. Submit Memorandums of Agreement for community site use if the site locations are not under the direct control of the proposer.

PROGRAM DESIGN- MOST GENERAL QUESTIONS

1. Describe your population(s) to be served. Describe how you determined the number of participants to be served and why. Describe your program's waiting list procedures. Include proposed staff to child ratios and your rationale. *(Limit 300 words - approx. ½ page)* **(Maximum points: 15)**
2. Describe how your program will ensure inclusive strategies are in place to benefit all children. How will your program encourage the participation of children of all abilities? What elements are in place to foster inclusivity with typically developing children and children with special needs? *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
3. Describe your understanding of the benefits of using a sliding fee scale and your process for assessment and collection. *(Limit 300 words - approx. ½ page)*
4. It is expected that children in the MOST Inclusion programs will maintain an average daily attendance rate of 85% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices that the program will implement in order to ensure consistent and long-term participation. *(Limit 300 words - approx. 1/2 page)* **(Maximum points: 15)**
5. Proposals that include individual transportation to home are not encouraged under this RFP. (See "CSC Guidelines for Transportation" Attachment) Is your agency requesting daily transportation?

Yes_____ No_____

If yes, provide a clear rationale that explains why this transportation is critical for the children served. Justify why partnering with other entities to provide daily transportation is not feasible and/or provide a detailed cost-sharing plan to describe how your agency/partners will offset the cost of the daily transportation. *(Limit 600 words - approx. 1 page)*

PROGRAM DESIGN- MOST SUMMER QUESTIONS

1. Describe how Project Based Learning (PBL) will be incorporated into the summer program, including how the themes will incorporate hands-on activities that are inventive, enjoyable, and appealing. There is no daily minimum time requirement for each academic component incorporated into the PBL theme, but a minimum of two hours per day of PBL shall be offered daily during the summer. Because PBL will take more planning, teachers will need to be scheduled for an additional four (4) hours per week to prepare lessons plans; please make sure you include this in your budget. *(Limit 600 words – approx. 1 page)* **(Maximum points: 15)**
2. Explain how the required minimum of sixty (60) minutes of combined indoor and outdoor physical activity will be implemented in the summer. Fun and age/developmentally appropriate CATCH Kids Club physical fitness activities should be provided. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. If awarded funding under the MOST RFP, the Agency agrees to apply to the Summer Food Service Program (SFSP, also known as Summer BreakSpot) to provide the children with one breakfast or morning snack, and lunch during the summer.

_____Yes
4. Describe how nutrition education will be delivered using the CATCH Kids Club curriculum or other creative methodologies to educate children about the importance of proper nutrition and a balanced diet. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**

5. Describe how the Promoting Alternative Thinking Strategies (PATHS) curriculum will be used in a creative and meaningful way to enhance social emotional learning for all children in the program during the summer. Explain how PATHS can be used as an opportunity to discuss inclusion and friendship. (Limit 600 words - approx. 1 page) (Maximum points: 15)
6. Explain how your program will bring families together to build a community during the summer program. Describe how program staff will encourage communication with all families and identify appropriate family engagement events to meet their needs. Describe two (2) family engagement opportunities that will be offered and how they will help children and families develop strong connections with their community and the resources available. Also, describe any virtual family engagement activities you plan to host. (Limit 600 words - approx. 1 page) (Maximum points: 10)
7. Describe how your program shall provide a diversity of cultural arts and enrichment activities to the children they serve during the summer. Describe the types of activities that will be offered by the program and how the children will benefit. During the summer, programs must provide at least one (1) enrichment activity **weekly** and a minimum of three (3) must be found in The Arts in Education Directory. (Limit 300 words - approx. ½ page) (Maximum points: 10)
8. Describe the supplemental learning activities that will take place during the summer when time allows, the purpose of the activities, and how they will make learning fun. What possible modifications will be made to ensure that all children can participate successfully? (Limit 300 words - approx. ½ page) (Maximum points: 10)
9. Describe your program's plan to provide the required water safety and in-water swimming component during the summer, including how these services will be provided, benefits to the children, and plans for coordination of lessons with SWIM Central. (Limit 300 words - approx. ½ page) (Maximum points: 10)
10. Describe how your program will work with the Reading Explorers program during the summer to provide adequate space and support to implement small group tutoring. How do you plan to infuse literacy throughout the summer hours? (Limit 300 words - approx. ½ page)
11. The Inclusion Supports provider will assist MOST providers in ensuring successful inclusion is at the forefront of programming during the summer. Describe how you will collaborate with the Inclusion Supports provider to enhance your program. What is the process of identifying a child who may need assistance? What efforts will be made to incorporate the Inclusion Supports provider in the process of providing necessary and meaningful accommodations? (Limit 600 words - approx. 1 page) (Maximum points: 10)

PERFORMANCE MEASURES AND DATA MANAGEMENT

1. Describe the methods you intend to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? (Limit 300 words - approx. ½ page) (Maximum points: 10)
2. Pre, mid (if applicable), and post-testing is required to measure participant progress and program impact. Explain the steps you will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained and that test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results? (Limit 300 words - approx. ½ page) (Maximum points: 10)

REQUESTED FUNDING-Summer

Enter your requested **Summer Start-Up Amount** (this amount should match the Total Start-Up amount of the Summer budget).

Enter your requested **Summer Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your Summer budget).

Enter the **Summer Unduplicated # of Children to be Served**.

Enter the **Summer Total # of Operating Days**.

The **Summer Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your Summer budget).

The **Summer Cost per Child per Day** will be computed based on your entries.

Total Summer Start-Up Amount: _____ + Summer Operating Amount: _____
= Summer Grand Total Request: _____

Summer Unduplicated # of Children to be Served: _____
Summer Total # of Operating Days: _____

Summer Cost per Child per Day: _____

BUDGET

1. Proposals must include one (1) Excel budget for all requested funding for **May 1, 2023 through August 31, 2023**. This budget must include a minimum of 8 weeks (38 days, in consideration of closures for Independence Day and Juneteenth).

When completing the budget form, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (e.g., *5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs.

Ensure you review the following RFP document sections when constructing your budget:
Section I: G.1.; G.6.; G.8.; G.11; I.2.; I.3.; I.8.; L.1.d.; L.2.
Section III

You must utilize the “**Out-of-School Time (OST) Program Budget Form**” Attachment for your proposed budget template. Please review the “**Provider Budget Preparation Guidelines- Out-of-School Time (OST) Program Budget Form**” Attachment before creating your proposed budget. DO NOT PDF YOUR BUDGET FORMS! (Maximum points: 15)

2. Explain the agency's history in managing program budgets for similar services which are within the range of the proposed budget. In your response, include the agency's past 2 years of funding history (CSC and/or non-CSC funding) and the annual percentage of funding per contract the agency utilized. If your agency wasn't able to utilize 90% or more of the allocated budget, explain why. What changed that would allow your agency to utilize 90% or more of the funds for your proposed program budget? (Limit 600 words - approx. 1 page) (Maximum points: 10)
3. What experience will the agency's leadership bring that will help to successfully manage the proposed program budget allocation? (Limit 300 words - approx. ½ page) (Maximum points: 10)

ATTACHMENT VI

MOST INCLUSION (SUMMER-ONLY) RATING TOOL



RATING TOOL

MOST INCLUSION (SUMMER-ONLY) 2022
(formerly known as MOST GP)

RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none">Agency history is less than one year.Description of agency mission or services provided is missing, unclear, or minimally described.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing.	<ul style="list-style-type: none">Agency history is less than three years.Agency mission and history somewhat support the plan to provide services for the program described in the RFP.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both.	<ul style="list-style-type: none">Agency history is three years or more.Agency mission and history clearly support the provision of services for the program described in the RFP.For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Program Performance History Question #2 (Maximum Points 15) Raters-If applicable, please review attached CSC monitoring reports (in the Application Files pod) and/or non-CSC reports attached in Question #1 under Program Performance History.	<ul style="list-style-type: none">There is no prior program performance information or information reflects service concerns.If program experienced performance challenges during the last 3 years, these challenges were not clearly explained or were not resolved satisfactorily.	<ul style="list-style-type: none">Prior program performance information reflects no substantive findings, satisfactory outcomes, and satisfactory service delivery.If any program experienced performance challenges during the last 3 years, these challenges were explained, and the resolution was satisfactory.	<ul style="list-style-type: none">Prior program performance information indicates high quality service delivery, and outcome data supports that the program was highly effective.Program performance information indicates no performance challenges during the last 3 years.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Organizational Capability Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is limited prior experience working with diverse populations. The response does not address culturally responsive services and/or organizational practices that promote equity. Proposed strategies do not address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies do not include staff training, or training does not include the executive leadership team. 	<ul style="list-style-type: none"> There is some prior experience working with diverse populations. The response demonstrates a satisfactory understanding of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies adequately address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include adequate staff training, which includes the executive leadership team. 	<ul style="list-style-type: none"> Prior experience working with diverse populations is clearly described. The response demonstrates a clear focus on and understanding of the importance of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies fully address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include comprehensive staff training, which includes the executive leadership team.
Organizational Capability Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The response does not address participation or reflects little participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects some participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects in-depth participation in local strategic planning/community collaboration efforts.
Organizational Capability Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> There are no formal or informal partnerships described, or the partnerships do not directly impact the participants the agency serves. 	<ul style="list-style-type: none"> There are some formal or informal partnerships described which have some direct impact on the participants the agency serves. 	<ul style="list-style-type: none"> There are a variety of formal or informal partnerships described which have a clear, direct impact on the participants the agency serves.
Organizational Capability Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) do not reflect or promote the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) somewhat reflects and promotes the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) clearly reflects the diversity of the community they serve and actively promotes diversity in all areas.
Organizational Capability Question #6 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services and/or has minimal experience providing services for the desired population. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The agency has some knowledge of the system(s) of care for the desired population. The provision of these RFP services appears a logical progression for the agency. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. The agency has a thorough knowledge of the system(s) of care for the desired population. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population.
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Staff Information Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> Staff recruitment efforts are minimally explained and lack detail. 	<ul style="list-style-type: none"> Staff recruitment efforts are adequately explained and reflect reasonable strategies to recruit quality staff. 	<ul style="list-style-type: none"> Staff recruitment efforts are clearly explained and include effective and innovative strategies (monetary and non-monetary).

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Staff Information Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> Staff retention strategies are minimally explained and lack detail. The provider has a history of poor staff retention. 	<ul style="list-style-type: none"> Staff retention strategies are adequately explained and reflect reasonable strategies to increase retention, including a focus on self-care. The provider has a satisfactory staff retention history. 	<ul style="list-style-type: none"> Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts to increase retention rates and includes clear self-care strategies for staff. Strategies appear to be effective, and the provider has a good staff retention history.
Staff Information Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> A plan to train staff is not supplied or does not directly correlate to serving the desired population and addressing important subject areas in need of staff training. There are minimal details about how the staff will be supervised and how often they will meet with the supervisor to address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is adequate and somewhat correlates to serving the desired population and addressing some subject areas in need of staff training. Staff supervision strategies are adequately explained and appear to promote quality service delivery and address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is comprehensive and directly correlates to serving the desired population and addressing important subject areas in need of staff training. Staff supervision strategies are clearly outlined and lend themselves to ensuring quality service delivery and addressing the major issues associated with serving the desired population.
Program Sites Question #1 (Maximum Points 15) Raters-please refer to Memorandums of Agreement and/or Principal Authorization Letters in the Program Sites #2 question (if applicable) when rating this question.	<ul style="list-style-type: none"> There is minimal support provided for the locations that were chosen. Sites are not clearly identified, include non-eligible schools or community sites not identified as high need, and/or the applicant does not provide required supporting documentation (i.e. principal authorization letter, MOA). Service times and hours of operation are not clearly explained or do not meet the needs of the participants. 	<ul style="list-style-type: none"> There is sufficient support provided for the locations that were chosen. Selected schools are eligible for services, or community sites are in areas of identified need, and required documentation was included (i.e. principal authorization letter, MOA) and complete. Service times and hours of operation are provided and will adequately meet the needs of the participants. 	<ul style="list-style-type: none"> There is thorough support provided for the locations that were chosen. Selected schools are eligible for services, or community sites are in areas of identified need, and required documentation was included (i.e. principal authorization letter, MOA) and complete. Service times and hours of operation are well-defined and will clearly meet the needs of the participants.
Program Design-MOST General Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The population to be served is minimally addressed or unclear. Numbers served appear unrealistically high or low based on the program's capacity and past performance. Wait list procedure are missing or lack appropriate detail. Staff-to-child ratios are unrealistic based on the needs of the population described in the program. 	<ul style="list-style-type: none"> The population to be served is addressed. Numbers served are realistic and justified based on the program's capacity and past performance. Wait list procedures are listed. Staff-to-child ratios are realistic based on the needs of the population described in the program. Justification is provided on why the proposed ratio is preferred but may lack detail. 	<ul style="list-style-type: none"> The population to be served is thoroughly addressed. Numbers served are realistic and well justified based on the program's capacity and past performance, which is included in the response. Wait list procedures are detailed. Staff to child ratios are ideal based on the needs of the population described in the program. Justification detailing why the proposed ratio is preferred is well explained.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST General Questions Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> Inclusive strategies are mentioned, but there is a lack detail or evidence of understanding. How children with special needs will be encouraged to participate in the program is missing or unclear. Elements that foster inclusivity are listed but are incomplete or lack detail. Examples are brief or are not provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed and incorporate evidence of understanding. The response mentions examples of how children with special needs will be encouraged to participate in the program. Examples such as marketing and outreach initiatives are mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are included, and some examples are provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed, and a thorough understanding of inclusive best practices is evidence with mention of universal design and its importance. The response describes in detail how children with special needs will be encouraged to participate. Examples of marketing, outreach, and networking are well explained. Involvement in special needs-oriented organizations and groups is mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are provided. Specific examples such as reading books about diverse populations, learning about peers, and collaboration is emphasized in the response.
Program Design-MOST General Questions Question #4 (Maximum Points 15)	<ul style="list-style-type: none"> Engagement strategies and efforts lack detail or are not explained. Initiatives to ensure consistent attendance are mentioned but do not explain how attendance will be improved as a result. Enhancing long-term participation is not included in the response. 	<ul style="list-style-type: none"> Engagement strategies are included in the response. Some examples are provided. Initiatives to ensure consistent attendance are detailed, and an explanation of the desired outcome is provided. Long-term participation is addressed. 	<ul style="list-style-type: none"> Innovative engagement strategies are included in the response, and specific examples are detailed. Initiatives to ensure consistent attendance are thoroughly explained. The desired outcome is provided and shows clear understanding of the 85% desired attendance rate. Long-term participation is addressed and identified as a program goal.
Program Design-MOST Summer Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Project Based Learning is mentioned, but there is a lack detail or evidence of understanding. The teacher component of the PBL requirement is not addressed. 	<ul style="list-style-type: none"> Project Based Learning is well-thought out and discussed. Key program elements such as a theme and how the theme would be implemented throughout the program day. The teacher component of the PBL requirement is briefly mentioned. 	<ul style="list-style-type: none"> Project Based Learning is well explained. Key program elements such as a theme, specific activities, and how the theme will be implemented throughout the program day is well planned. The teacher component of the PBL requirement is detailed, and the response displays evidence of understanding.
Program Design-MOST Summer Questions Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is minimally addressed or incomplete. No examples of activities are provided. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is addressed, and activities are discussed but may lack detail. Activities are discussed but may lack detail. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is addressed in detail, and the response shows a clear understanding of the 60-minute requirement. 1-2 examples of fun, age and developmentally appropriate activities are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST Summer Questions Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> Nutrition education is included as a component, but the description does not emphasize the importance of proper nutrition and a balanced diet. The response may be lacking in detail or incomplete. 	<ul style="list-style-type: none"> Nutrition education will be delivered to educate the children on the importance of proper nutrition and a balanced diet. 	<ul style="list-style-type: none"> Innovative methodologies to educate the children on the importance of proper nutrition and a balanced diet are provided in detail.
Program Design-MOST Summer Questions Question #5 (Maximum Points 15)	<ul style="list-style-type: none"> Social-emotional learning activities may lack detail or appear incomplete. Activities may not be age appropriate or developmentally appropriate based on the population served. Discussion on inclusion and friendship is omitted or may be inadequate. 	<ul style="list-style-type: none"> Social-emotional learning activities are adequately described. There is clear understanding of the concepts necessary to deliver this program. Activities are age appropriate or developmentally appropriate based on the population served. Discussion of inclusion and friendship is adequate but may lack substance 	<ul style="list-style-type: none"> Social-emotional learning activities are described in detail. There is clear understanding of how to deliver the program in creative, engaging, and meaningful ways. Planned activities are well thought out and described. Activities are age appropriate and developmentally appropriate based on the population served. Discussion of inclusion and friendship is thorough, and examples of activities are provided.
Program Design-MOST Summer Questions Question #6 (Maximum Points 10)	<ul style="list-style-type: none"> Family engagement opportunities are minimally addressed or missing. There is one (1) family involvement activity rather than the two (2) required. Discussion on how the family engagement activities will offer connections to the community and available resources are not included. 	<ul style="list-style-type: none"> Family engagement opportunities are described. Two (2) family involvement opportunities are described; however, there is limited understanding of the importance of partnering with families to identify meaningful events they would be interested in attending. Including all families is discussed, however, but specific examples of how the program will include diverse populations and their families is not clear. Discussion on how the family engagement activities will offer connections to the community and the resources available are described but lack examples. 	<ul style="list-style-type: none"> Family engagement opportunities are encouraged, and staff partner with families to determine what events would be meaningful and generate satisfactory attendance. Two (2) or more family involvement activities are fully planned and described. Including all families is well understood, and specific examples of how to include diverse populations and their families in these events are well thought out. Prior examples of success may be provided. Discussion on how the family engagement activities will offer connections to the community and the resources available are detailed with specific examples.
Program Design-MOST Summer Questions Question #7 (Maximum Points 10)	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are minimally addressed or missing. There is limited understanding of the minimum requirements of activities. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a description of how the children will benefit from the activities. Understanding of the minimum requirement of activities for the summer is demonstrated but lack details. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a comprehensive description of how children will benefit from the activities. Understanding of the minimum requirement of activities for the summer is demonstrated and examples are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST Summer Questions Question #8 (Maximum Points 10)	<ul style="list-style-type: none"> Supplemental activities are discussed but may lack detail or seem inappropriate for the age or developmental ability of the population served. Possible modifications are not addressed or lack detail. 	<ul style="list-style-type: none"> Supplemental activities are discussed and are adequate for the age or developmental ability of the population served. Possible modifications are mentioned but are unclear or not appropriate. 	<ul style="list-style-type: none"> Supplemental activities are well-thought out and are appropriate for the age or developmental ability of the population served. Possible modifications are described, and examples are given that demonstrate understanding of early childhood development.
Program Design-MOST Summer Questions Question #9 (Maximum Points 10)	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are missing or minimally addressed. There is minimal or no discussion of coordination with Swim Central 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed. Coordination with Swim Central is included in the response. 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed in detail and include how often. Coordination with Swim Central is emphasized in the response.
Program Design-MOST Summer Questions Question #11 (Maximum Points 10)	<ul style="list-style-type: none"> Collaboration with inclusion supports is briefly explained but may lack detail or be incomplete. The process of identifying a child who may need additional support in the afterschool program is minimally addressed or omitted. The effort to include Inclusion Supports in decision making regarding necessary program accommodations is minimally addressed or omitted. 	<ul style="list-style-type: none"> Collaboration with inclusion supports is explained with examples of how the program will work with the program in support of the children served. The process of identifying a child is provided and includes examples of situations where a child has needed more support to enjoy the program. The effort to include Inclusion Supports is listed and steps are given. 	<ul style="list-style-type: none"> Collaboration with inclusion supports is well explained. Examples are provided of how the provider will work with the program. The process of identifying a child is provided. Staff involvement is evident in the response. Examples of situations where a child has needed more support to enjoy the program is provided. The effort to include Inclusion Supports is listed. Steps are given that detail how the provider will identify the need for Inclusion Supports and be proactive with the program.
Performance Measures and Data Management Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback. 	<ul style="list-style-type: none"> Some description of how performance measures and data will inform service delivery and incorporate participant or staff feedback is provided. 	<ul style="list-style-type: none"> A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated into the performance measurement process.
Performance Measures and Data Management Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measurement will be conducted. There is minimal description of internal controls for data integrity, test score accuracy, and outcome reporting. There is no reference to how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan for ensuring that every client served will complete performance measures. Adequate internal controls are addressed to ensure data integrity and that test results are accurately scored and reported. A general description is provided on how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none">• The budget form is missing, incomplete, or incorrect.• Budget amounts seem unreasonable or unnecessary to support the program.	<ul style="list-style-type: none">• The budget form is complete, but may lack detail.• Expenses appear reasonable and support the proposed program.• Budget detail describes and justifies anticipated expenses, but may lack detail.	<ul style="list-style-type: none">• The budget form is complete and accurate.• Expenses are cost-effective, reasonable, and support the proposed program.• Budget detail clearly describes and justifies anticipated expenses.
Budget Question #2 (Maximum Points 10)	<ul style="list-style-type: none">• The agency has not managed a program budget within the range of the proposed budget or, if they have, utilization of funding was poor (less than 75%) with no acceptable explanation and no plan to address underutilization in the future.	<ul style="list-style-type: none">• The agency has managed some program budgets within the range of the proposed budget and utilization was satisfactory (75-89%).• The explanation for underutilization and the plan to address underutilization in the future was satisfactory.	<ul style="list-style-type: none">• The agency has a strong history of managing program budgets within the range of the proposed budget and utilization has been excellent (90-100%).• Any past underutilization was clearly explained and appeared to be beyond the control of the agency.
Budget Question #3 (Maximum Points 10)	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is missing, unclear, or inadequate.	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is detailed and appears adequate.	<ul style="list-style-type: none">• The experience that the agency's leadership will bring to help manage the allocation is comprehensive and supports successful budget management.

ATTACHMENT VII

MOST SPECIAL NEEDS (SUMMER-ONLY) APPLICATION FOR FUNDING

APPLICATION FOR FUNDING

MOST Special Needs (Summer-Only)

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the "**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**" section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)

2. Is the agency accredited? ____ Yes ____ No

If yes, by whom (list all)? _____

Level of accreditation for all: _____ Period of accreditation for all: _____

3. What is the agency's fiscal year? Beginning: _____ Ending: _____

4. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
____ Yes ____ No

If yes, provide a brief explanation of each instance. (*Limit 600 words - approx. 1 page*)

5. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. (*Limit 300 words - approx. ½ page*)

6. Please indicate whether your agency will be transporting children: ____ Yes ____ No

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution**.

Affirm: ____ Yes ____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

PROGRAM PERFORMANCE HISTORY

1. CSC will provide raters with copies of program performance information for similar CSC-funded programs. If applicable, submit any non-CSC funded program monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months.

2. Describe the agency's general program performance history. If any CSC or non-CSC funded program listed in Funding History has experienced performance challenges during the last three (3) years, has had a contract terminated, or failed to be renewed, please provide an explanation. Include how challenges are being resolved and how successful the program has been in resolving challenges. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

ORGANIZATIONAL CAPABILITY

1. Describe your experience working with diverse populations and how your agency will implement culturally responsive services and organizational practices that promote equity. Strategies must address culturally responsive engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias and how this might affect service delivery. Strategies must also include staff training in this area, including the executive leadership team. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
2. Describe your history of successful community collaboration, including your participation in any of the Broward County Children's Strategic Plan committees, other work groups, or other community efforts. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. The CSC is committed to promoting the coordination of children's services in Broward County. Describe the formal and informal partnerships you developed to support the participants you serve. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
4. Demonstrate how the composition of your staff, including the executive leadership team and your Board (if applicable), reflects the diversity of the community and promotes diversity in viewpoints, lived experience, gender, cultural and ethnic backgrounds, and race and ethnic identity. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
5. If your organization has a Board, explain what type of administrative and financial support your Board contributes to your organization to better fulfill your mission. If this does not apply to your agency, make a statement to that effect. *(Limit 300 words - approx. ½ page)*
6. It is anticipated that organizations responding to this RFP will have experience providing out-of-school time services for the proposed population. Describe your agency's ability to provide specific services that meet the unique and individualized needs of children and youth with special needs. Describe your agency's funding history, experience, knowledge, and/or training in these areas. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of May 1, 2023. Provide a timeline for hiring and training of staff to be fully operational by the beginning of June 2023. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe planned staff recruitment efforts (monetary and non-monetary). *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. Explain what efforts you will make to retain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include in your answer how self-care is incorporated. Also include historical staff turnover information for your organization. *(Limit 300 words- approx. ½ page)* **(Maximum points: 10)**
4. Consider the initial and ongoing staff training requirements and staff supervision associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Include any additional training that will be provided in order to best serve the desired population. Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery. *(Limit 600 words - approx. 1 page)* **(Maximum points: 10)**
5. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements, and are re-screened every five (5) years. *(Limit 300 words - approx. ½ page)*

PROGRAM SITES CHART

Complete the following information for all program sites that would be funded under this proposal. Please note:

of Summer days is the number of days that site will be operational during the Summer. (Note: Minimum number of summer days is 38)

# of Summer days	# to be served: Summer	Site Name	Street Address	City	Zip Code	Summer Days/ Hours of Operation

PROGRAM SITES

1. Provide a rationale for the program sites you have proposed. Explain how the location of services and days/hours of operation meet the needs of the youth. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
2. Submit Principal Authorization Letters (See "Principal Authorization Letter" Attachment) for school-based sites. Submit Memorandums of Agreement for community site use if the site locations are not under the direct control of the proposer.

PROGRAM DESIGN- MOST GENERAL QUESTIONS

1. Describe your population(s) to be served. Describe how you determined the number of participants to be served and why. Describe your program's waiting list procedures Include proposed staff to child ratios and your rationale. *(Limit 300 words - approx. ½ page)* **(Maximum points: 15)**
2. Describe how your program will ensure inclusive strategies are in place to benefit all children. How will your program encourage the participation of children of all ability levels in the program? What elements are in place to ensure universal supports are in place for children with various developmental abilities and needs? *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**
3. Describe your understanding of the benefits of using a sliding fee scale and your process for assessment and collection. *(Limit 300 words - approx. ½ page)*
4. It is expected that children in the MOST Special Needs programs will maintain an average daily attendance rate of 75% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices that the program will implement in order to ensure consistent and long-term participation. *(Limit 300 words - approx. 1/2 page)* **(Maximum points: 15)**
5. Proposals that include individual transportation to home are not encouraged under this RFP (See "CSC Guidelines for Transportation" Attachment). Is your agency requesting daily transportation?

Yes_____ No_____

If yes, provide a clear rationale that explains why this transportation is critical for the children served. Justify why partnering with other entities to provide daily transportation is not feasible and/or provide a detailed cost-sharing plan to describe how your agency/partners will offset the cost of the daily transportation. *(Limit 600 words - approx. 1 page)*

PROGRAM DESIGN- MOST SUMMER QUESTIONS

1. Describe how Project Based Learning (PBL) will be incorporated into the summer program, including how the themes will incorporate hands-on activities that are inventive, enjoyable, and appealing. There is no daily minimum time requirement for each academic component incorporated into the PBL theme, but a minimum of two hours per day of PBL shall be offered daily during the summer. Because PBL will take more planning, teachers will need to be scheduled for an additional four (4) hours per week to prepare lessons plans; please make sure you include this in your budget. *(Limit 600 words – approx. 1 page)* **(Maximum points: 15)**
2. Explain how the required minimum of sixty (60) minutes of combined indoor and outdoor physical activity will be implemented in the summer. Fun and age/developmentally appropriate CATCH Kids Club physical fitness activities should be provided. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. If awarded funding under the MOST RFP, the Agency agrees to apply to the Summer Food Service Program (SFSP, also known as Summer BreakSpot) to provide the children with one breakfast or morning snack, and lunch during the summer.

_____Yes
4. Describe how nutrition education will be delivered using the CATCH Kids Club curriculum or other creative methodologies to educate children about the importance of proper nutrition and a balanced diet. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**

5. Describe how the Promoting Alternative Thinking Strategies (PATHS) curriculum will be used in a creative and meaningful way to enhance social emotional learning during the summer. Explain how PATHS can be used to foster pro-social behaviors and encourage friendships. (Limit 600 words - approx.1 page) (Maximum points: 15)
6. Explain how your program will bring families together to build a community during the summer program. Describe how program staff will encourage communication with all families and identify appropriate family engagement events to meet their needs. Describe two (2) family engagement opportunities that will be offered and how they will help children and families develop strong connections with their community and the resources available. Also, describe any virtual family engagement activities you plan to host. (Limit 600 words - approx. 1 page) (Maximum points: 10)
7. Describe how your program shall provide a diversity of cultural arts and enrichment activities to the children they serve during the summer. Describe the types of activities that will be offered by the program and how the children will benefit. During the summer, programs must provide at least one (1) enrichment activity **weekly** and a minimum of three (3) must be found in The Arts in Education Directory. (Limit 300 words - approx. ½ page) (Maximum points: 10)
8. Describe the supplemental learning activities that will take place during the summer when time allows, the purpose of the activities, and how they will make learning fun. What possible modifications will be made to ensure that all children can participate successfully? (Limit 300 words - approx. ½ page) (Maximum points: 10)
9. Describe your program's plan to provide the required water safety and in-water swimming component during the summer, including how these services will be provided, benefits to the children, and plans for coordination of lessons with SWIM Central. (Limit 300 words - approx. ½ page) (Maximum points: 10)
10. Describe how Music Therapy will be incorporated into the program during the summer. How often will Music Therapy be offered to program participants? What is the estimated group size and how many groups per week will receive the enrichment? Are there any anticipated barriers to participating in music therapy? Detail these barriers and why they apply to your program and what will be done to minimize or work around them. (Limit 300 words - approx. ½ page)

PERFORMANCE MEASURES AND DATA MANAGEMENT

1. Describe the methods you intend to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? (Limit 300 words - approx. ½ page) (Maximum points: 10)
2. Pre, mid (if applicable), and post-testing is required to measure participant progress and program impact. Explain the steps you will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained and that test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results? (Limit 300 words - approx. ½ page) (Maximum points: 10)

REQUESTED FUNDING-Summer

Enter your requested **Summer Start-Up Amount** (this amount should match the Total Start-Up amount of the Summer budget).

Enter your requested **Summer Operating Amount** (this amount is the Grand Total Request minus the Total Start-Up amount in your Summer budget).

Enter the **Summer Unduplicated # of Children to be Served**.

Enter the **Summer Total # of Operating Days**.

The **Summer Grand Total Request** will be computed based on your entries (this should match the Grand Total Request in your Summer budget).

The **Summer Cost per Child per Day** will be computed based on your entries.

Total Summer Start-Up Amount: _____ + Summer Operating Amount: _____
= Summer Grand Total Request: _____

Summer Unduplicated # of Children to be Served: _____

Summer Total # of Operating Days: _____

Summer Cost per Child per Day: _____

BUDGET

1. Proposals must include one (1) Excel budget for all requested funding for **May 1, 2023 through August 31, 2023**. This budget must include a minimum of 8 weeks (38 days, in consideration of closures for Independence Day and Juneteenth).

When completing the budget form, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (e.g., *5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs.

Ensure you review the following RFP document sections when constructing your budget:
Section I: G.1.; G.6.; G.8.; G.11; I.2.; I.3.; I.8.; L.1.d.; L.2.
Section III

You must utilize the “**Out-of-School Time (OST) Program Budget Form**” Attachment for your proposed budget template. Please review the “**Provider Budget Preparation Guidelines- Out-of-School Time (OST) Program Budget Form**” Attachment before creating your proposed budget. DO NOT PDF YOUR BUDGET FORMS! (Maximum points: 15)

2. Explain the agency's history in managing program budgets for similar services which are within the range of the proposed budget. In your response, include the agency's past 2 years of funding history (CSC and/or non-CSC funding) and the annual percentage of funding per contract the agency utilized. If your agency wasn't able to utilize 90% or more of the allocated budget, explain why. What changed that would allow your agency to utilize 90% or more of the funds for your proposed program budget? (Limit 600 words - approx. 1 page) (Maximum points: 10)
3. What experience will the agency's leadership bring that will help to successfully manage the proposed program budget allocation? (Limit 300 words - approx. ½ page) (Maximum points: 10)

ATTACHMENT VIII

MOST SPECIAL NEEDS (SUMMER-ONLY) RATING TOOL

RATING TOOL

MOST SPECIAL NEEDS (SUMMER-ONLY) 2022



RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none">Agency history is less than one year.Description of agency mission or services provided is missing, unclear, or minimally described.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing.	<ul style="list-style-type: none">Agency history is less than three years.Agency mission and history somewhat support the plan to provide services for the program described in the RFP.For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both.	<ul style="list-style-type: none">Agency history is three years or more.Agency mission and history clearly support the provision of services for the program described in the RFP.For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Program Performance History Question #2 (Maximum Points 15) Raters-If applicable, please review attached CSC monitoring reports (in the Application Files pod) and/or non-CSC reports attached in Question #1 under Program Performance History.	<ul style="list-style-type: none">There is no prior program performance information or information reflects service concerns.If program experienced performance challenges during the last 3 years, these challenges were not clearly explained or were not resolved satisfactorily.	<ul style="list-style-type: none">Prior program performance information reflects no substantive findings, satisfactory outcomes, and satisfactory service delivery.If any program experienced performance challenges during the last 3 years, these challenges were explained, and the resolution was satisfactory.	<ul style="list-style-type: none">Prior program performance information indicates high quality service delivery and outcome data supports that the program was highly effective.Program performance information indicates no performance challenges during the last 3 years.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Organizational Capability Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is limited prior experience working with diverse populations. The response does not address culturally responsive services and/or organizational practices that promote equity. Proposed strategies do not address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies do not include staff training or training does not include the executive leadership team. 	<ul style="list-style-type: none"> There is some prior experience working with diverse populations. The response demonstrates a satisfactory understanding of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies adequately address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include adequate staff training which includes the executive leadership team. 	<ul style="list-style-type: none"> Prior experience working with diverse populations is clearly described. The response demonstrates a clear focus on and understanding of the importance of providing culturally responsive services and/or organizational practices that promote equity. Proposed strategies fully address engagement and retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. Proposed strategies include comprehensive staff training which includes the executive leadership team.
Organizational Capability Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The response does not address participation or reflects little participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects some participation in local strategic planning/community collaboration efforts. 	<ul style="list-style-type: none"> The response reflects in-depth participation in local strategic planning/community collaboration efforts.
Organizational Capability Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> There are no formal or informal partnerships described or the partnerships do not directly impact the participants the agency serves. 	<ul style="list-style-type: none"> There are some formal or informal partnerships described which have some direct impact on the participants the agency serves. 	<ul style="list-style-type: none"> There are a variety of formal or informal partnerships described which have a clear, direct impact on the participants the agency serves.
Organizational Capability Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) do not reflect or promote the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) somewhat reflects and promotes the diversity of the community they serve. 	<ul style="list-style-type: none"> The agency's staff, executive leadership team, and Board (if applicable) clearly reflects the diversity of the community they serve and actively promotes diversity in all areas.
Organizational Capability Question #6 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services, and/or has minimal experience providing services for the desired population. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The agency has some knowledge of the system(s) of care for the desired population. The provision of these RFP services appears a logical progression for the agency. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. The agency has a thorough knowledge of the system(s) of care for the desired population. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population.
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided, but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Staff Information Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> Staff recruitment efforts are minimally explained and lack detail. 	<ul style="list-style-type: none"> Staff recruitment efforts are adequately explained and reflect reasonable strategies to recruit quality staff. 	<ul style="list-style-type: none"> Staff recruitment efforts are clearly explained and include effective and innovative strategies (monetary and non-monetary).

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Staff Information Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> Staff retention strategies are minimally explained and lack detail. The provider has a history of poor staff retention. 	<ul style="list-style-type: none"> Staff retention strategies are adequately explained and reflect reasonable strategies to increase retention, including a focus on self-care. The provider has a satisfactory staff retention history. 	<ul style="list-style-type: none"> Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts to increase retention rates and includes clear self-care strategies for staff. Strategies appear to be effective, and the provider has a good staff retention history.
Staff Information Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> A plan to train staff is not supplied or does not directly correlate to serving the desired population and addressing important subject areas in need of staff training. There are minimal details about how the staff will be supervised and how often they will meet with the supervisor to address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is adequate and somewhat correlates to serving the desired population and addressing some subject areas in need of staff training. Staff supervision strategies are adequately explained and appear to promote quality service delivery and address the major issues associated with serving the desired population. 	<ul style="list-style-type: none"> The plan to train staff is comprehensive and directly correlates to serving the desired population and addressing important subject areas in need of staff training. Staff supervision strategies are clearly outlined and lend themselves to ensuring quality service delivery and addressing the major issues associated with serving the desired population.
Program Sites Question #1 (Maximum Points 15) Raters-please refer to Memorandums of Agreement and/or Principal Authorization Letters in the Program Sites #2 question (if applicable) when rating this question.	<ul style="list-style-type: none"> There is minimal support provided for the locations that were chosen. Sites are not clearly identified and/or the applicant does not provide required supporting documentation (i.e., principal authorization letter, MOA). Service times and hours of operation are not clearly explained or do not meet the needs of the participants. 	<ul style="list-style-type: none"> There is sufficient support provided for the locations that were chosen. Sites are identified and required documentation was included (i.e., principal authorization letter, MOA) and complete. Service times and hours of operation are provided and will adequately meet the needs of the participants. 	<ul style="list-style-type: none"> There is thorough support provided for the locations that were chosen. Sites are clearly identified and required documentation was included (i.e., principal authorization letter, MOA) and complete. Service times and hours of operation are well-defined and will clearly meet the needs of the participants.
Program Design-MOST General Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The population to be served is minimally addressed or unclear. Numbers served appear unrealistically high or low based on the program's capacity and past performance. Wait list procedure are missing or lack appropriate detail. Staff-to-child ratios are unrealistic based on the needs of the population described in the program. 	<ul style="list-style-type: none"> The population to be served is addressed. Numbers served are realistic and justified based on the program's capacity and past performance. Wait list procedures are listed. Staff-to-child ratios are realistic based on the needs of the population described in the program. Justification is provided on why the proposed ratio is preferred but may lack detail. 	<ul style="list-style-type: none"> The population to be served is thoroughly addressed. Numbers served are realistic and well justified based on the program's capacity and past performance, which is included in the response. Wait list procedures are detailed. Staff to child ratios are ideal based on the needs of the population described in the program. Justification detailing why the proposed ratio is preferred is well explained.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST General Questions Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> Inclusive strategies are mentioned, but there is a lack detail or evidence of understanding. How children with special needs will be encouraged to participate in the program is missing or unclear. Elements that foster inclusivity are listed but are incomplete or lack detail. Examples are brief or are not provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed and incorporate evidence of understanding. The response mentions examples of how children with special needs will be encouraged to participate in the program. Examples such as marketing and outreach initiatives are mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are included, and some examples are provided. 	<ul style="list-style-type: none"> Inclusive strategies are discussed, and a thorough understanding of inclusive best practices is evidence with mention of universal design and its importance. The response describes in detail how children with special needs will be encouraged to participate. Examples of marketing, outreach, and networking are well explained. Involvement in special needs-oriented organizations and groups is mentioned. Elements that foster inclusivity, such as social-emotional activities and discussions on inclusion, are provided. Specific examples such as reading books about diverse populations, learning about peers, and collaboration is emphasized in the response.
Program Design-MOST General Questions Question #4 (Maximum Points 15)	<ul style="list-style-type: none"> Engagement strategies and efforts lack detail or are not explained. Initiatives to ensure consistent attendance are mentioned but do not explain how attendance will be improved as a result. Enhancing long-term participation is not included in the response. 	<ul style="list-style-type: none"> Engagement strategies are included in the response. Some examples are provided. Initiatives to ensure consistent attendance are detailed, and an explanation of the desired outcome is provided. Long-term participation is addressed. 	<ul style="list-style-type: none"> Innovative engagement strategies are included in the response, and specific examples are detailed. Initiatives to ensure consistent attendance are thoroughly explained. The desired outcome is provided and shows clear understanding of the 75% desired attendance rate. Long-term participation is addressed and identified as a program goal.
Program Design-MOST Summer Questions Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Project Based Learning is mentioned, but there is a lack detail or evidence of understanding The teacher component of the PBL requirement is not addressed. 	<ul style="list-style-type: none"> Project Based Learning is well-thought out and discussed. Key program elements such as a theme and how the theme would be implemented throughout the program day. The teacher component of the PBL requirement is briefly mentioned. 	<ul style="list-style-type: none"> Project Based Learning is well explained. Key program elements such as a theme, specific activities, and how the theme will be implemented throughout the program day is well planned. The teacher component of the PBL requirement is detailed, and the response displays evidence of understanding.
Program Design-MOST Summer Questions Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is minimally addressed or incomplete. No examples of activities are provided. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is addressed, and activities are discussed but may lack detail. Activities are discussed but may lack detail. 	<ul style="list-style-type: none"> CATCH Kids Club's physical fitness is addressed in detail, and the response shows a clear understanding of the 60-minute requirement. 1-2 examples of fun, age and developmentally appropriate activities are provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST Summer Questions Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> Nutrition education is included as a component, but the description does not emphasize the importance of proper nutrition and a balanced diet. The response may be lacking in detail or incomplete. 	<ul style="list-style-type: none"> Nutrition education will be delivered to educate the children on the importance of proper nutrition and a balanced diet. 	<ul style="list-style-type: none"> Innovative methodologies to educate the children on the importance of proper nutrition and a balanced diet are provided in detail.
Program Design MOST Summer Questions Question #5 (Maximum Points 15)	<ul style="list-style-type: none"> Social-emotional learning activities may lack detail or appear incomplete. Activities may not be age appropriate or developmentally appropriate based on the population served. Discussion on pro-social behaviors and friendship is omitted or may be inadequate. 	<ul style="list-style-type: none"> Social-emotional learning activities are adequately described. There is clear understanding of the concepts necessary to deliver this program. Activities are age appropriate or developmentally appropriate based on the population served. Discussion of pro-social behaviors and friendship is adequate but may lack substance 	<ul style="list-style-type: none"> Social-emotional learning activities are described in detail. There is clear understanding of how to deliver the program in creative, engaging, and meaningful ways. Planned activities are well thought out and described. Activities are age appropriate and developmentally appropriate based on the population served. Discussion of pro-social behaviors and friendship is thorough, and examples of activities are provided.
Program Design-MOST Summer Questions Question #6 (Maximum Points 10)	<ul style="list-style-type: none"> Family engagement opportunities are minimally addressed or missing. There is one (1) family involvement activity rather than the two (2) required. Discussion on how the family engagement activities will offer connections to the community and available resources are not included 	<ul style="list-style-type: none"> Family engagement opportunities are described. Two (2) family involvement opportunities are described; however, there is limited understanding of the importance of partnering with families to identify meaningful events they would be interested in attending. Including all families is discussed, however, but specific examples of how the program will include diverse populations and their families is not clear. Discussion on how the family engagement activities will offer connections to the community and the resources available are described but lack examples. 	<ul style="list-style-type: none"> Family engagement opportunities are encouraged, and staff partner with families to determine what events would be meaningful and generate satisfactory attendance. Two (2) or more family involvement activities are fully planned and described. Including all families is well understood, and specific examples of how to include diverse populations and their families in these events are well thought out. Prior examples of success may be provided. Discussion on how the family engagement activities will offer connections to the community and the resources available are detailed with specific examples.
Program Design-MOST Summer Questions Question #7 (Maximum Points 10)	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are minimally addressed or missing. There is limited understanding of the minimum requirements of activities. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a description of how the children will benefit from the activities. Understanding of the minimum requirement of activities for the summer is demonstrated but lack details. 	<ul style="list-style-type: none"> A diversity of cultural arts and enrichment activities are proposed, including a comprehensive description of how children will benefit from the activities. Understanding of the minimum requirement of activities for the summer is demonstrated and examples are provided.
Program Design-MOST Summer Questions Question #8 (Maximum Points 10)	<ul style="list-style-type: none"> Supplemental activities are discussed but may lack detail or seem inappropriate for the age or developmental ability of the population served. Possible modifications are not addressed or lack detail. 	<ul style="list-style-type: none"> Supplemental activities are discussed and are adequate for the age or developmental ability of the population served. Possible modifications are mentioned but are unclear or not appropriate. 	<ul style="list-style-type: none"> Supplemental activities are well-thought out are appropriate for the age or developmental ability of the population served. Possible modifications are described, and examples are given that demonstrate understanding of early childhood development.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design-MOST Summer Questions Question #9 (Maximum Points 10)	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are missing or minimally addressed. There is minimal or no discussion of coordination with Swim Central 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed. Coordination with Swim Central is included in the response. 	<ul style="list-style-type: none"> Plans to expose children to water safety and in-water participatory swimming skills are addressed in detail and include how often. Coordination with Swim Central is emphasized in the response.
Performance Measures and Data Management Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback. 	<ul style="list-style-type: none"> Some description of how performance measures and data will inform service delivery and incorporate participant or staff feedback is provided. 	<ul style="list-style-type: none"> A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated into the performance measurement process.
Performance Measures and Data Management Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measurement will be conducted. There is minimal description of internal controls for data integrity, test score accuracy, and outcome reporting. There is no reference to how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan for ensuring that every client served will complete performance measures. Adequate internal controls are addressed to ensure data integrity and that test results are accurately scored and reported. A general description is provided on how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The budget form is missing, incomplete, or incorrect. Budget amounts seem unreasonable or unnecessary to support the program. 	<ul style="list-style-type: none"> The budget form is complete, but may lack detail. Expenses appear reasonable and support the proposed program. Budget detail describes and justifies anticipated expenses, but may lack detail. 	<ul style="list-style-type: none"> The budget form is complete and accurate. Expenses are cost-effective, reasonable, and support the proposed program. Budget detail clearly describes and justifies anticipated expenses.
Budget Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The agency has not managed a program budget within the range of the proposed budget or, if they have, utilization of funding was poor (less than 75%) with no acceptable explanation and no plan to address underutilization in the future. 	<ul style="list-style-type: none"> The agency has managed some program budgets within the range of the proposed budget and utilization was satisfactory (75-89%). The explanation for underutilization and the plan to address underutilization in the future was satisfactory. 	<ul style="list-style-type: none"> The agency has a strong history of managing program budgets within the range of the proposed budget and utilization has been excellent (90-100%). Any past underutilization was clearly explained and appeared to be beyond the control of the agency.
Budget Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> The experience that the agency's leadership will bring to help manage the allocation is missing, unclear, or inadequate. 	<ul style="list-style-type: none"> The experience that the agency's leadership will bring to help manage the allocation is detailed and appears adequate. 	<ul style="list-style-type: none"> The experience that the agency's leadership will bring to help manage the allocation is comprehensive and supports successful budget management.

ATTACHMENT IX

MOST PERFORMANCE MEASURES CHART

PERFORMANCE MEASURES

The PROVIDER is required to submit participant performance measure data in the SAMIS Performance Measure (PM) Module within the time frames specified by the CSC. The PROVIDER shall also report any barriers and/or noteworthy activities experienced in performance measure achievement occurring during the term of this Agreement, as required. PROVIDERS will use the SAMIS Admin Point Board to ensure administration points are completed and service components are attached on time. Performance measures and related processes are subject to change at the discretion of the CSC in response to changes in service delivery (e.g., response to natural disasters or events that impact typical service provision).

DESIRED RESULT: Children will succeed in school.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	Council Goal	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted children actually served	95%	SAMIS Data	Year-Round: Trimester Summer Only: Post
	% of funded allocation utilized	95%	SAMIS Data	Year-Round: Trimester Summer Only: Post
How Well Did We Do It?	Program Reviews	Meets Expectations	Programmatic & Data Reviews and Site Visits	Annual Review
	Level of Parent/Child Satisfaction	90%	Satisfaction Survey	Annual Review
	Quality of Project Based Learning (PBL) Implementation	80%	PBL Rubric	Summer Review
	Data Integrity	95%	SAMIS Quality Assurance Report	Annual Review
Is Anybody Better Off?	% of children not experiencing a serious injury (e.g., requiring emergency room attention) during the contract period.	100%	Injury/Incident Reports.	Year-Round: Trimester Summer Only: Post

	% of youth who improve homework completion. (For GP providers, Smith and Center for Hearing & Communication ONLY)	75%	Parent satisfaction surveys administered by Council staff.	School Year Survey
	% of children who improve academic performance and/or skills.	70%	SBBC Academic Assessments (e.g., BAS, ELL)	Year-Round: Trimester Summer Only: Post
	% of improved social interactions (staff-child, child-child)	80%	CSC Social Skills Assessment	Year-Round Trimester Summer Only: Post

ATTACHMENT X

CATCH KIDS CLUB APPLICATION FOR FUNDING



APPLICATION FOR FUNDING

CATCH KIDS CLUB 2022

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the “**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**” section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)
2. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
_____ Yes _____ No

If yes, provide a brief explanation of each instance. *(Limit 600 words - approx. 1 page)*

3. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. *(Limit 300 words - approx. ½ page)*

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution.**

Affirm: ____ Yes ____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

ORGANIZATIONAL CAPABILITY

1. It is anticipated that organizations responding to this application will have extensive expertise and experience providing out-of-school time training for the proposed population. Describe your agency's ability to provide training that meets Maximizing Out-of-School Time providers' unique and individualized needs. Describe your agency's funding history, experience, knowledge, performance history, and/or training in these areas and include any experience in providing the CATCH Kids Club model. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of August 1, 2022. Provide a timeline for hiring and training of staff to be fully operational by October 1, 2022. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements and are re-screened every five (5) years. *(Limit 300 words - approx. ½ page)*

PROGRAM DESIGN

1. Describe your delivery strategy of the CATCH Kids Club. Include the numbers of trainings you propose to offer annually, including days, times, and locations of trainings, plan to engage providers in the CATCH Kids Club trainings, and preparation of materials. (Limit 600 words - approx. 1 page) **(Maximum points: 15)**
2. Explain your process for conducting post-learning assessments and how you will use the information to provide continuous quality improvement. (Limit 300 words - approx. 1/2 page) **(Maximum points: 10)**
3. Describe how you will identify the strengths and opportunities for improvement in a program's implementation of the CATCH Kids Club curriculum. What technical assistance will you provide programs that need extra support and follow-up? Describe any barriers that you expect to encounter and how your program will resolve these barriers. (Limit 600 words - approx. 1 page) **(Maximum points: 15)**

BUDGET

1. Proposals must include two (2) Excel budgets:
 - **August 1, 2022, through September 30, 2022**
 - **October 1, 2022, through September 30, 2023**

When completing the budget forms, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (e.g., *5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs.

Ensure you review the following RFP document sections when constructing your budget:
Section I: L.1.d.
Section III

You must utilize the **“Program Budget Form”** Attachment for your proposed budget template. Please review the **“Provider Budget Preparation Guidelines-Program Budget Form”** Attachment before creating your proposed budget. **DO NOT PDF YOUR BUDGET FORMS!** **(Maximum points: 15)**

ATTACHMENT XI

CATCH KIDS CLUB RATING TOOL



RATING TOOL

CATCH KIDS CLUB 2022

RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Agency history is less than one year. Description of agency mission or services provided is missing, unclear, or minimally described. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing. 	<ul style="list-style-type: none"> Agency history is less than three years. Agency mission and history somewhat support the plan to provide services for the program described in the RFP. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both. 	<ul style="list-style-type: none"> Agency history is three years or more. Agency mission and history clearly support the provision of services for the program described in the RFP. For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Organizational Capability Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services, and/or has minimal experience providing services for the desired population. There is limited prior experience with CATCH Kids Club and Out-of-School Time programs. Training with CATCH Kids Club is minimal and lacks knowledge of implementation. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The provision of these RFP services appears a logical progression for the agency. There is some prior experience with CATCH Kids Club and out-of-school time programs. Training with CATCH Kids Club is satisfactory and a history of implementation is evident. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population. Prior experience with CATCH Kids Club and working with out-of-school time programs is clearly described. Training with CATCH Kids Club is clear and a history of implementation is comprehensive.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Program Design Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The number of annual trainings, including days, times, and locations are not adequately addressed. There is minimal description of engagement with the providers. 	<ul style="list-style-type: none"> The number of annual trainings, including days, times, and locations are adequately explained. There is adequate description of engagement, and strategies are described that explain how the provider will build relationships with the programs. 	<ul style="list-style-type: none"> The number of annual trainings, including days, times and locations are clearly outlined and ensure quality service delivery. Engagement strategies are described in detail. Priority on building strong relationships with programs is emphasized. Consistent communication is incorporated in the response.
Program Design Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> The plan and approach to use post-learning assessments to provide continuous quality improvement is minimally explained. 	<ul style="list-style-type: none"> The plan and approach to use post-learning assessments to provide continuous quality improvement is discussed but may lack details and examples. 	<ul style="list-style-type: none"> The plan and approach to use post-learning assessments to provide continuous quality improvement is clearly outlined and provides comprehensive examples.
Program Design Question #3 (Maximum Points 15)	<ul style="list-style-type: none"> There is minimal description of identifying strengths and opportunities for improvement within programs served. Technical assistance is vague or not discussed. Barriers to program participation and resolution strategies are vague or not addressed. 	<ul style="list-style-type: none"> There is adequate description of identifying strengths and opportunities for improvement within programs served. Technical assistance is discussed but may lack detail. Barriers to program participation and resolution strategies are described but may lack detail. 	<ul style="list-style-type: none"> There is a clear and detailed description of identifying strengths and opportunities for improvement within programs served. Technical assistance is clearly outlined and details extra support that the providers will receive, if needed. Barriers to program participation are relevant and include possible scenarios. Resolution strategies are detailed and include collaboration with the programs.
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The budget form is missing, incomplete, or incorrect. Budget amounts seem unreasonable or unnecessary to support the program. 	<ul style="list-style-type: none"> The budget form is complete but may lack detail. Expenses appear reasonable and support the proposed program. Budget detail describes and justifies anticipated expenses, but may lack detail. 	<ul style="list-style-type: none"> The budget form is complete and accurate. Expenses are cost-effective, reasonable, and support the proposed program. Budget detail clearly describes and justifies anticipated expenses.

ATTACHMENT XII

INCLUSION SUPPORTS APPLICATION FOR FUNDING

APPLICATION FOR FUNDING INCLUSION SUPPORTS 2022

Note: Responses submitted in CAPS must be in plain text. There is no ability to format (underline, bold, highlight, etc.). In addition, word limits on responses must be followed. CAPS will not allow any words past the designated word limit for that response.

AGENCY FINANCIAL VIABILITY

Please upload the agency's most recent **Audited Financial Statements** (or **Reviewed Financial Statements** for smaller agencies) in PDF format as fully described under the "**General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors**" section of this procurement. (**Note:** The most recent audit is defined as an audit that covers the agency's latest fiscal year end and must be completed and available within 180 days from the date of the agency's fiscal year end.)

If an applicant is currently funded by the CSC and has already submitted the agency's most recent audited or reviewed financial statements to the CSC, check the box below indicating this.

If an applicant is currently funded by the CSC and utilizes a Fiscal Sponsor or if an applicant is not currently funded by the CSC, but already knows their agency will require a Fiscal Sponsor, the applicant does not have to submit their agency's financial statements. However, the applicant **must** indicate the agency will be using or obtaining a Fiscal Sponsor by checking the box below indicating this.

FORMS

1. The **Certification of Accuracy and Compliance** must contain the original signature of the designated agent officially authorized to act as the contractual agent for the organization. In the event that there is to be a Service Provider/Fiscal Sponsor relationship, the **Certification of Accuracy and Compliance** must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor. **It must be signed and dated.**
2. An original, signed **IRS W-9** form.
3. Submit a copy of the agency **organizational chart** and indicate where the proposed program would report within your agency. Clearly note the position responsible for the direct supervision of program staff members.
4. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, submit an organizational chart for the Fiscal Sponsor.
5. Submit page 1 of the agency's Organizational Profile on file with 211/First Call for Help, if applicable.

AGENCY DETAIL

1. Provide a concise description of the agency, including history, years of operation, general service mission, and primary services provided. If the proposal is being submitted by a Service Provider and Fiscal Sponsor in partnership, describe the roles of both partners and the areas of expertise of the Fiscal Sponsor that will contribute to the proposed program. *(Limit 900 words - approx. 1 ½ pages)*
(Maximum points:15)
2. Is the agency accredited? ____ Yes ____ No

If yes, by whom (list all)? _____

Level of accreditation for all: _____ Period of accreditation for all: _____

3. What is the agency's fiscal year? Beginning: _____ Ending: _____
4. Has the agency been a defendant in any litigation or regulatory action in the last three (3) years?
_____ Yes _____ No

If yes, provide a brief explanation of each instance. (*Limit 600 words - approx. 1 page*)

5. If applicable, please disclose the nature and the existence of any relationship (a) with any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings), or (b) with any entity in which any Council member, officer, or employee of CSC (or any of their spouses, children, parents, or siblings) is an officer, partner, manager, director, or proprietor or has a material interest. Such a relationship may result in the disqualification of the application or may be considered in the award process. (*Limit 300 words - approx. ½ page*)
6. Please indicate whether your agency will be transporting children: _____ Yes _____ No

INSURANCE

Indicate the agency's insurance coverage:

Type	Amount of Coverage
General Liability	
Auto	
Professional	
Property	
Other	

Agency agrees to purchase a minimum of \$500,000 General Liability insurance **prior to contract execution**.

Affirm: _____ Yes _____ No

If you selected "Other", please provide an explanation.

FUNDING HISTORY

List any CSC funding, or non-CSC funding for similar services, received in the last three (3) years:

Funder	Annual Amount	Type of Service	Contract Period (mo/yr – mo/yr)

PROGRAM PERFORMANCE HISTORY

1. CSC will provide raters with copies of program performance information for similar CSC-funded programs. If applicable, submit any non-CSC funded program monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months.
2. Describe the agency's general program performance history. If any CSC or non-CSC funded program listed in Funding History has experienced performance challenges during the last three (3) years, has had a contract terminated, or failed to be renewed, please provide an explanation. Include how challenges are being resolved and how successful the program has been in resolving challenges. (*Limit 600 words - approx. 1 page*) **(Maximum points: 15)**

ORGANIZATIONAL CAPABILITY

1. The CSC is committed to promoting the coordination of children's services in Broward County. Describe the formal and informal partnerships you developed to support the participants you serve. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. It is anticipated that organizations responding to this application will have extensive expertise and experience providing services that enhance and promote inclusion along with a thorough knowledge of the related system(s) of care. Describe your agency's ability to provide inclusion-specific services that meet the unique and individualized needs of children and staff at CSC-funded afterschool programs. Describe your agency's funding history, experience, knowledge, and/or training in these areas. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct and support services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. Include positions that may be subcontracted or in-kind match. **Chart positions must match positions in the proposed budget.**

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program

STAFF INFORMATION

1. All contracts are effective as of August 1, 2022. Provide a timeline for hiring and training of staff to be fully operational by October 1, 2022. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
2. Describe planned staff recruitment efforts (monetary and non-monetary). *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
3. Explain what efforts you will make to retain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include in your answer how self-care is incorporated. Also include historical staff turnover information for your organization. *(Limit 300 words- approx. ½ page)* **(Maximum points: 10)**
4. Describe specific training, qualifications, or experience you will look for in potential staff to ensure they are skilled in providing inclusion supports to programs. Discuss what trainings, if any, will be provided to staff that relates to inclusion. *(Limit 300 words - approx. ½ page)* **(Maximum points: 10)**
5. Describe your program's method of guaranteeing that all applicable staff working in the program have complied with Level 2 background screening and fingerprinting requirements, and are re-screened every five (5) years? *(Limit 300 words - approx. ½ page)*

PROGRAM DESIGN

1. Detail the assessment process to identify aftercare programs' strengths and opportunities for improvement regarding high-quality inclusive practices. Describe the service plan development process, including basic requirements, program goals, and timeframes for completion. *(Limit 600 words - approx. 1 page)* **(Maximum points: 15)**

2. Discuss relationship-building strategies. Detail how the program will increase engagement with afterschool providers to enhance program delivery. How will the program encourage and motivate afterschool programs to remain current with inclusive best practices? Explain any anticipated barriers to program participation and how your program will work to resolve these barriers. (Limit 600 words - approx. 1 page) **(Maximum points: 15)**
3. Discuss how your program will collaborate with afterschool programs in creating policies, procedures, and actions that increase the quality of inclusive programming. How will you guide a provider that has challenges in this area? (Limit 600 words - approx. 1 page) **(Maximum points: 10)**
4. Discuss your understanding of reasonable accommodations. How will you assist providers in meeting a child's unique needs? What resources will you provide to programs? Detail the process of helping a program determine if a child's needs can be met at that afterschool site. What is the process of providing assistance or support if a child's needs cannot be met? Describe how the program will support the continuity of care with service linkages and referrals. (Limit 600 words - approx. 1 page) **(Maximum points: 15)**
5. Detail training that may be provided to the community relating to inclusion best practices or relevant disability-related policies and law. Describe your plan to provide specific trainings for afterschool staff that address the unique needs of program providers. How will you support aftercare providers in promoting or enhancing disability awareness with children and staff in their programs? (Limit 600 words - approx. 1 page) **(Maximum points: 15)**

PERFORMANCE MEASURES AND DATA MANAGEMENT

1. Describe the methods you intend to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? (Limit 300 words - approx. ½ page) **(Maximum points: 10)**
2. Pre, mid, and post-testing (if applicable) is required to measure participant progress and program impact. Explain the steps you will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained and that test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results? (Limit 300 words - approx. ½ page) **(Maximum points: 10)**

BUDGET

1. Proposals must include two (2) Excel budgets:
 - **August 1, 2022, through September 30, 2022**
 - **October 1, 2022, through September 30, 2023**

When completing the budget forms, describe each expense/item requested in detail, and ensure that your method of calculation is clearly indicated (e.g., *5 cell phones at \$150.00 per phone*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs.

Ensure you review the following RFP document sections when constructing your budget:

Section I: L.1.d.

Section III

You must utilize the “**Program Budget Form**” Attachment for your proposed budget template. Please review the “**Provider Budget Preparation Guidelines-Program Budget Form**” Attachment before creating your proposed budget. **DO NOT PDF YOUR BUDGET FORMS!** **(Maximum points: 15)**

ATTACHMENT XIII

INCLUSION SUPPORTS RATING TOOL



RATING TOOL

INCLUSION SUPPORTS 2022

RATING LEGEND *		
	10-point question	15-point question
Incomplete Response	0-3	0-5
Acceptable Response	4-6	6-10
Excellent Response	7-10	11-15
*Please note that maximum points per question fluctuate. Refer to the Rating Legend when determining your rating per question.		

IMPORTANT NOTE

Based on information provided at the applicant interview, the rater will have an opportunity to add or subtract points to adjust the final score at the Rating Committee Meeting. Point adjustments are at the sole and complete discretion of the rater and are not subject to applicant appeal or justification.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Agency Detail Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> Agency history is less than one year. Description of agency mission or services provided is missing, unclear, or minimally described. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are minimal or missing. 	<ul style="list-style-type: none"> Agency history is less than three years. Agency mission and history somewhat support the plan to provide services for the program described in the RFP. For programs with both fiscal sponsor and service provider, information and contributing areas of expertise are provided for both. 	<ul style="list-style-type: none"> Agency history is three years or more. Agency mission and history clearly support the provision of services for the program described in the RFP. For programs with both fiscal sponsors and service providers, information and contributing areas of expertise are provided for both and complement each other.
Program Performance History Question #2 (Maximum Points 15) <i>Raters-If applicable, please review attached CSC monitoring reports (in the Application Files pod) and/or non-CSC reports attached in Question #1 under Program Performance History.</i>	<ul style="list-style-type: none"> There is no prior program performance information or information reflects service concerns. If program experienced performance challenges during the last 3 years, these challenges were not clearly explained or were not resolved satisfactorily. 	<ul style="list-style-type: none"> Prior program performance information reflects no substantive findings, satisfactory outcomes, and satisfactory service delivery. If any program experienced performance challenges during the last 3 years, these challenges were explained, and the resolution was satisfactory. 	<ul style="list-style-type: none"> Prior program performance information indicates high quality service delivery and outcome data supports that the program was highly effective. Program performance information indicates no performance challenges during the last 3 years.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Organizational Capability Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There are no formal or informal partnerships described or the partnerships do not directly impact the participants the agency serves. 	<ul style="list-style-type: none"> There are some formal or informal partnerships described which have some direct impact on the participants the agency serves. 	<ul style="list-style-type: none"> There are a variety of formal or informal partnerships described which have a clear, direct impact on the participants the agency serves.
Organizational Capability Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> Agency has not received prior funding and has minimal experience with these or similar services, and/or has minimal experience providing services for the desired population. 	<ul style="list-style-type: none"> Agency indicates 1-2 years prior funding for similar services, including experience serving the desired populations. The agency has some knowledge of the system(s) of care for the desired population. The provision of these RFP services appears a logical progression for the agency. 	<ul style="list-style-type: none"> Agency indicates over 2 years of funding for similar services, including experience and expertise serving the desired populations. The agency has a thorough knowledge of the system(s) of care for the desired population. Proposals fully support and demonstrate the ability to provide services that meet the needs of the desired population.
Staff Information Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is provided, but may lack detail. The plan is reasonable and somewhat supports the program being operational by the deadline. 	<ul style="list-style-type: none"> The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.
Staff Information Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> Staff recruitment efforts are minimally explained and lack detail. 	<ul style="list-style-type: none"> Staff recruitment efforts are adequately explained and reflect reasonable strategies to recruit quality staff. 	<ul style="list-style-type: none"> Staff recruitment efforts are clearly explained and include effective and innovative strategies (monetary and non-monetary).
Staff Information Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> Staff retention strategies are minimally explained and lack detail. The provider has a history of poor staff retention. 	<ul style="list-style-type: none"> Staff retention strategies are adequately explained and reflect reasonable strategies to increase retention, including a focus on self-care. The provider has a satisfactory staff retention history. 	<ul style="list-style-type: none"> Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts to increase retention rates and includes clear self-care strategies for staff. Strategies appear to be effective, and the provider has a good staff retention history.
Staff Information Question #4 (Maximum Points 10)	<ul style="list-style-type: none"> There is a minimal description of inclusion or disability specific trainings that are required or will be provided. The response lacks detail. 	<ul style="list-style-type: none"> Sought after trainings and qualifications are outlined and are realistic and justified. Provided trainings are outlined and well explained. Responses are well justified as in trainings pertain to disability awareness, inclusive practices, and behavior management. 	<ul style="list-style-type: none"> Sought after trainings and qualifications are outlined in detail, are realistic, and well explained. Provided trainings are specific, detailed, and well explained. Responses are well justified as in trainings pertain to disability awareness, inclusive practices, and behavior management and include why they are necessary to provide high-quality inclusive supports.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design Question #1 (Maximum Points 15)	<ul style="list-style-type: none"> The response does not convey a solid understanding of the need for individualized assessment to drive service provision. Description of the program's individual assessment, timeframes, and protocols is lacking or unclear. The service planning process lacks detail or is not individualized. The assessment information is not linked to the creation of individualized service plans. A system for tracking goal attainment is not described or appears inadequate. 	<ul style="list-style-type: none"> The response indicates some understanding of the need for individualized assessment but is not comprehensive. Description of the program's plan for individual assessment and reassessment is provided. The service planning process is adequately described and individualized per site in the goal development process. The assessment information will be used to create an individualized service plan. A system for tracking goal attainment is described. 	<ul style="list-style-type: none"> The response indicates a clear understanding of the critical need for a comprehensive individualized assessment that drives service provision. A detailed description of the program's comprehensive individual assessment process is provided. A detailed description of the service planning process is provided. Service planning timeframes and protocols are clearly identified and appear appropriate for the desired population(s). The assessment information is utilized to create individualized service plans. A plan to assess progress is clear and the process of tracking provider goal attainment is ongoing.
Program Design Question #2 (Maximum Points 15)	<ul style="list-style-type: none"> There is a minimal description of meaningful outreach and relationally-based strategies to be implemented with providers. Barriers to program participation are vague or not addressed. There is a brief discussion of engagement strategies. The strategies aren't specific or detailed. Resolution strategies are vague or are not discussed. 	<ul style="list-style-type: none"> Meaningful outreach strategies are described that outline how the provider will build relationships with program participants. Barriers to program participation are described. Specific engagement strategies are discussed and are realistic. Examples such as providing training, coaching, materials, and handouts are mentioned. Resolution strategies are discussed but may lack detail. 	<ul style="list-style-type: none"> Meaningful outreach strategies are described in detail. Priority on building strong relationships with program participants is emphasized. Consistent communication is incorporated in the response. Barriers to program participation are relevant and include possible scenarios. Engagement strategies are realistic, detailed, and prioritize relational engagement with programs. Emphasis on coaching and working together with inclusive programs is evident. Resolution strategies are detailed and include collaboration with the program participant.
Program Design Question #3 (Maximum Points 10)	<ul style="list-style-type: none"> An overview of collaboration strategies is provided; however, critical elements are missing or are not addressed. Policies and practices are missing or unclear. 	<ul style="list-style-type: none"> Examples of collaboration strategies are provided but are not thoroughly discussed. Policies and practices are identified but may lack detail. 	<ul style="list-style-type: none"> Specific examples of collaboration strategies are provided with desired outcomes. Policies and practices are clearly identified, outlined, and are identified as being specific to each program's unique needs.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Program Design Question #4 (Maximum Points 15)	<ul style="list-style-type: none"> The response does not convey a solid understanding of reasonable accommodations. There is no mention of ADA law. There is little or no discussion of resources that may be provided to ensure access to materials that involve or support diverse populations. The process of assessing a child's needs is described, however the understanding that a program may not meet their needs is not provided, unclear, or does not demonstrate understanding of how to address each child's unique needs. Mention of referral agencies and the referral process working with the program is not clear or is not discussed. 	<ul style="list-style-type: none"> The response indicates some understanding of reasonable accommodations but is not comprehensive. ADA law is mentioned briefly. Resources that may be provided are mentioned but lack detail. The process of assessing a child's needs is clear and detailed. Understanding that a program may not meet the child's needs is understood. Examples of steps to determine reasonable accommodations are provided but are not thoroughly discussed. Discussion of referral agencies in the community is provided. A few relationships are evident. 	<ul style="list-style-type: none"> There is evidence of understanding reasonable accommodations. ADA law is discussed in detail. Resources that may be provided are detailed and include materials to help children, diverse books, and related materials to support enhance resources. The process of determining a child's needs is clearly defined and well thought-out. Steps to determine reasonable accommodations are detailed. A clear understanding that a child may need to receive more supports in an alternate program is evident. Referral agencies are identified based on specific needs. Agency relationships with referral organizations are evident. A clear emphasis placed on assisting the program from start to finish with any referral is evident.
Program Design Question #5 (Maximum Points 15)	<ul style="list-style-type: none"> Providing training to afterschool staff is generalized and may lack detail Specific actions related to staff knowledge and understanding is omitted or vague. Enhancing disability awareness is omitted or vague. 	<ul style="list-style-type: none"> The process of providing training to afterschool staff is discussed and appropriate for level of program involvement. Some actions such as in-service trainings, small group coaching during observations, and providing materials is included in the response but may lack detail. Enhancing disability awareness is discussed, but unspecific. Initiatives and examples are left out of the answer or are not appropriate. 	<ul style="list-style-type: none"> The process of providing training to afterschool staff is detailed and appropriate for the level of program involvement. Detailed descriptions of actions such as in-service trainings, small group coaching during observations, and providing materials are included in the response. Disability awareness initiatives are identified, such as helping providers kick off an event or celebrating an awareness month. Emphasis on ensuring programs have diverse books, toys, and activities that emphasize and include children of all abilities is evident.
Performance Measures and Data Management Question #1 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback. 	<ul style="list-style-type: none"> Some description of how performance measures and data will inform service delivery and incorporate participant, or staff feedback is provided. 	<ul style="list-style-type: none"> A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated into the performance measurement process.
Performance Measures and Data Management Question #2 (Maximum Points 10)	<ul style="list-style-type: none"> There is little or no discussion of how performance measurement will be conducted. There is minimal description of internal controls for data integrity, test score accuracy, and outcome reporting. There is no reference to how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan for ensuring that every client served will complete performance measures. Adequate internal controls are addressed to ensure data integrity and that test results are accurately scored and reported. A general description is provided on how staff will be trained and motivated to collect and meaningfully utilize performance measure data. 	<ul style="list-style-type: none"> There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.

APPLICATION REFERENCE POINT	INCOMPLETE RESPONSE	ACCEPTABLE RESPONSE	EXCELLENT RESPONSE
Budget Question #1 (Maximum Points 15)	<ul style="list-style-type: none">• The budget form is missing, incomplete, or incorrect.• Budget amounts seem unreasonable or unnecessary to support the program.	<ul style="list-style-type: none">• The budget form is complete but may lack detail.• Expenses appear reasonable and support the proposed program.• Budget detail describes and justifies anticipated expenses but may lack detail.	<ul style="list-style-type: none">• The budget form is complete and accurate.• Expenses are cost-effective, reasonable, and support the proposed program.• Budget detail clearly describes and justifies anticipated expenses.

ATTACHMENT XIV

INCLUSION SUPPORTS PERFORMANCE MEASURES CHART

PERFORMANCE MEASURES

The PROVIDER is required to submit participant performance measure data in the SAMIS Performance Measure (PM) Module within the time frames specified by the CSC. The PROVIDER shall also report any barriers and/or noteworthy activities experienced in performance measure achievement occurring during the term of this Agreement, as required. PROVIDERS will use the SAMIS Admin Point Board to ensure administration points are completed and service components are attached on time. Performance measures and related processes are subject to change at the discretion of the CSC in response to changes in service delivery (e.g., response to natural disasters or events that impact typical service provision).

DESIRED RESULT: Children will succeed in school.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	Council Goal	Evaluation Tool	Admin Schedule
How Much Did We Do?	# of sites provided coaching	13	Case Notes	Semi-Annual Data Submission in SAMIS
	% of funded allocation utilized	95%	SAMIS Data	Semi-Annual Data Submission
	# of participants trained on the ADA	150	Case Notes	Semi-Annual Data Submission in SAMIS
How Well Did We Do It?	% of providers that reported satisfaction with coaching	80%	Satisfaction Survey	Semi-Annual Data Submission in SAMIS
Is Anybody Better Off?	% of providers receiving Individualized Coaching and Technical Assistance (via IPIP/YEN Coaching Goal Plan) will achieve their goals	80%	Inclusion Observation Tool, Inclusion Readiness Tool, and Provider Progress Reports	Semi-Annual Data Submission in SAMIS
	% of participants attending trainings will demonstrate knowledge about curriculum content	80%	Post Test	Semi-Annual Data Submission in SAMIS

Important Note: Additional and/or substituted measures or tools may be required depending on the model that is implemented and the population served. Performance measures must be approved by the Research & Evaluation Manager.

ATTACHMENT XV

MOST RESEARCH AND EQUITY DEFINITIONS

A. MOST BACKGROUND & PROGRAM RATIONALE

1. What are Out-of-School Time (OST) programs, and how have they evolved?

Out-of-School Time (OST) programs include Before School, Afterschool, and Summer programs for school-age students. For many decades, OST programs focused primarily on children's safety and childcare, especially those living in high-risk neighborhoods. More recent afterschool trends involved expanding the scope to include academic activities and social and emotional learning (Baker et al., 2019). Much research now supports a holistic approach that includes physical and mental health and a wide variety of enrichment and learning opportunities rather than targeting only academics (Cook, 2021). These programs provide children with activities that low-income families cannot afford, such as fun project-based learning, arts, music, sports, and more (Devaney & Moroney, 2018). High-income families spend nearly seven times more on out-of-school time enrichment activities than low-income families. It is not a lack of desire, but the stresses of poverty, language challenges, and long, unpredictable work hours that limit some families' abilities to be actively involved in their children's learning or provide homework assistance or other supports (Weiss & Lopez, 2015). High-quality OST programs can provide supports that can mitigate the effects of trauma and increase resiliency, reduce risk factors associated with dropping out of school, and assist parents with respite and childcare.

2. Trauma, Resiliency, and OST Support

Children and youth living in disadvantaged neighborhoods are more likely to witness or experience violence in their communities, which may suffer from high crime rates, gangs, and domestic violence. Symptoms resulting from such traumatizing experiences can include pervasive anxiety, hopelessness about the future, difficulty thinking clearly, increased risk-taking behaviors, physical aggression in response to interpersonal conflict, and impairments in attachment, emotional regulation, memory, concentration, learning, and self-concept. Even only a few of these symptoms can negatively impact their competence in school and, later, in the workplace (Bulanda & McCrea, 2013). Adverse Childhood Experiences (ACEs) include abuse, neglect, or household dysfunction such as exposure to substance abuse. Perceived racism has recently been added to the list of ACEs (Sacks & Murphey, 2018; Wade, 2015). Studies have found the higher the number of ACEs, the higher the incidence of later-life risky behavior, including alcoholism, depression, sexually transmitted diseases, suicide attempts, and unintended and adolescent pregnancies. Suffering four or more ACEs was initially identified as the threshold that increased the likelihood of mental health issues and a negative life trajectory if unaddressed. However, more recent studies have found the threshold is lower (i.e., from one to three ACEs) (Sacks & Murphey, 2018). Every child experiences trauma differently and has different risk and protective factors that may increase, decrease, or even prevent the harm of ACEs.

Research has shown that increasing the number of protective factors and reducing risk factors increases child resiliency. A supportive relationship with a caring adult (which can be a staff person) is one of the most substantial protective factors. The CDC lists "connecting children/youth to caring adults and activities" as one of six strategies that can help prevent the negative impacts of ACEs and identifies afterschool programs as an approach that can provide this support (Centers for Disease Control and Prevention [CDC], 2019). Opportunities to experience healthy relationships with adults and other children can help prevent permanent post-traumatic reactions by providing healthy role models and healing relationships. This

protective factor can strengthen personal competence and counteract the challenges of poverty, community violence, educational disadvantage, social exclusion, and racial discrimination (Bulanda & McCrea, 2013). In addition to healthy relationships, CSC afterschool and summer programs provide other protective factors, such as a safe place, healthy nutrition, academic assistance, and socially and culturally enriching activities.

OST programs address many of the risk factors associated with the process of dropping out of high school, which can start in elementary grades (e.g., academic and homework challenges, high absenteeism, and lack of school bonding (Hammond et al., 2007). OST programming, especially during the summer, can help close achievement and opportunity gaps and support academic achievement/attainment, social and emotional development, mental and physical health, and skills acquisition (McCombs et al., 2019). Some studies indicated students from low-income families suffer summer learning loss of more than two months in reading achievement while their peers from higher-income families make slight gains (The Campaign for Grade-Level Reading, n.d.).

The gap between parent work and school schedules amounts to as much as 25 hours per week. This presents a challenge for all parents, but is even more pronounced for parents of children with special needs. Parents of children with special needs frequently report a lack of appropriate childcare as a major obstacle to finding and maintaining employment. Afterschool programs can help provide the extra support needed by students with special needs who face challenges so frustrating that they may feel tempted to drop out of school. Such programs can broaden their horizons in an informal learning environment to help combat school disengagement and risk factors associated with dropping out (Afterschool Alliance & Metlife Foundation, 2014). Afterschool and summer programs support working parents and provide respite. They offer children, including those with special needs, opportunities to increase their skills and build upon their potential. The Children's Services Council's MOST school year and summer programs provide a positive environment for children, including those with behavioral, physical, or developmental needs. CSC programs adhere to the philosophy of utilizing a best practice holistic program during out-of-school time that addresses the whole child's developmental needs.

3. Indicator Data

National

- In SY 17/18, 25% of traditional Elementary Public Schools and 37% of Public Elementary Charter Schools were high poverty schools, defined as having more than 75% of the student population eligible for Free or Reduced Lunch (FRL) (National Center for Education Statistics NCES, 2020).
- Nationwide, about 67% of all students and more than 80% of students from low-income families are not proficient readers by the end of third grade. (Smith, Campaign for Grade Level Reading, 2020).
- About 16% of children who are not reading proficiently by the end of third grade do not graduate from high school by age 19, a high school non-completion rate four times worse than that of proficient readers. For students who could not master even basic reading skills by third grade, the high school non-completion rate by age 19 is six times worse than proficient readers (Annie E. Casey Foundation, 2012).

- U.S.'s STEM jobs will grow 13% between 2017 and 2027, compared to 9% for other jobs overall (Afterschool Alliance, 2017).
- African American and Latinx children attend afterschool programs at rates twice that of White students (Nation et al., 2019 citing Afterschool Alliance, 2015).
- 85% of parents with children in afterschool care agree that afterschool programs help give working parents peace of mind about their children when they are at work. 83% of parents of children in afterschool programs agreed that they help working parents keep their jobs (Afterschool Alliance, 2014).

Broward

- 17,672 children (including 4,299 CSC-funded children) received financially assisted school-readiness care (ECE). 13,280 were less than Kindergarten (K); 4,392 were school age. (#s based on enrollment, not attendance; ELC for SFY 19/20).
- The number of students enrolled in Broward County elementary schools in the first quarter of 2021 decreased compared to the first quarters of 2019 and 2020, respectively. Kindergarten experienced the most significant decline in enrollment with a difference of approximately 1,649 students from 2020 to 2021 Broward County Public Schools (BCPS).
- In SY 19/20, there were 37,007 (est.) total elementary students in BCPS with 86% or more FRL (including Charters & Combo schools). Of these, an estimated 34,675 were FRL eligible (BCPS Enrollment Data, SY 2019/20). Due to COVID-19, free/reduced lunch applications were not required (though encouraged); therefore, FRL data was underreported for SY 20/21.
- Promotion rates for all grades in SY 19/20 were at or above 98.6% except for first grade (97.6%). The third-grade promotion rate (98.8%) was higher than SY 18/19 (93.9%). Third-grade Black male students had a higher promotion rate (98.5%) than the prior year (89.1%). Rates for all other racial/gender groups ranged from 98.5% to 99.4% (BCPS Student Promotion Rates, 2019-20 Report).
- Due to COVID-19, students attended school both in-person and remotely, and some did not attend in person to participate in Florida Standards Assessments (FSA) testing in SY 20/21. 91% of third grade BCPS students (with or without disabilities) were tested on the FSA English Language Arts (ELA), of which 53% met or exceeded grade level in SY 20/21, compared to 60% in SY 2018-19. FSA testing in SY 19/20 was canceled, so the most recent prior year results available are from SY 18/19 (BCPS).

B. WHAT WORKS: PROGRAM CHARACTERISTICS

1. Supportive, Qualified Staff

a. Employing the right staff

High-quality staff is one of the most vital assets of high-quality afterschool programs (St. Claire & Stone, 2016). The most effective staff model social emotional skills by using positive body language, making responsible decisions, taking accountability, and encouraging social and emotional skills in others. The right staff are good role models, not only to children, but also to each other. Programs should have linguistically and culturally diverse staff. Research indicates programs most successful at improving the academic

achievement of English Language Learners (ELL) have staff members who share the same linguistic and cultural backgrounds as the ELL students (Holstead & Doll, 2015). In successful programs, OST program staff nurture caring relationships, help children develop grit, and motivate students. While some individuals may naturally excel at this, professional development and training can help other staff improve these abilities (Shea, 2019).

b. Professional Development and Training

Gains in academic achievement are more likely when staff are well-trained and supervised, use evidence-based instructional strategies, are supportive and reinforcing to children during learning activities, use pre-assessments to identify strengths and academic needs, and coordinate activities, teaching, or tutoring with school curricula (Durlak et al., 2010). Research has found the following factors essential to attract and retain out of school time staff (Hartje et al., 2008; Sheldon et al., 2010):

- A supportive, inclusive work environment that includes appropriate supervision and a climate of collaboration.
- Clear role descriptions and perceived competence to perform those roles.
- Opportunities for professional development and training.
- A sense that staff members' works and input in decision-making are valued.
- Continuous Quality Improvement (CQI) strategies.
- Opportunities for professional networking.
- Adequate compensation (and benefits, e.g., health and paid vacations for full-time staff).
- Intentional career paths and career "ladders" that differentiate levels of direct service workers by linking increased education and/or training to increased compensation.
- Clearer paths from direct service to management.

2. Positive Relationships

a. Staff-Child Relationships

"Student success and achievement in afterschool programs depend on caring adults who go above and beyond to make children feel that they are special and can achieve anything" (Shea, 2019, p.1). When staff takes time to listen to a child without distraction, the child feels safe and supported (Devaney & Moroney, 2018). Harsh language or ridiculing any participant could destroy that trust. While misbehavior should not be ignored, it should be addressed through a Positive Behavior Support (PBS) approach.

b. Positive Peer Relationships

Staff can be instrumental in helping children develop positive peer relationships. A study revealed that children's perceptions of their peers were lower in programs where staff did not intentionally focus on improving peer relationships and promoting a feeling of belonging in each participant (Sanzone et al., 2011). Well-managed classrooms using positive behavior support techniques are rated as safer and more supportive and have lower rates of bullying and aggressive behavior (Bradshaw, 2015).

c. Cultural Responsiveness

Cultural responsiveness is inextricably woven into program quality. It should not be an add-on or separate component but infused into each activity and interaction with children and families (Simpkins et al., 2017).

3. Family Engagement – Partnering with Families and Parents

Research shows family engagement practices that are woven throughout an entire program and across learning settings, including the afterschool program, school, homes, and community resources (e.g., museums and libraries) are more effective than isolated acts of engaging families (Casper et al., 2018). How staff communicates with families of diverse cultures can engage or disengage them.

The following are best practices for engaging families (Global Family Research Project, 2020):

1. Finding common ground
2. Including parent voices on family partnership
3. Building empathy
4. Showing them they matter
5. Showing us what they know
6. Building dialogue
7. Creating welcoming culture
8. Celebrating families

Program staff can help parents realize they do not necessarily need to have a high level of education or technological skills to positively influence their children academically. Research shows a correlation between parental involvement and positive educational outcome regardless of socioeconomic status, race, or ethnicity. Parents can inspire a "growth mindset" in their children by communicating values and traits associated with strong academic achievement, such as focusing on effort, learning from failure, and the importance of grit and self-control (Weiss & Lopez, 2015). Parents can be encouraged to feel comfortable not knowing the answers to their children's questions and be willing to have fun and show their children the joy of learning new things together (Shoults & Shoults, et al., 2012). Co-learning projects, including STEM/STEAM and Makerspace, help build parent-child relationships by having families and children work side by side. This helps parents develop knowledge and skills that increase their capacity to support their children's learning and growth.

Online resources for afterschool staff to promote family engagement can be found at sites including, but not limited to:

- Harvard Family Research Project (HFRP): <http://www.hfrp.org/family-involvement/professional-development/create-your-own-case-toolkit-building-your-family-engagement-skills-and-knowledge> - This toolkit gives real-life examples of family engagement issues and how they were addressed and helps staff create their Case Toolkit.

- National Center for Quality Afterschool
https://sedl.org/afterschool/toolkits/homework/pr_families_communities.html

4. Homework Assistance

Lower socioeconomic families have less access to quality schools, home resources, and educational support outside of school. Children with special needs are especially affected by socioeconomic differences which impact the amount and quality of learning assistance they receive (Vatterott, 2018). Higher-income, college-educated parents can directly provide or afford support (e.g., private tutoring) that lower-income and many working-class families cannot. A study of high school dropouts in Maine said their inability to keep up with homework was one of the top reasons for their decision to drop out (Vatterott, 2018). By providing homework assistance to underserved students and students most at risk for school failure, afterschool programs can help close achievement gaps (Baker et al., 2019). Best practices for effective homework assistance include:

- Scheduling a regular time for homework and allowing enough time for completion; children benefit from a consistent routine (Vatterott, 2018).
- Teaching students organizational skills; provide visual tools like a chart they can use to track completion of their work (Vatterott, 2018).
- Using motivational strategies to encourage students to complete their homework and develop positive attitudes toward school by creating a positive and open environment and reward system for homework completion (Huang et al., 2010).
- Teaching general study skills, such as note-taking and time management, and general test preparation skills (Huang et al., 2010).
- Assigning peer tutors or study groups or homework buddies as needed (Vatterott, 2018); for example, asking students who complete their homework quickly and accurately to help other students (Huang et al., 2010).
- Providing instructional support from a qualified adult; some sources specify certified teachers, but others had success with university students majoring in education; however, untrained or minimally trained volunteers or staff have not been found to improve students' academic performance (Huang et al., 2010).

5. Reading Strategies

Key instructional reading strategies appropriate for afterschool programs include read-alouds, shared reading, guided reading, and independent reading (K12Reader, n.d.). Teacher-guided Literacy Circles (LC) is another approach that could be incorporated into afterschool (L. Canning, personal communication, May 2020). Literacy Circles are a comprehensive, collaborative reading activity for students in K-8th grade. Each student self-selects a specific role which gives them different ways to think about the text. The roles can vary and have different names, but typically include: A Discussion Director who leads the discussion questions; a Word Detective who clarifies word meanings and pronunciations by looking them up in a dictionary; a Summarizer who summarizes the reading; a Visionary who draws pictures, cartoons, sketches, and/or diagrams for the group; and a Connector who finds connections between the reading and everyday life. LC can be integrated with other subjects, for example, a Science Literacy Circle (Devick-Gry & LeSage, 2010). Online resources for

information on Literacy Circles include the following (although some items are for a cost, many have free to download):

- The Literacy Circles Resource Center <http://www.litcircles.org/index.html>
- Literacy Circle Free Printables at <https://www.lauracandler.com/files/literacy/lit-circle-printables/>
- Read Write Think <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html>
- Free printable resources for reading strategies (other than Literacy Circles) are available at <https://www.k12reader.com>

6. Make Learning Fun! – Experiential, Project-based, and Inquiry-based Learning

Research suggests that children's intrinsic motivation to learn decreases from pre-school through secondary school, which is an obvious challenge for effective learning (Lawlor et al., 2016). Afterschool programs can serve as a proverbial sandbox for children to learn by exploring in an informal yet well-managed setting (Lee, 2015) which can help reignite their passion for learning. The term 'disguised learning' was popular, but the newer trend is to show children that learning can be fun and exciting! Turning learning into play can motivate and engage students regardless of age. As Albert Einstein said, "Play is the highest form of research".

Experiential, project-based, and inquiry-based learning involves learning by doing. Experiential learning includes five phases: (1) experience, i.e., do the activity, (2) share reactions and observations in a social context, (3) process, analyze and reflect upon what happened, (4) generalize i.e., discover what was learned and connect to life, and (5) apply what was learned to a similar or different situation (Barker et al., 2014). Inquiry-based learning uses questions, problems, and scenarios to help students learn through their own investigation instead of just presenting facts to them (edutopia.org). STEM/STEAM, Makerspace, and Community Service Learning projects are examples of experiential, project-based, and inquiry-based learning.

a. Project-Based Learning (PBL)

OST programs are well-positioned to provide PBL for students, enabling them to explore learning by working on a project in an informal setting outside the formal confines of school learning. It can be a powerful tool for engaging students in meaningful learning experiences and making connections to their community and the world around them. Its collaborative learning aspect helps students develop communication and problem-solving skills (Slayton et al., 2018). Research shows benefits of collaborative learning include improving learners' cognitive achievement, learning motivation, and peer relationships (Hung et al., 2014).

PBL has five key elements (Slayton et al., 2018):

- 1) a driving question,
- 2) student exploration of the question via inquiry,
- 3) a collaboration of various members to find solutions to the question or problem,
- 4) teacher support of students by extending experiences beyond their abilities, and
- 5) student creation of a project or product that addresses the initial question.

Laboratory exercises that are instructor-led with a pre-determined process and outcome are not examples of PBL. In a PBL project, students take ownership on a topic that interests them. Instructors provide guidance, but the project is student-led (Slayton et al., 2018).

b. STEM/STEAM

Access to STEM careers is an equity issue. According to the Afterschool Alliance (2017), "The U.S.'s STEM jobs will grow 13 percent between 2017 and 2027, compared to nine percent of other jobs overall" (p. 2). However, females and people of color remain underrepresented in STEM majors and careers (Nation et al., 2019). Access to STEM careers is another gap/equity issue that pre-K and elementary afterschool programs can address by engaging diverse students in STEM activities. Very young children are more capable of learning STEM concepts than previously thought. Research indicates a correlation between early experiences with STEM in childhood and later success (Casper et al., 2018).

Manipulatives (e.g., building blocks) provide children with active, dynamic integrated learning experiences and is a developmentally appropriate learning tool for young children. Building with blocks engages children in design technology, design thinking, and critical thinking that is a basis for engineering. For example, when children build a tower to a height that it falls over, they eventually learn they need to redesign it with a larger base for stability. This problem solving is intrinsically motivating and promotes social-emotional development (Lindeman & Anderson, 2015).

Best practices for STEM projects in afterschool programs combine science with reading, writing, and art (Nation, et al., 2019). Hence, the acronym expands to STEAM by adding "A" for "Art". Integration of multiple academic subjects mutually reinforces skills. For example, a pilot project primarily focused on science found that adding reading, interviewing, and writing components can enhance science as well as literacy skills (Nation, et al., 2019)

Online resources for STEM/STEAM projects include:

- Scratch is a free online computer programming language designed by MIT for children. It includes coding, a subset of programming that is an important part of literacy in today's society. Scratch is used by people of all ages but targets ages 8 to 16. Scratch can be used to create one's own interactive stories, games, and animations and share them with others around the world. Instead of just playing video games, Scratch enables children to actually create their own video games! This process of designing and programming helps children to think creatively, reason systematically, and work collaboratively. And it's completely free! Please see <https://scratch.mit.edu/>
- The Global Family Research Project (GFRP) offers information at <https://globalfrp.org/Articles/Families-Matter-for-STEM-Learning>
- The National Afterschool Association (NAA) offers STEM gems, short discovery-based experiences for afterschool involving little or no materials and can be easily implemented by staff who are not STEM specialists. You can download them at this link <https://naaweb.org/resources/stem-gems>

c. The Arts

The arts include the expressive arts (i.e., visual arts like design, painting, drawing, photography) and performing arts (i.e., singing, dancing, drama, drum circles). Art activities are correlated with positive academic, social, and behavioral development (Forrest-Bank, et al., 2016). Arts integration is a teaching approach which uses the arts to leverage learning in other subject areas. It involves infusing art with traditional curricula subjects like reading, math, science, and social studies (Hancock & Wright, 2018). Even a single field trip to an art museum has been found to "support students' creative thinking, empathy, and, to some extent, critical thinking" (Krantz & Downey, 2021, p. 41).

Music therapy is becoming a well-accepted intervention strategy for children with developmental disabilities such as autism spectrum disorder (ASD). Preliminary findings of a recent study showed 45-minute weekly sessions of music therapy in a classroom for 15 weeks significantly improved verbal responsiveness among children with autism and other developmental disabilities. A shorter-term version of the same music therapy intervention for only seven weeks had some positive results, but improvement was not as significant as the longer-term program (Mendelson et al., 2016).

d. Makerspace and the Maker Movement

The Maker Movement is a type of project-based learning requiring design thinking. Many Maker Movement projects involve STEM/STEAM. This movement is part of a technological and creative learning revolution that is reinventing education (Martinez & Stager, 2019). The process by which knowledge is transferred from teacher to student, whose success is measured by the accuracy of his/her regurgitation of it, is increasingly seen as outdated. That instructional model does not develop the ability to innovate, which is considered by many to be the most essential skill in today's world. Designing and making things is a process that involves trial and error. The best innovation comes from experiencing initial failures and figuring out how to make it work. While errors and failures are typically penalized in traditional education, they are necessary for innovation and invention. The Maker Movement aligns with the natural inclinations of children and the power of learning by doing. Such projects help children connect their interests to their local community and the world around them.

The hands-on Maker Movement creates opportunities for families to get involved in their children's learning process by working on fun projects together. By asking parents and families for their thoughts and input, listening to them, and co-creating projects that are child and family-led, families become empowered to be confident in their powerful role in STEM/STEAM learning. Such projects help students develop academic skills while strengthening bonds between them and their families (Peppler et al., 2020).

A makerspace is a place for self-directed learning where students manipulate ideas, design, and then build new things. It can be anything from a repurposed book cart filled with arts and crafts supplies, to a table in a corner set out with LEGOs, to a high-tech lab with 3D printers, laser cutters, and hand tools (Rendina, 2015). There are many makerspace resources online that provide some free info and ideas (e.g., <http://renovatedlearning.com/>)

7. Social Emotional Learning (SEL) and Mental Health

Social Emotional Learning (SEL) is an ongoing process that starts at birth and can continue through adulthood as children acquire the knowledge and skills that help them manage their emotions, work with others, demonstrate caring and empathy for others, establish positive relationships, and navigate opportunities and challenges (Devaney & Moroney, 2018). The Collaborative for Social and Emotional Learning (CASEL) is a national organization dedicated to advancing knowledge of evidence-based social and emotional learning assessment and intervention. CASEL identified interrelated sets of cognitive, affective, and behavioral competencies that are teachable (CASEL, 2021):

1. Self-awareness – knowing oneself and identifying one's feelings
2. Self-management – managing one's own emotions
3. Social awareness – understanding others
4. Relationship skills – being empathetic and knowing how to behave with others
5. Responsible decision-making

STEM/STEAM and SEL are interrelated and both can be improved with practice and by working with others. Active learning involving children working together in collaborative learning projects increases both STEM and SEL skills (Devaney & Moroney, 2018). Classroom management is a critical component of effective social learning environments (Bradshaw, 2015).

Promoting Alternative Thinking Strategies (PATHS) is an evidence-based model curriculum for elementary-age students that is highly rated by Blueprints for Healthy Youth Development. It covers the domains of self-control, emotional understanding, building self-esteem, relationships, and interpersonal problem-solving skills (Poteet, et al., 2020). Social and emotional health involves a positive state of mind that is the basis for overall mental health and well-being. PATHS and other effective SEL curricula promote mental health by focusing on positive mental health competencies associated with social emotional learning (Poteet et al., 2020). Mental health, an "essential part of children's overall health - has a complex interactive relationship with their physical health and their ability to succeed in school, at home, and in society" (The American Psychological Association [APA], 2009, para, 1.).

While evidence-based curriculum (e.g., PATHS) is important, opportunities to practice social and emotional skills outside of curriculum sessions are equally important. For example, self-management skills like self-calming and problem-solving skills, can be taught during program time and then applied during playground conflicts as they arise in teachable moments (Jones & Bouffard, 2012). Effective instructional methods for teaching SEL skills are active, participatory, and engaging, and can be infused into any activity. Techniques include using modeling and coaching to help children learn awareness of how they feel or how someone else might be feeling (CASEL, 2021).

Mindfulness is "a mental state achieved by concentrating on the present moment, while calmly accepting the feelings and thoughts that come to you, used as a technique to help you relax" (Oxford Learner's Dictionaries, n.d.). The Collaborative for Social-Emotional Learning (CASEL) acknowledges that mindfulness involves self-regulation and attention, core components of awareness associated with social-emotional learning. Mindfulness interventions are increasingly being incorporated into programs for elementary students to promote their mental health and well-being. Mindfulness activities (e.g., breath awareness, body-scans, sitting meditations, mindful movement, coloring, yoga) have been found effective

in mental health and well-being outcomes for students (Carsley, Khoury, & Heath, 2018). Given children's short attention spans, even very brief mindfulness-based breathing exercises can be implemented throughout the day to improve physical and psychological health (Meyer & Eukland, 2020).

8. Physical Health – Activity and Nutrition

Research shows the importance of physical activity in promoting healthy growth and development in school-age children (Kim & Lochbaum, 2017). Yet, children spend more sedentary time at home and in school than in previous generations. Lack of exercise and nutrition can contribute to obesity which increases the risk of health problems (e.g., diabetes, high blood pressure), mental health issues (e.g., depression, low self-esteem), and social problems (e.g., bullying) (Poteet, et al., 2020). Research indicates limited exercise in school-age children is correlated with poorer performance on standardized tests while adequate amounts of physical activity and healthy eating are associated with higher academic achievement. Good nutrition and exercise enhance physical and mental well-being, and afterschool programs provide an ideal opportunity for nutrition and physical activity.

The Coordinated Approach to Child Health (CATCH) was originally developed with National Heart, Lung, & Blood Institute (NHLBI) funding to be a school-wide program targeting obesity via classroom lessons, physical activity, child nutrition services, and family/home environment (Hoelscher et al., 2011). The CATCH program is evidence-based, with studies demonstrating CATCH improved child physical activity, dietary behaviors, and school environment. This program has been modified for afterschool programs as CATCH Kids Club. While CATCH Kids Club is supported by positive research evaluations, insufficient staff training has been identified as a barrier to successful implementation (Kelder et al., 2003).

9. COVID-19 Impacts to Consider

National studies on COVID-19 student academic impacts show that although early literacy for grades K-2 declined, greater learning losses occurred in math than English language arts (ELA) in most grade levels (EmpowerK12, 2020). Learning loss has typically been greater in math than ELA when students are off from school regardless of the circumstances (e.g., summer breaks and chronic absenteeism). Economically disadvantaged students and students of color have been disproportionately harmed by COVID-19 learning loss, widening the already existing achievement gap (Hanushek & Woessmann, 2020). However, investing in improving learning gains, particularly for students at-risk, may help avoid permanent learning losses.

Summer camps and youth programs are being encouraged to add academics to their activities (Dorn, et al., 2020). However, focusing only on academics is not recommended. Young children need playtime and social time to be able to absorb new information. It is "as critical to early reading development as technical skills," asserts Heather J. Hough, Executive Director, Policy Analysis for California Education (PACE) (Goldstein, 2021). PBL projects that include multiple subjects like math and reading are an effective way to address learning loss across grade levels (Defined Learning, 2020). Such projects help students see how subjects are interconnected and applicable to real life.

C. CULTURAL HUMILITY AND IMPLICIT BIAS DEFINITIONS

The following definitions of cultural humility and implicit bias may be used to guide organizations in adopting appropriate practices:

"In a multicultural world where power imbalances exist, cultural humility is a process of openness, self-awareness, being egoless, and incorporating self-reflection and critique after willingly interacting with diverse individuals. The results of achieving cultural humility are mutual empowerment, respect, partnerships, optimal care, and lifelong learning" (Foronda et al., 2016, p. 213).

"Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (Kirwan Institute, 2012). These biases, which can be both favorable and unfavorable, are activated involuntarily. The implicit bias in our subconscious causes us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These biases develop at a very early age through exposure to direct and indirect messages such as news programming. Implicit biases are pervasive. Everyone possesses them and they do not necessarily align with our declared beliefs or even reflect positions we would endorse. Fortunately, implicit biases are malleable and implicit biases can be gradually unlearned through a variety of debiasing techniques. Debiasing techniques include counter-stereotypic training, exposing people to counter-stereotypic individuals, intergroup contact, taking the perspective of others, and education efforts to raise awareness and accountability processes about implicit bias. (Staats, et. al 2016)

ATTACHMENT XVI

CSC CORE CONTRACT TEMPLATE

AGREEMENT

between

Children's Services Council of Broward County

and

Provider Name

For

Program Name
PROGRAM

XX-XXXX
CONTRACT NUMBER

This Agreement, entered into this **1st day of October 2021**, by and between the CHILDREN'S SERVICES COUNCIL OF BROWARD COUNTY, an independent special tax district of the State of Florida, hereinafter referred to as "CSC," and **name of provider**, hereinafter referred to as "PROVIDER."

WHEREAS, this Agreement will enable PROVIDER to provide services, not otherwise funded by any other public funding source; and WHEREAS, funding given to PROVIDER has been found and declared to be for a public purpose.

NOW, THEREFORE, for good and valuable consideration, the receipt and adequacy of which is hereby acknowledged and agreed, the parties agree as follows:

1. **TERMS OF AGREEMENT**

The term of this agreement shall be for the period of **October 1, 2021, through September 30, 2022**. The Agreement may be renewed for time periods from **October 1, 2022, through September 30, 2023; October 1, 2023, through September 30, 2024; and October 1, 2024, through September 30, 2025**, at the end of the term at the sole option of the CSC. These periods shall collectively be referred to as the "Agreement Term."

In the event that the CSC does not exercise a Renewal Option Period as stated above, the CSC may extend the existing Agreement for a period not to exceed nine (9) months. Such extensions shall be exercised at the sole discretion of the CSC in a written Amendment to the Agreement, changing the end date of the Agreement. The Amendment for extension shall be duly executed by the CSC. At the sole discretion of the CSC President/CEO, the CSC President/CEO may extend the expiration date of the term of this Agreement up to three (3) months upon written notice to PROVIDER.

PROVIDER understands and acknowledges that the funding will only be for the Agreement Term stated herein. This Agreement is renewable at the sole discretion of the CSC, contingent upon but not limited to the following:

- A. Continued demonstrated and documented need for the services or priority area of funding;
- B. Satisfactory program performance by PROVIDER; and
- C. The availability of funds from CSC.
- D. This Agreement may be terminated with cause or without cause in accordance with the provisions contained in the Termination of Agreement and Notice section of this Agreement.

2. SCOPE OF WORK

- A. PROVIDER agrees to provide the services and meet the performance measures set forth in Exhibit A, Scope of Work.
- B. Emergency Actions and Emergency Contract Changes: In the event of an immediate danger to public health, safety or welfare or in the event of substantial loss to CSC, the President/CEO is authorized to take such actions as the President/CEO deems reasonable or necessary in the circumstances, including without limitation, amendments, changes, waivers, suspensions, delays, terminations, etc. in then-existing awards, contracts, CSC policies and procedures, etc.; provided the circumstances of such emergency and such emergency actions are documented to the Council at the next meeting. In connection therewith, the President/CEO shall establish an equitable process for the review and consideration of requests by vendors or persons impacted by such emergency actions.
- C. PROVIDER agrees to attend seminars and/or training sessions as requested by CSC staff.
- D. PROVIDER agrees to comply with the Program Review/Reporting Requirements specified in the Program Review, Required Records, and Reports section of this Agreement.
- E. Background Screening: All staff who have contact with clients, their records, or supervise such individuals, must comply with Level 2 background screening and fingerprinting requirements in accordance with DCF screening requirements and all applicable federal, state, county, city, and other government agency background screening requirements. The program must maintain staff personnel files, in accordance with the state retention schedules, which reflect that a screening result was received and reviewed to determine employment eligibility prior to employment. PROVIDER shall re-screen each employee, volunteer, and/or subcontractor every five years.

An **Attestation or Affidavit of Good Moral Character**, as applicable, must be completed annually for each employee, volunteer, and subcontracted personnel who work in direct contact with children.

3. ORDER OF PRECEDENCE

The Bid Solicitation and PROVIDER Proposal Response are hereby incorporated by reference as a part of this Agreement in the following Order of Precedence: Executed Contract, Bid Solicitation Requirements, PROVIDER Application for Funding.

4. FUNDING AND METHOD OF PAYMENT

- A. The annual maximum amount payable by CSC to PROVIDER for the period of **October 1, 2021, through September 30, 2022** shall be **\$000,000** ("Contract Amount").
- B. The PROVIDER agrees to provide a CSC-required Match in the amount of **\$00,000** for the period of **October 1, 2021, through September 30, 2022**.
- C. The CSC agrees to pay for units of service or other deliverables actually provided, invoiced and documented as specified in Exhibit A, Scope of Work. An original invoice, in the format prescribed by the CSC, is due on or before the tenth (10th) day of the month following the month in which services were rendered. CSC agrees to reimburse PROVIDER on a monthly billing basis.

In order to be deemed proper as defined by the Florida Prompt Payment Act, all invoices must comply with the requirements set forth in this Agreement and must be submitted on the forms as prescribed by CSC. Invoices and/or documentation returned to PROVIDER for corrections may be cause for delay in receipt of payment. Late submission may result in delay in receipt of payment. CSC shall pay PROVIDER within thirty (30) calendar days of receipt of PROVIDER'S properly submitted invoice.

- D. The PROVIDER shall submit the invoice for the end of the CSC'S fiscal year, for payment to the CSC no more than fifteen (15) days after the last day of the month the contract is terminated. If the PROVIDER fails to do so, all rights to payment are forfeited and the CSC will not honor any requests submitted after the aforesaid time period. Any payment due under the terms of this contract may be withheld until all reports due from the PROVIDER are received by the CSC and any necessary adjustments thereto have been approved by the CSC.
- E. In the event this Agreement provides for more than one service or program, the CSC Programs Manager may shift funding between services and/or program(s) components, at any time, upon written notice to PROVIDER; however, the Programs Manager may not increase funding in excess of the Contract Amount and the total of these adjustments shall not exceed twenty percent (20%) of the total Contract Amount.
- F. Submission of accurate, timely documentation and other requested information as required by CSC shall be considered a factor in evaluating future funding requests. Invoices and/or documentation returned to PROVIDER for corrections may not be considered as submitted and shall be cause for delay in receipt of reimbursement.
- G. **PROVIDER attests to CSC that no other reimbursement is available or used for invoiced services unless expressly authorized by CSC.** This Agreement

specifically excludes Medicaid covered services provided to Medicaid certified clients. PROVIDER shall bill and pursue collection of third-party and client payments (where applicable) for services rendered under this Agreement. In the event CSC pays PROVIDER for a service that later becomes eligible for Medicaid or other third-party coverage, then PROVIDER agrees to deduct the amount paid by CSC on its next invoice. In the event the PROVIDER has submitted a final invoice, PROVIDER shall reimburse CSC in the amount received by Medicaid or other third-party payor within (30) days of receipt of that Medicaid payment. Additionally, the PROVIDER must note in the client file the date when clients become eligible for Medicaid or other third-party payor. PROVIDER shall keep accurate and complete records of any fees collected, reimbursement, or compensation of any kind received from any client or other third party, for any service covered by this Agreement, and shall make all such records available to CSC upon request. PROVIDER shall report such fees; reimbursement, compensation or funding to CSC for such payments received which will be deducted from PROVIDER'S invoices.

- H. Capital equipment is defined for the purpose of this agreement, as items with an acquisition cost of \$1,500 or more and a life expectancy of more than one year. Capital tangible property purchased by contracted agencies, as permitted in the budget, is intended for CSC funded programs. CSC will work with the agency to tag the asset and to receive all information regarding the capital tangible property. Should a program not continue beyond the time that the equipment is fully depreciated (i.e. computer is depreciated over 3 years), all capital tangible property purchased with CSC funds is considered to be owned by the CSC and will be returned for use by another funded program. The contracted agency must initiate return of such capital tangible property to the CSC Programs Manager and the CSC MIS department. Ownership of the capital tangible property used by the contracted agency after the equipment is fully depreciated reverts to the contracted agency and will be removed from the CSC'S fixed asset system.
- I. PROVIDER shall submit a W-9 IRS form providing the name, address and Federal I.D. Number of the official payee to whom payment shall be made.
- J. It is PROVIDER'S responsibility to advise the CSC Programs Manager, in writing, of changes in name, address and/or telephone number.

5. PROGRAM REVIEW, REQUIRED RECORDS AND REPORTS

A. PROGRAM REVIEW:

PROVIDER agrees:

1. To assign appropriate staff as necessary to attend meetings with CSC staff to discuss issues and recommendations concerning quality of service, service delivery systems, coordination of services, consumer satisfaction, records maintenance, funding maximization, etc.
2. To provide full access at administrative and service delivery sites to CSC during all announced and unannounced visits, for the purpose of examination of records

and data covered by this Agreement as well as observation of service delivery, and consumer/PROVIDER staff interaction. CSC and PROVIDER shall maintain the confidentiality of Client services and records in full accordance with any federal or state laws or federal regulations mandating such confidentiality.

3. To make all records and files pertaining to Clients subject at all times to inspection, review and/or audit by CSC.
4. That, if documentation is not readily available, then payments may be suspended until such time as PROVIDER has rescheduled another program review appointment to occur within thirty (30) days.
5. To respond to any program review findings within the time frame specified therein, and that back-up documentation to be used to support the billings and outcomes provided shall be approved in writing by CSC staff.
6. That findings of program review reports, responsiveness to corrective action, and all the performance requirements of this Agreement and timeliness of requested information shall be considered factors in evaluating future funding requests.
7. To provide CSC access to records and client files developed relevant to this Agreement regarding assessment of Performance Measures beyond the expiration of this Agreement, in accordance with the state retention schedules, as may be applicable.
8. Any program review reports, evaluation reports and/or accreditation reports from other agencies or funding sources for similar services provided shall be submitted to CSC within thirty (30) days of receipt. Such reports shall be sent to the CSC Programs Manager.
9. If applicable, CSC and PROVIDER will execute a Business Associate Agreement in compliance with HIPAA (as hereinafter defined).

B. REPORTS:

PROVIDER agrees:

1. PROVIDER agrees to comply and participate in any data collection as required by the CSC. In the event that the PROVIDER is approached by a third party to participate in a program evaluation study of a CSC funded program, PROVIDER agrees to submit the request to CSC and obtain prior approval from CSC. If approved, PROVIDER agrees to furnish CSC with any and all related program evaluation reports.
2. Also, PROVIDER agrees to furnish CSC with any and all reports required in this Agreement within the accompanying time requirements as noted.

3. In the event services similar or identical to those covered under this agreement are purchased and/or subsidized in whole or in part by another public or private funding source, notice of funding specifics shall be submitted to the CSC Programs Manager.
4. **Statistical Demographic Report:** The PROVIDER agrees to maintain and report (where applicable) information on client demographics which includes last four digits of social security number, Broward County Schools student identification, age, gender, race, cultural influence, language spoken at home, country of birth, parental marital status, education levels and status in SAMIS or other format provided by, or approved in writing by, the CSC. PROVIDER agrees to track overall client household income, other benefits received, types of services provided, and other information as required by the CSC.
5. **Client Satisfaction Surveys:** The PROVIDER agrees to furnish the CSC with compiled results of any and all Client Satisfaction Surveys administered by the PROVIDER. Survey reports shall include the total number of surveys administered/mailed and the total number of surveys completed/returned. Upon CSC request, PROVIDER shall submit raw data from all administered Client Satisfaction Surveys.

The CSC may, at its discretion, administer or require the PROVIDER to administer Client Satisfaction Surveys, as deemed necessary. PROVIDER shall provide necessary client information and facilitate the administration of client satisfaction surveys, as directed by the CSC.

6. **Client Performance Measure Data Reporting:** The PROVIDER shall submit Client Performance Measure data, in the format provided by the CSC, within time frames specified by the CSC. The PROVIDER shall also report any barriers experienced in performance measurement achievement. The report should also include any noteworthy activities that have occurred during the term of this Agreement and such other information as requested.
7. **Actual Expenditure Report:** The PROVIDER shall submit to the CSC an Actual Expenditure Report which reports by line item actual expenditures incurred in the performance of this contract. The report shall be submitted in a format to be provided by the CSC. Such expenditure information will be used to compile historical unit cost data and to analyze appropriate funding levels. Significant discrepancies between budgeted and actual costs may result in recoupment of funds. A final Actual Expenditure Report shall be submitted through SAMIS by the PROVIDER within sixty (60) days after the end of the contract.

C. OTHER REQUIREMENTS:

1. INTERNAL DOCUMENTATION

PROVIDER agrees to maintain, in accordance with the state retention schedules, the following, as applicable: (1) Personnel files including hiring records, job descriptions, policies, evaluation procedures, and background screening results,

(2) Authorized time sheets, records, and attendance sheets, (3) Daily activity log and monthly calendar, (4) Signature of person at sites authorizing presentations, (5) Training modules, (6) Pre and post session questionnaires, (7) Client information release form, (8) Community Resource Inventory Organizational Profile update, (9) Emergency Disaster Plan and (10) Such other information as requested by CSC. PROVIDER and its subcontractors will further provide service records as provided in Chapter 65E-14, Florida Administrative Code.

2. UNITS OF SERVICE

PROVIDER shall document and maintain client records, in accordance with the state retention schedules, that reflect individual beginning and ending service times, dates of service and nature of service for all units of service provided under this Agreement.

3. TRACKING SYSTEM REQUIREMENTS

PROVIDER shall comply with the CSC'S Services and Activities Management Information System (SAMIS), as applicable, identifying all Clients referred to and from the program(s) funded under this Agreement. This shall include, but not be limited to, client information related to client demographics, and identification, referral sources, performance measurement data, service provision data and fiscal activities for all programs funded under this agreement.

4. PRO CHILDREN ACT COMPLIANCE

The PROVIDER shall comply with Public Law 103227 Part C Environmental Tobacco Smoke, also known as the Pro Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor area routinely used or leased or contracted for by an entity and used routinely or regularly for provision of health, day care, education or library programs either directly or through State or local governments, by Federal grant, contract loan, or loan guarantee. The law does not apply to children's services provided in the private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 per day and/or the imposition of an administrative compliance order on the responsible entity.

5. REVENUE MAXIMIZATION DOCUMENTATION

PROVIDER agrees to comply with any and all reporting and documentation requirements necessary for eligibility for Federal, State and other match funding opportunities to CSC for services provided under this Agreement, e.g., Title IV-E of the Social Security Act, Temporary Assistance for Needy Families (TANF) Block Grant, Medicaid Targeted Case Management, etc.

The PROVIDER shall complete, as applicable, all necessary and appropriate forms for all clients served under this Agreement. This data will be used by the CSC in federal funding revenue maximization efforts. All eligibility information shall

be reported to the CSC quarterly, unless otherwise specified by the CSC, and copies of all eligibility forms shall be retained in the individual client/family case files and available for unannounced review by the CSC. Such eligibility information shall not be used as a determination of client eligibility for program services funded under this Agreement.

6. TERMINATION OF AGREEMENT AND NOTICE

- A. It is the intent of the CSC to assure consistent and orderly delivery of children's services. It is the further intent of the CSC to terminate Agreements only in those situations where such action is essential for the protection of its interest and the interests of children, as determined by the CSC.
- B. This Agreement may be terminated by the PROVIDER without cause upon no less than **forty-five (45)** days written notice. Said notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery.
- C. This Agreement may be terminated by the CSC without cause upon no less than **forty-five (45) days** written notice. Said notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery.
- D. In the event that funds needed to finance this Agreement become unavailable, the CSC may terminate the contract upon no less than twenty-four (24) hours notice in writing to the PROVIDER. Said notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery. The CSC shall endeavor, whenever possible and consistent with its legal obligations and principles of prudent management to provide 30 days notice for Termination for Lack of Funds. The CSC shall be the final authority as to the availability of funds and extension of notice beyond the minimum time herein stated.
- E. In addition to the rights set forth in sub paragraphs C and D above, this Agreement may be terminated by the CSC with cause upon no less than twenty-four (24) hours written notice. Said notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery. The CSC at its discretion may waive any breach by the PROVIDER in writing, but such waiver shall not constitute a waiver of any further breaches, including breaches of the same type.
- F. The above provision shall not limit the CSC'S right to remedies at law or to damages.

7. AUDIT RIGHT AND RETENTION OF RECORDS

CSC shall have the right to audit the books, records, and accounts of PROVIDER that are related to the Scope of Work under this Agreement. PROVIDER shall keep such books, records, and accounts as may be necessary in order to record complete and correct entries related to the Scope of Work under this Agreement. As defined in the Florida Single Audit Act, the PROVIDER agrees to allow the CSC, the comptroller, the Auditor General or other auditing body access to its records as required by the Florida Single Audit Act as set forth in §215.97, Florida Statutes, as may be amended from time to time.

PROVIDER shall preserve and make available, at reasonable times for examination and audit by CSC, all financial records, supporting documents, statistical records, and any other documents pertinent to this Agreement for the required retention period of the Florida Public Records Act (Chapter 119, Florida Statutes), if applicable, or, if the Florida Public Records Act is not applicable, for a minimum period of the Agreement Term of this Agreement and for five (5) years after termination of this Agreement. If any audit has been initiated and audit findings have not been resolved at the end of the retention period or five (5) years, whichever is longer, the books, records, and accounts shall be retained until resolution of the audit findings. If the Florida Public Records Act is determined by CSC to be applicable to PROVIDER'S records, PROVIDER shall comply with all requirements thereof; however, no confidentiality or non-disclosure requirement of either federal or state law shall be violated by PROVIDER. Any incomplete or incorrect entry in such books, records, and accounts shall be a basis for CSC'S disallowance and recovery of any payment upon such entry.

8. PUBLIC RECORDS LAW COMPLIANCE

CSC is a public agency in Florida and as such, PROVIDER'S records pertaining to this Agreement are subject to the Public Records Laws of Florida (Florida Statutes, Chapter 119). PROVIDER is required to, and does hereby agree to, comply with all applicable public records laws, including, without limitation:

- A. PROVIDER will keep and maintain public records required by CSC to perform the service hereunder;
- B. Upon request from CSC'S custodian of public records, PROVIDER will provide CSC with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Florida Statutes Chapter 119 or as otherwise provided by law.
- C. PROVIDER will ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if PROVIDER does not transfer the records to CSC.
- D. Upon completion of the Agreement, PROVIDER will transfer, at no cost, to CSC all public records in possession of PROVIDER or keep and maintain public records required by CSC to perform the service. If PROVIDER transfers all public records to CSC upon completion of the Agreement, PROVIDER shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If PROVIDER keeps and maintains public records upon completion of the Agreement, PROVIDER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to CSC, upon request from CSC'S custodian of public records, in a format that is compatible with the information technology systems of CSC.

IF PROVIDER HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE PROVIDER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT,

CONTACT THE CSC CUSTODIAN OF PUBLIC RECORDS AT (954) 377-1000; records@cscbroward.org; 6600 WEST COMMERCIAL BLVD., LAUDERHILL, FL 33319.

9. OWNERSHIP OF DOCUMENTS

Any and all reports, photographs, surveys, studies, films, books, tapes, recordings, curricula, statistical compilations, materials, presentations, media materials, pamphlets, flyers, software and any other data and documents provided or created in connection with this Agreement (herein referred to as "Documents") are and shall remain the property of CSC. Upon termination of this Agreement, all documents prepared by PROVIDER, whether finished or unfinished, shall become the property of CSC and shall be delivered by PROVIDER to the CSC, at CSC request, within seven (7) days of termination of this Agreement by either party. Any compensation due to PROVIDER shall be withheld until all documents are received as provided herein. PROVIDER nor its officials, agents or employees shall cause the copyright or trademark of any Documents (as defined herein) that are provided or created in connection with this Agreement without the prior written approval of CSC, in its sole discretion.

10. INDEPENDENT CONTRACTOR

PROVIDER is an independent contractor under this Agreement. Services provided by PROVIDER shall be by employees of PROVIDER and subject to supervision by PROVIDER, and not as officers, employees, or agents of the CSC. Employee compensation, personnel policies, tax responsibilities, social security and health insurance, employee benefits, travel, per diem policies and other similar administrative procedures applicable to services rendered under this Agreement shall be those of PROVIDER.

11. SUBCONTRACTING

PROVIDER shall not assign the responsibility of this Agreement to another party or subcontract for any of the work contemplated under this Agreement, without prior written approval of the CSC Programs Manager. No such approval by the CSC Programs Manager shall be deemed in any event or in any manner to provide for the incurrence of any obligation by the CSC in addition to the total dollar amount stated in this Agreement. All such assignments or subcontracts shall be subject to the conditions of this Agreement and to any conditions of approval that the CSC shall deem necessary.

12. FINANCIAL STATEMENTS

- A. Within 180 days of the close of its fiscal year, PROVIDER agrees to submit to the CSC a certified independent fiscal audit of all its corporate activities and any accompanying management report(s) issued in conjunction with the audited financial statements. This audit shall be conducted in accordance with auditing standards generally accepted in the United States of America (GAAS). If PROVIDER is subject to an audit under the guidelines consistent with: 1.) Government Auditing Standards (GAS), issued by the Comptroller General of the United States; 2.) Office of Management and Budget (OMB) "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidelines"); or 3.) The Florida Single Audit Act, §215.97,

Florida Statutes, and rules of the Auditor General of Florida, then a single bound report is to be provided to the CSC. Audit extensions may be granted in writing by the CSC Programs Manager upon receipt in writing of such request with appropriate justification by the PROVIDER.

- B. As audited financial statements are annually reviewed utilizing the Financial Viability Test in the normal course of business, the fiscal viability status will be reassessed. Depending on the outcome, a fiscal sponsor may or may not be needed for the subsequent contract period.
- C. Supplanting: The PROVIDER shall not use funds provided by the CSC to replace funds from other funding sources.

13. BOARD MEMBERS AND MEETINGS

Within 30 days of the effective date of this Agreement, PROVIDER will submit to the CSC a calendar of its scheduled Board meetings for the current fiscal year and an updated list of Board Members.

14. PUBLICIZING CSC SUPPORT

The PROVIDER shall make a concerted effort to promote the CSC and the PROVIDER as partners for these program services in accordance with CSC guidelines on "How to Acknowledge CSC Funding". PROVIDER shall identify the CSC'S support on its letterhead, agency newsletter, annual reports and any other printed materials, display CSC support through banners and flyers and utilize every reasonable opportunity to publicize the funding received from the CSC. CSC agrees to provide PROVIDER with a camera-ready logo for such use.

15. PUBLICATIONS

PROVIDER agrees to supply the CSC, without charge, up to three (3) copies of any publication developed in connection with implementation of programs addressed by this Agreement. Such publications will state that the program is supported by the CSC. PROVIDER agrees that the CSC will have unlimited use of copyrighted materials developed under this Agreement.

16. CONFIDENTIAL INFORMATION

The PROVIDER, its agents, employees or subgrantees will not use or disclose any information concerning a recipient of services under this contract for any purpose not in conformity with state statutes and any applicable federal regulations (45 CFR, Part 205.50) except upon written consent of the recipient, or his/her responsible parent or guardian when authorized by law.

Written Statement of Purpose(s) for Collection of Partial Social Security Numbers:

In accordance with Florida Law, PROVIDER shall inform all CSC funded program participants and their parents/guardians, in writing, of the purpose(s) for which CSC collects and uses partial social security numbers (last four digits) from its participants and the parents/guardians of such participants. CSC-funded programs shall provide all individuals from whom it collects a partial social security numbers with a copy of a written statement that includes the following:

“The Children’s Services Council of Broward County (“CSC”) collects and uses partial social security numbers (last four digits) of participants of CSC-funded programs and the parents/guardians of such participants so that CSC may collect and use data from other agencies for comparison purposes in order for CSC to track and measure the impact of CSC-funded programs and services and to assist CSC with maintaining and improving successful programs and services. All individual information will be safeguarded and will not be disclosed. CSC’S collection of the partial social security numbers from its participants and the parents/guardians of such participants is imperative for the performance of CSC’S duties and responsibilities as prescribed by law. The partial social security numbers collected by CSC shall not be used by CSC for any purpose other than the purpose provided in this written statement.”

17. NOTIFICATION FOR USE OF PARTICIPANT DATA

PROVIDER agrees to inform recipients of services of myriad uses of data by the CSC.

Written Statement of Purpose for Authorizing Collection of Data for Evaluation, Research, and Care Coordination

PROVIDER shall inform all CSC-funded program participants and their parents/guardians, in writing, of the purpose(s) for which CSC collects and uses data from its participants and the parents/guardians of such participants. CSC-funded programs shall provide all individuals enrolled in their programs with a copy of a written statement that includes the following:

“In order to continue funding programs like this one, Children’s Services Council of Broward County (“CSC”) and authorized users conducts research, evaluation and care coordination to see how participants do while in the program, as well as after they leave the program. In addition to performance measurement data collected from participants in their program, CSC research staff may give participants additional surveys and assessments. CSC may also collect information on participants after they complete the program. The information collected after participants leave the program will come from county and state public databases like the Florida Department of Education, the Florida Department of Juvenile Justice, etc. CSC has created many safeguards to protect participants’ privacy and to prevent unauthorized use or access to it. CSC is not allowed to release any of participants’ personal information (Open Government Sunset Review Act; Section 119.15, F.S.) unless express informed consent is received from the parent or guardian of a participant under the age of 18 or from an adult participant over the age of 18 to release the participant’s personal information to CSC’S PROVIDER to better meet the needs of the participant.”

18. NOTIFICATION FOR USE OF PARTICIPANT EDUCATION RECORDS

This section is applicable to all programs that exchange any school-related data and/or information with the parent/guardian/caregiver, child, or school either formally or informally.

PROVIDER is required to inform recipients of services of myriad uses of education records by the CSC and to secure informed consent for the use of School Board of Broward County data.

A. School Board of Broward County Informed Consent for Evaluation, Research,

Page 12 of 22

Provider Name

RFP

Contract #: XX-XXXX

Initial Contract /Renewal FY 21/22

and Care Coordination

PROVIDER shall request parental consent for CSC and/or PROVIDER to obtain education records for the purpose of evaluation, research, and care coordination (20 U.S.C SS 1232g(a)(4)(B)(iv); U.S.C SS 1232(b)). Because CSC shares data from the School Board of Broward County (SBBC), Exhibit B of this Agreement includes the required informed consent form for release of SBBC data and sharing of information. When entering participant information into the SAMIS CDG module, PROVIDERS are now required to upload the signed Consent Form into SAMIS.

B. Provider Data Use Responsibilities

PROVIDER shall fulfill the responsibilities below regarding safeguarding educational records:

1. Request solely the specific education record(s) of the students that the PROVIDER is subcontracted to service, after the PROVIDER has obtained written signed consent from each student's parent/guardian or student 18 years of age or older.
2. PROVIDER shall have participant's parent/guardian or student 18 years of age or older complete the School Board of Broward County Informed Consent document in Exhibit B.
3. PROVIDER shall comply with the School Board of Broward County Confidentiality provisions: Notwithstanding any provision to the contrary within this Agreement, the PROVIDER shall:
 - a. fully comply with the requirements of Sections 1002.22, 1002.221, and 1002.222, Florida Statutes; the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g (FERPA) and its implementing regulations (34 C.F.R. Part 99), and any other state or federal law or regulation regarding the confidentiality of student information and records;
 - b. hold any education records in strict confidence and not use or redisclose same except as required by this Agreement or as required or permitted by law unless the parent of each student or a student age 18 or older whose education records are to be shared provides prior written consent for their release;
 - c. ensure that, at all times, all of its employees who have access to any education records during the term of their employment shall abide strictly by its obligations under this Agreement, and that access to education records is limited only to its employees that require the information to carry out the responsibilities under this Agreement and shall provide said list of employees to SBBC upon request;
 - d. safeguard each education record through administrative, physical and technological standards to ensure that adequate controls are in place to protect the education records and information in accordance with FERPA's privacy

requirements;

- e. utilize the education records solely for the purposes of providing products and services as contemplated under this Agreement; and shall not share, publish, sell, distribute, target advertise, or display education records to any third party;
 - f. notify SBBC immediately upon discovery of a breach of confidentiality of education records by telephone at 754-321-0300 (Manager, Information Security), and 754-321-1900 (Privacy Officer), and email at privacy@browardschools.com; and take all necessary notification steps as may be required by federal and Florida law, including, but not limited to, those required by Section 501.171, Florida Statutes;
 - g. fully cooperate with appropriate SBBC staff, including Privacy Officer and/or Information Technology staff to resolve any privacy investigations and concerns in a timely manner;
 - h. prepare and distribute, at its own cost, any and all required breach notifications, under federal and Florida Law, or reimburse SBBC any direct costs incurred by SBBC for doing so, including, but not limited to, those required by Section 501.171, Florida Statutes;
 - i. be responsible for any fines or penalties for failure to meet breach notice requirements pursuant to federal and/or Florida law;
 - j. provide SBBC with the name and contact information of its employee who shall serve as SBBC's primary security contact and shall be available to assist SBBC in resolving obligations associated with a security breach of confidentiality of education records; and,
 - k. securely erase education records from any media once that media equipment is no longer in use or is to be disposed of; secure erasure will be deemed the deletion of the education records using a single pass overwrite Secure Erase (Windows) or Wipe (Unix).
4. All education records shall remain the property of SBBC, and any party contracting with SBBC and/or CSC serves solely as custodian of such information pursuant to this Agreement and claims no ownership or property rights thereto and, upon termination of this Agreement shall, at SBBC's request, return to SBBC or dispose of the education records in compliance with the applicable Florida Retention Schedules and provide SBBC with a written acknowledgment of said disposition.
5. PROVIDER shall, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBBC and its officers and employees for any violation of this section, including, without limitation, defending SBBC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBBC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBBC arising out of a breach of this covenant by the party, or an

officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. This section shall survive the termination of all performance required or conclusion of all obligations existing under this Agreement.

19. SECURITY OBLIGATIONS

PROVIDER shall maintain an appropriate level of data security for the information the PROVIDER is collecting or using in the performance of this contract. This includes, but is not limited to, approving and tracking all PROVIDER employees that request system or information access and ensuring that user access has been removed from all terminated PROVIDER employees. PROVIDER shall report any security breaches immediately to the CSC Programs Manager.

20. CLIENT RISK PREVENTION AND INCIDENT REPORTING

- A. PROVIDER shall immediately report knowledge or reasonable suspicion of abuse, neglect, or exploitation of a child, aged person, or disabled adult to the Florida Abuse Hotline on the statewide toll- free telephone number (1-800-96ABUSE). As required by Chapters 39 and 415, FLORIDA STATUTES, this is binding upon both the PROVIDER and its employees.
- B. In the event of critical incidents such as serious client accident, injury or death, PROVIDER shall advise the CSC Programs Manager immediately by phone and in writing within twenty-four (24) hours. All pertinent information such as Agency Incident Reports, Police Reports, actions taken, etc., shall be furnished by the PROVIDER to the CSC Director of Program Services within twenty-four (24) hours of the incident, or receipt of such information.

21. NONDISCRIMINATION

Programs receiving funding from the CSC shall not discriminate against an employee, volunteer, or participant of the PROVIDER on the basis of race, color, gender, sexual orientation, religion, national origin, citizenship, disability, or age except that programs may target services for specific participant groups as defined in the application. Additionally, agencies receiving funds shall demonstrate the standards, policies, and practices necessary to render services in a manner that respects the worth of the individual and protects and preserves the dignity of people of diverse cultures, classes, races, religions, sexual orientation, and ethnic backgrounds. The parties shall affirmatively comply with all applicable provisions of the Americans with Disabilities Act (ADA) in the course of providing any services funded by CSC, including Titles I and II of the ADA (regarding nondiscrimination on the basis of disability), and all applicable regulations, guidelines, and standards. In addition, the parties shall take affirmative steps to ensure nondiscrimination in employment of persons with disabilities.

22. INDEMNIFICATION CLAUSE

Any PROVIDER who is a state agency or subdivision, as defined in Chapter 768.28, Florida Statutes, agrees to be fully responsible for its acts of negligence, or its agents' acts of negligence

when acting within the scope of their employment or agency, and agrees to be liable for any damages resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by any PROVIDER to which sovereign immunity may be applicable. Nothing herein shall be construed as consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any manner arising out of any contract or under this Agreement.

Any PROVIDER who is not a state agency or subdivision, as defined in Chapter 768.28, Florida Statutes, shall at all times hereafter indemnify, hold harmless and, at CSC'S option, defend or pay for legal representation to defend CSC, its officers, agents, servants, and employees against any and all claims, losses, liabilities, and expenditures of any kind, including attorney fees (including at all levels of appeal), court costs, and expenses, caused by negligent act or omission of PROVIDER, its employees, agents, servants, or officers, or accruing, resulting from, or related to the subject matter of this Agreement including, without limitation, any and all claims, demands, or causes of action of any nature whatsoever resulting from injuries or damages sustained by any person or property.

The provision of this section shall survive the expiration or earlier termination of this Agreement. To the extent considered necessary by the CSC, any sums due PROVIDER under this Agreement may be retained by CSC until all of CSC'S claims for indemnification pursuant to this Agreement have been settled or otherwise resolved; and any amount withheld shall not be subject to payment of interest by CSC. The parties agree that such indemnification obligations shall survive the expiration or termination of this Agreement. Nothing herein shall be construed to waive any sovereign immunity that may be applicable pursuant to law.

23. INTELLECTUAL PROPERTY RIGHTS

The PROVIDER will indemnify and hold harmless, CSC from liability of any nature or kind, including costs and expenses for or on account of any copyrighted, service marked, trademarked, patented or unpatented invention, process, article or work manufactured or used in the performance of the contract, including its use by CSC. If the PROVIDER uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties of costs arising from the use of such design, device, or materials in any way involved in the work.

This article will survive the termination of any contract with CSC.

24. INSURANCE

- A. PROVIDER shall maintain in force for the term of this Agreement comprehensive general liability in the minimum amount of five hundred thousand dollars (\$500,000) per occurrence bodily injury and property damage combined single limit. Such policy will be evidenced by a Certificate of Insurance which reflects CSC as an additional insured and provides thirty (30) days prior written notice of cancellation. The Certificate of Insurance shall also be in compliance with Florida Statute 440 (Workers' Compensation Law).

Further, PROVIDER will maintain professional liability insurance in the minimum

amount of five hundred thousand dollars (\$500,000) for each claim, subject to insurance market availability and affordability. Such policy will be evidenced by a Certificate of Insurance which provides thirty (30) days prior written notice of cancellation.

Each renewal of the respective Certificate of Insurance provided for above shall be submitted to the CSC. Failure to submit a current Certificate of Insurance shall result in suspension of any monies due and owing for any outstanding invoice of the PROVIDER by the CSC. PROVIDER shall submit a copy of their current Certificate of Insurance to the CSC when this Agreement is signed with renewals of same annually thereafter.

- B. PROVIDER may provide this required insurance through a self-insurance program approved by CSC in its sole discretion.

25. FORCE MAJEURE

Delays in the performance of any obligation arising hereunder by any party shall be excused for so long as the delay of performance is a result of circumstances or occurrences of "Force Majeure" (as hereinafter defined) beyond the reasonable control of the party whose performance is excused hereunder, provided that such party: (i) shall immediately resume performance after the cause of the delay is removed; and (ii) shall during such delay be reasonably diligent in avoiding further delay. "Force Majeure Event" means an event which materially interferes with the ability of a party to perform its obligations or duties hereunder which is not within the reasonable control of the party affected, and which could not with the exercise of diligent efforts have been avoided, including, but not limited to, war, rebellion, hurricane, earthquake, pandemic, epidemic, fire, accident, strike, riot, civil commotion, act of God, changes in laws, rules, regulations, or any other cause of any kind whatsoever which is beyond the reasonable control of a party, or any government response, reaction or restriction related to any of the foregoing.

26. AMENDMENTS: ASSIGNMENTS

- A. No modification, amendment or alteration in the terms or conditions contained herein shall be effective unless contained in a written document executed with the same formality and of equal dignity herewith. However, the Programs Manager for the CSC may sign a modification, amendment or alteration to the terms and conditions of this Agreement where there is a change to Exhibit A, Scope of Work, to reduce the Contract Amount, or to change Performance Measures.
- B. This contract or agreement is personal to the parties herein and may not be assigned, in whole or in part, by the proposer without prior written consent of CSC. The PROVIDER herein shall not assign payments under this contract or agreement without the prior written consent of CSC.

27. WAIVER OR BREACH

Waiver or breach of any provision of this Agreement shall not be deemed to be a waiver of any other subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

28. DEFAULT

In the event that the awarded PROVIDER(S) should breach this contract, CSC reserves the right to seek remedies in law or in equity.

29. REPRESENTATIONS AND ACKNOWLEDGMENTS

A. PROVIDER represents to CSC that upon the execution of this Agreement and continuing throughout the Agreement Term the following are true and correct. In the event that any of the following representations become at any time not true, the PROVIDER shall immediately provide written notice of same to the CSC Programs Manager.

1. There have been no events that could have a material effect on PROVIDER'S operations or financial stability.
2. PROVIDER has no knowledge of any violations of laws or regulations the effects of which should be considered by CSC prior to entering into this Agreement.
3. There are no material transactions that have not been properly recorded in the appropriate document(s) or disclosed.
4. Related party transactions as defined by generally accepted accounting principles and related amounts receivable or payable have been properly recorded or disclosed.
5. It maintains appropriate active license(s), which are all in good standing and have not been revoked or suspended, where PROVIDER is operating a facility or providing a service where any type of licensure is required, including, but not limited to federal, state, county and local law.
6. PROVIDER represents that all persons delivering the services required by this Agreement have the knowledge and skills, either by training, experience, education, or a combination thereof, to adequately and competently perform the duties, obligations, and services set forth in the Scope of Work and to provide and perform such services to CSC'S satisfaction for the agreed compensation.
7. PROVIDER shall perform its duties, obligations, and services under this Agreement in a skillful and respectable manner. The quality of PROVIDER'S performance and all interim and final product(s) provided to or on behalf of CSC shall be comparable to local state and national best practice standards.

B. PROVIDER acknowledges that:

1. Verification of liability protection, shall accompany this Agreement upon execution of this Agreement by PROVIDER.

2. Information, guidance and technical assistance offered by the CSC Programs Manager, or any other staff, whether written or verbal, in no way constitutes a guarantee of execution of this Agreement by the CSC and should not be relied upon as a basis for doing business, delivering service, expending financial resources or expectation of receipt of payment.

30. PUBLIC ENTITIES CRIMES ACT

PROVIDER represents that the execution of this Agreement will not violate the Public Entities Crimes Act (Section 287.133, Florida Statutes), which generally provides that a person or affiliate who is a contractor, consultant or other provider and who has been placed on the convicted vendor list following a conviction for a Public Entity Crime may not submit a bid on a contract to provide any goods or services to CSC, may not submit a bid on a contract with CSC for the construction or repair of a public building or public work, may not submit bids on leases of real property to CSC, may not be awarded or perform work as a contractor supplier, subcontractor, or consultant under a contract with CSC, and may not transact any business with CSC in excess of the threshold amount provided in Section 287.017, Florida Statutes, for category two purchases for a period of thirty-six (36) months from the date of being placed on the convicted vendor list. Violation of this statute shall result in cancellation of this Agreement and recovery of all monies paid hereto, and may result in debarment from CSC'S competitive procurement activities.

31. GOVERNING LAW AND VENUE

This Agreement shall be governed, construed, and controlled according to the laws of the State of Florida without regard to its conflict of laws provisions. Any claim, objection or dispute arising out of the terms of this Agreement shall be litigated in the Seventeenth Judicial Court in and for Broward County, Florida.

32. COMPLIANCE WITH LAWS

The parties shall comply with all federal, state, and local government laws, codes, ordinances, rules, and regulations in performing its duties, responsibilities, and obligations related to this Agreement.

33. SEVERABILITY

In the event a portion of this Agreement is found by a court of competent jurisdiction to be invalid, the remaining provisions shall continue to be effective unless CSC or PROVIDER elects to terminate this Agreement. An election to terminate this Agreement based upon this provision shall be made within seven (7) days after the finding by the court becomes final.

34. CIRCULARS, STATUTES, AND COMMON RULES

The source of the CSC'S funding is local dollars; thus the PROVIDER does not need to conduct a separate single audit under this contract. The PROVIDER shall use the following Circulars as a guideline for managing the CSC'S funding:

- A. Uniform Guidance: The Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance").
- B. The Florida Single Audit Act, §215.97, Florida Statutes.

35. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Subject to and in accordance with HIPAA, both parties agree to satisfy the standard for personal health information contained in the federal and state statutes and regulations, including, without limitation, any regulations promulgated under HIPAA (Health Insurance Portability and Accountability Act), as applicable. It is expressly understood by the parties that where CSC is funding services, CSC personnel and/or its agents shall have access to protected health information (hereinafter known as "PHI") for the purposes of compliance monitoring, quality assurance activities, and auditing. These provisions do not preclude CSC from disclosing protected health information to report unlawful conduct in accordance with 45 C.F.R. 164.502(j) (as may be amended from time to time).

Where required, PROVIDER shall handle and secure such PHI in compliance with HIPAA and its related regulations and, if required by HIPAA or other laws, include in its "Notice of Privacy Practices" notice of PROVIDER and/or CSC'S uses of client's PHI. The requirements to comply with this provision and HIPAA shall survive the expiration or earlier termination of this Agreement. The parties to this Agreement do not believe that a business associate or trading partner relationship (as defined by the Health Insurance Portability and Accountability Act or "HIPAA") exists between PROVIDER and CSC with regard to this Agreement; however if the Programs Manager subsequently determines that such a relationship exists, the parties agree to enter into an appropriate agreement using the form of such agreement to be provided by Programs Manager in his/her sole and absolute discretion at that time.

36. JOINT AND SEVERAL LIABILITY

If PROVIDER consists of more than one entity, each entity shall be jointly and severally liable and responsible for the performance of all obligations of PROVIDER hereunder.

37. EXECUTION IN COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Counterparts may be delivered via facsimile, electronic mail, pdf or any electronic signature complying with the U.S. Federal ESIGN Act of 2000 or the Florida Uniform Electronic Transaction Act, e.g., www.docusign.com) or other transmission method and any counterpart so delivered shall be deemed to have been duly and validly delivered and to be valid and effective for all purposes. Each person executing and delivering this Agreement for a Party hereby represents and warrants that they have been authorized by such Party, and that they have the full power and authority, to execute and deliver this Agreement for such Party and that they personally have executed and delivered this Agreement (whether manually or electronically as stated above) for their respective Party.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement as evidenced by each signature.

This **XX** page contract, inclusive of Exhibit A, Scope of Work, and Exhibit B, Informed Consent Process Authorizing Release of The School Board of Broward County Data, is hereby executed as follows:

Approved as to form by:

JOHN MILLEDGE, ESQ.
200 Las Olas Office Building
200 SW First Avenue, Suite 800
Ft. Lauderdale, FL 33301

John Milledge, Esq.

In accordance with Florida Statutes Section 448.095, and under penalties of perjury, the undersigned contractor/PROVIDER swears and affirms that it has read the following statement and that it is true:

- (a) Contractor/PROVIDER uses, and will use, the E-Verify system to verify the work authorization status of all newly hired employees, contractors, and subcontractors and of all employees, contractors, and subcontractors working on "federal contracts;"
- (b) Contractor/PROVIDER does not, and will not, employ, contract with, or subcontract with an unauthorized alien;
- (c) Contractor/PROVIDER has obtained, and will obtain, affidavits from its applicable subcontractors swearing and affirming that such subcontractor does not employ, contract with, or subcontract with an unauthorized alien; and
- (d) Contractor/PROVIDER will maintain a copy of any such subcontractor affidavits for the duration of the applicable CSC contract.

PROVIDER:
Provider's Name

CSC:

SIGNED

SIGNED

BY: _____

BY: _____

NAME: _____

NAME: Dawn Liberta

TITLE: Executive Director

TITLE: Chair

Provider Federal Identification #: XX-XXXXXX

Attachment: Exhibit A and B

ATTACHMENT XVII

CSC FINANCIAL VIABILITY TEST

Children's Services Council of Broward County
FINANCIAL VIABILITY TEST

Proposal/Contract: _____

Agency Name: _____

I. Other Financial Information:

1. The Organization received an Unmodified opinion.
2. There is no "Going Concern" comment.
3. The Notes to the Financial Statements are complete and explanatory.
4. There are no significant "Related Party" transactions that materially affect the Financial Statements.

Total Points - Other Financial Information

YES (1)	NO (0)
0	
0	
0	
0	
0	0

II. Financial Ratios:

From the Financial Statements, calculate and enter the total dollar amount for each of the following items:

Current Assets	0	Current Liabilities	0
Total Assets	0	Total Liabilities	0
Unrestricted Net Assets	0	Property Plant & Equipment (PPE)	0
PPE Debt	0	Annual Expenses	0

Points:

Points:

			(0)	(1)	(2)	(3)	(4)
Ratio	Formula	Result	Requires Fiscal Agent	Provisional	Conditional	Acceptable	Excellent
<u>0</u> Current Ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	#DIV/0!	Under 89%	Between 89% - 90%	Between 91% - 100%	Between 101%-149%	Greater than 150%
<u>0</u> Months of Liquid Net Assets	$\frac{\text{Unrestricted Net Assets} - (\text{PPE} - \text{PPE Debt})}{\text{Average Monthly Expenses}}$	#DIV/0!	Less than 0.1	0.1 to 0.4	0.5 to 0.9	1 to 1.9	Greater than 2
<u>0</u> Current Liabilities as a Percentage of Annual Expenses	$\frac{\text{Current Liabilities}}{\text{Annual Expenses}}$	#DIV/0!	Greater than 14%	Between 12.1% to 14%	Between 10.1% to 12%	Between 8.1% to 10%	Less than 8%
<u>0</u> Debt Ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	#DIV/0!	Greater than 75%	Between 50.1% to 75%	Between 30.1% to 50%	Between 15.1% to 30%	Less than 15%

0 Total Points - Financial Ratios

Single Audit: If there is a Single Audit, are there any material weaknesses? (Deduct 2 points)

0 Total Points - All Sections

General Comments:

✓ _____

III. Action: If the total Points fall within the following ranges

- Under 6 Requires a qualified Fiscal Agent
- 6-9 Provisional - May be awarded a contract up to \$80,800 annually
- 10-13 Conditional - May be awarded a contract up to \$215,400 annually
- 14 & Over No award limitations

Preparer: _____ **Reviewer:** _____

ATTACHMENT XVIII

PROVIDER GUIDELINES FOR VALUE-ADDED & FLEX FUNDS

PROVIDER GUIDELINES FOR VALUE-ADDED AND FLEX FUNDS

Purpose: The Children's Services Council makes Value-Added and Flex Funding available to enable provider programs to meet individual client needs that present barriers to program participation and success; and to enhance program participation.

Flex Funds may be used to meet individual client needs that present barriers to program participation and success by providing emergency financial assistance to address the threat of foreclosure, eviction, or termination of utility services; temporary child care expenses; home repairs, food, clothing, back to school supplies, bus passes or gas cards or other services/commodities.

Value-Added Funds should be used to pay for other creative strategies that support the goals of the program and improve participant participation and commitment. Food/refreshments for group activities and incentives, such as gift certificates or tickets to games or shows, are some examples. Providers are encouraged to brainstorm about productive uses and develop responsible parameters for the usage and limitations, such as per client and/or per instance funding limits. CSC staffers are always available to help you identify appropriate uses and management of flex funds.

Policy: CSC Flex Fund and Value-Added expenditures are payable on a cost-reimbursement basis. The Council will pay the provider for allowable expenditures in accordance with the approved budget and budget narrative for the CSC-funded program. Only expenditures incurred on or after the contract effective date and or prior to the termination date of the contract are eligible for payment. The maximum amount of Flex Funds and/or Value-Added expenditures is clearly stated in the CSC contract. These funds may not be used for capital equipment expenditures. To be eligible for CSC Flex Funds and/or Value-Added funds, the client must be currently enrolled in or receiving follow-up services subsequent to participation in a CSC-funded program.

Emergency Financial Assistance: To maximize the effectiveness of flex fund usage, providers need to work collaboratively with families to assess client needs, obtain assistance through existing community services, avoid duplication and help families develop workable plans to provide longer term solutions. CSC Flex funds are to be used as a last resort emergency measure and providers must ensure that client needs cannot be met through other dedicated resources.

Prior to emergency Flex Fund disbursement, the case manager/counselor assigned to the client must:

- a. Complete a budget with the client. The budget needs to document how the provision of the Flex Funds will enable the client to obtain and/or maintain their financial stability.
- b. The case manager/counselor must identify whether the emergency need is a one-time emergency need, such as funds to buy school supplies, or if the need may be a recurring need, such as the monthly electric bill. If the emergency need is a recurring need, then the case manager/counselor and the client need to develop a plan which demonstrates how this recurring financial responsibility will be addressed in the future. Flex funds are intended to assist a client through a temporary emergency and are not be used to pay rent, utilities, or other recurring expenses on an ongoing basis.

- c. It is the case manager/counselor's responsibility to work with the client and/or their creditor, as appropriate, for all flex fund payments including the counselor calling the bank or landlord to assist clients to work out a payment plan for their mortgage or rent with the bank or landlord prior to approving the award of the flex fund. This type of flex fund payment may not be granted until after the counselor has spoken to the landlord or the bank.
- d. Rent or mortgage requests for payments made to client family members or relatives will not be granted.
- e. The Flex Fund payment will be limited to basic services – no extras such as long distance, call waiting, call forwarding. Flex funds cannot be used to pay for fines, penalties, advance payments, nonrefundable deposits, restitution or fraud charges.

Documentation: Flex Fund and Value-Added fund usage must be clearly documented and starts with the CSC-approved Flex and Value-Added budgets.

Flex Funds: The Provider should develop a written flex fund policy that includes:

- ↗ Appropriate purposes and uses for flex fund expenditures that clearly support the program.
- ↗ A "chain of approval" so that requests are uniformly accepted, reviewed and approved by appropriate levels of staff.
- ↗ A system for dispensing and tracking flex fund expenditures, such as a running Flex Fund Log that captures details such as "who, what, when, why, and how much."
- ↗ A system for collecting and maintaining records of all checks, requests, receipts and other supporting documentation that can be provided to the Children's Services Council with the invoice for billing in order to receive appropriate reimbursement.
- ↗ A copy of the budget developed with the client that demonstrates how the flex funds will assist the client to obtain and maintain financial stability.

Value-Added Gift Cards: Cards should be purchased and issued to clients on a **quarterly** basis, with all purchased cards distributed by the end of the fiscal year. The Provider should develop a written procedure for the safekeeping and distribution of gift cards that includes tracking logs and collection of original store receipts. A system for dispensing and tracking expenditures that captures details such as "who, what, when, why, and how much" and includes client signatures to confirm receipt are required.

Important note: Never dispense cash. Checks or money orders should be made out to the vendor/company and/or agency (i.e. mortgage company, FPL, etc.) and **never made out to client**. Although, program staff should not be required nor encouraged to use their own personal monies as flex funds, staff may be reimbursed for flex fund purchases, if necessary, upon submission of an original receipt and signed statement explaining the usage and circumstances.

ATTACHMENT XIX

PROGRAM BUDGET FORM

Children's Services Council of Broward County
Program Budget Form

Name of Agency
Program
Contract Number
Fiscal Year

1. Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost (Method of calculation)	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
					-	
				-	-	
				-	-	
				-	-	
				-	-	
				-	-	
				-	-	
Total Salaries and Wages					\$ -	\$ -
2. FICA (7.65%)					Total FICA (7.65% of Total Salaries & Wages)	
						\$ -
3. Retirement Contributions:						
0					-	
0					-	
				-	-	
				-	-	
				-	-	
				-	-	
				-	-	
Total Retirement					-	\$ -
4. Life and Health Insurance:						
0					-	
0					-	
				-	-	
				-	-	
				-	-	
				-	-	
				-	-	
Total Life and Health Insurance					-	\$ -

1700 Other Items		-	-	
		-	-	
		-	-	
		-	-	
		-	-	
				\$ -
8010 Flex Funds (Cost Reimbursement)		-	-	
		-	-	
		-	-	
		-	-	
		-	-	
				\$ -
8020 Value Added (Cost Reimbursement)		-	-	
		-	-	
		-	-	
		-	-	
		-	-	
				\$ -
8030 Transportation(Cost Reimbursement)		-	-	
		-	-	
		-	-	
		-	-	
		-	-	
				\$ -
8045 Out of School Time Fees (Cost Reimbursement)		-	-	
		-	-	
		-	-	
		-	-	
		-	-	
				\$ -
8050 Other Reimbursement Items		-	-	
			-	
		-	-	
		-	-	
		-	-	
				\$ -
8053 Fiscal Sponsorship Fee (Cost Reimbursement)			-	
				\$ -
8091 Equipment (Cost Reimbursement)		-	-	
				\$ -
Total Other Expense Accounts			-	\$ -

8092 Start-Up Salaries (Cost Reimbursement)		-	-	
8092 Start-Up FICA (Cost Reimbursement)		-	-	
8092 Start-Up Retirement (Cost Reimbursement)		-	-	
8092 Start-Up Health/Life Insurance (Cost Reimbursement)		-	-	
8092 Start-Up Workers Compensation (Cost Reimbursement)		-	-	
8093 Start-Up Supplies (Cost Reimbursement)		-	-	
8094 Start-Up Training (Cost Reimbursement)		-	-	
8095 Start-Up Purchased Services (Cost Reimbursement)		-	-	
		-	-	
<i>Total Start-Up Expense Accounts</i>				\$ -
<i>Subtotal Program Costs</i>				\$ -
8900 Administrative Costs		-	-	
		-	-	
<i>Total Administrative Costs Accounts</i>				\$ -
Section 1. GRAND TOTAL REQUEST				\$ -
Admin Cost Percentage	<i>Admin Costs (Dollar value must not exceed 12% of Subtotal Requested) - Percent of Subtotal requested minus Fiscal Sponsor Fee.</i>		#DIV/0!	#DIV/0!
Fiscal Sponsor Fee Percentage	<i>Fiscal Sponsor Fee - (Dollar value must not exceed \$25,000 or 7% of Subtotal Requested) - Percent of Grand Total Requested minus Fiscal Sponsor Fee.</i>		#DIV/0!	#DIV/0!
Section 2. MATCHING CONTRIBUTIONS		Description of Summary Funder(s)	Match Amount	Rounded Match Amount
	a. CASH		-	-
	b. IN-KIND		-	-
	c. TOTAL MATCH			-
	Match Percent of Total Requested	<i>(Dollar value must equal at least 5% of Total Requested)</i>	#DIV/0!	#DIV/0!
	Section 3. TOTAL PROGRAM VALUE			\$ -

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	CSC Broward
Program:	Program Name
Contract Number :	Contract Number
Fiscal Year	10/01/2019- 9/30/2020

STAFF ALLOCATION: Please note that program the % allocation must be

1. Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost (Method of calculation)	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Program Manager	John Pink	FT	Annual Salary of \$70,000 x 100% time allocated to program	70,000.00	70,000.00	
Counselor	Mary James	FT	Annual Salary of \$50,000 x 70% time allocated to program for 8 months	23,333.33	23,333.00	
Teacher	Sue Brown	PT	\$16 per hr. X 4 hrs. X 200 days	12,800.00	12,800.00	
Total Salaries and Wages					\$ 106,133.00	106,133.00
2. FICA (7.65%)		Total FICA (7.65% of Total Salaries & Wages)				8,119.00
3. Retirement Contributions:						
Program Manager	John Pink	100%	5% of Salary = \$70,000*.05 = \$1,600	3,500.00	3,500.00	
Counselor	Mary James	70%	5% of Salary = (50000/12)*.70*(8)	1,166.67	1,167.00	
Teacher	Sue Brown	38.46%	\$16 per hour x 4hrs. X 200 days = \$12,800 @ 3% of Salary = 384	384.00	384.00	
Total Retirement					5,051.00	5,051.00
4. Life and Health Insurance:						
Program Manager	John Pink	100%	Health: \$400/Month * 12 = \$4800 Dental: \$14/Month * 12 = \$168 Vision: \$8.50/Month * 12 = \$102 Life/LTD/STD: \$40.00/Mth *12*70% = \$336 EAP: \$2.50/Month * 12 = \$30	5,436.00	5,436.00	
Counselor	Mary James	70%	Health : \$400 per month x 8 = \$3,200 x 70% time allocated to program	2,240.00	2,240.00	
Teacher	Sue Brown	38.46%	Health: \$200 per month x 12 x 38.6% (200 days x 4hrs/day = 800 hrs/2080 hrs) = \$1,440	926.40	926.00	
Total Life and Health Insurance					8,602.00	8,602.00
5.Workers Compensation:						
Program Manager	John Pink	100%	.5% of Salary = \$70,000*.05	350.00	350.00	
Counselor	Mary James	70%	.5% of Salary = Annual Salary of \$50,000 x 70% time allocated to program for 8 months	116.67	117.00	
Teacher	Sue Brown	38.46%	.5% of Salary = \$16 per hr. X 4 hrs. X 200 days	64.00	64.00	
Total Workers Compensation					531.00	531.00
6. Unemployment Compensation:						
Program Manager	John Pink	100%	5.4% of first \$7,000 of wages = \$434	378.00	378.00	
Counselor	Mary James	70%	5.4 % of first \$7,000 of wages = \$434 x 70% time allocated to program	264.60	265.00	
Teacher	Sue Brown	38.46%	6.2% of first \$7,000 of wages = \$434 x 38.46%	145.38	145.00	
Total Unemployment Compensation					788.00	788.00
			Total FICA and Benefits			23,091.00
			Total Salary Costs			129,224.00
7. Expense Accounts	Title	Description of Program Cost (Method of calculation)		Amount Charged to Contract	Rounded Amount Charged to Contract	
1200 Local or Out of Town Staff Travel		Program Manager - 130 miles per month x \$.575/ mile		897.00	897.00	
		3 Counselors - 150 miles a week X 4 weeks X .575 mile		1,035.00	1,035.00	
						1,932.00
1300 Contractual Services/Consultants/Prof Fees		Healthcare Contract \$25 per hour x 250 hours		6,250.00	6,250.00	
				-	-	
						6,250.00
1400 Space and Utilities		Office Total Yearly Rent & Utilities = 10000 sq ft X \$22 per square foot= \$220,000		220,000.00	220,000.00	
					-	
						220,000.00
1600 Expenses/Supplies		Conier. printing , paper pens \$33.83 per month x 12 months		405.96	406.00	

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	CSC Broward
Program:	Program Name
Contract Number :	Contract Number
Fiscal Year	10/01/2019- 9/30/2020

STAFF ALLOCATION: Please note that program the % allocation must be

	Cell Phone Lines - \$35 each month x 12 months x 13 FTE	5,460.00	5,460.00	
	Internet - \$140 per month x 12 months = \$1680 x 60% allotted to the program = \$1008	1,008.00	1,008.00	
				6,874.00
1700 Other Items		-	-	
		-	-	
				-
8010 Flex Funds (Cost Reimbursement)	Emergency assistance 25 youth @\$160 per youth	4,000.00	4,000.00	
			-	
				4,000.00
8020 Value Added (Cost Reimbursement)	Program supplies, food , beverages for four (4) scheduled Community Service Projects - 4 @ \$600 = \$2,400	2,400.00	2,400.00	
				2,400.00
8030 Transportation(Cost Reimbursement)		-	-	
				-
8045 Out of School Time Fees (Cost Reimbursement)	Before & After School Fees - \$10/student @ 200 students	2,000.00	2,000.00	
				2,000.00
8050 Other Reimbursement Items	NPP Training - \$70/PP, 5 staff	350.00	350.00	
	National After School Conference - 3 staff Registration \$450/PP, Airfare \$425/PP, Misc expenses \$60/PP	2,805.00	2,805.00	
				3,155.00
8053 Fiscal Sponsorship Fee (Cost Reimbursement)		-	-	
				-
8091 Equipment (Cost Reimbursement)		-	-	
				-
Total Other Expense Accounts			-	246,611.00
8092 Start-Up Salaries (Cost Reimbursement)		-	-	
8092 Start-Up FICA (Cost Reimbursement)		-	-	
8092 Start-Up Retirement (Cost Reimbursement)		-	-	
8092 Start-Up Health/Life Insurance (Cost Reimbursement)		-	-	
8092 Start-Up Workers Compensation (Cost Reimbursement)		-	-	
8093 Start-Up Supplies (Cost Reimbursement)		-	-	
8094 Start-Up Training (Cost Reimbursement)		-	-	
8095 Start-Up Purchased Services (Cost Reimbursement)		-	-	
			-	
Total Start-Up Expense Accounts				-
Subtotal Program Costs				375,835.00
8900 Administrative Costs	50% of Annual financial statement audit cot - 50% x \$10,000 = \$5,000	5,000.00	5,000.00	
	Insurance Liability \$275,000; Property \$40,947.84 = \$315947.84 x 11%	34,754.26	34,754.00	
Total Administrative Costs Accounts				39,754.00
Section 1. GRAND TOTAL REQUEST				415,589.00
Admin Cost Percentage	Admin Costs (Dollar value must not exceed 12% of Subtotal Requested) - Percent of Subtotal requested minus Fiscal Sponsor Fee	10.58%	10.58%	
Fiscal Sponsor Fee Percentage	Fiscal Sponsor Fee - (Dollar value must not exceed \$25,000 or 7% of Subtotal Requested) - Percent of Grand Total Requested minus Fiscal Sponsor Fee	0.00%	0.00%	
Section 2. MATCHING CONTRIBUTIONS	Description of Summary Funder(s)	Match Amount	Rounded Match Amount	
a. CASH	Weekly stipends paid to Volunteer Camp Counselors \$85 x 10 Volunteers @ 30 weeks	25,500.00	25,500	
b. IN-KIND		-	-	
c.TOTAL MATCH			25,500.00	25,500.00
Match Percent of Total	(Dollar value must equal at least 5% of Total Requested)	6.14%	6%	
Section 3. TOTAL PROGRAM VALUE				441,089.00

ATTACHMENT XX

PROVIDER BUDGET PREPARATION GUIDELINES-PROGRAM BUDGET FORM

CSC PROVIDER BUDGET GUIDELINES



Use this checklist to help you prepare your budget efficiently and stress-free.

GENERAL INFORMATION

- ☐ Your budget is a projected framework of the cost to operate the Program. The goal is to request enough to cover all essential elements of your Program. Usually, a good starting point is the previous year's budget and actual expenses. Direct program costs are most important, so make the best estimate of what resources will be needed to operate the Program for the contract period.



BASIC INFORMATION YOU WILL NEED

Consult your Program Director, Finance and HR departments to obtain these details before you begin:

- ☐ Name of Program, contract period, contract allocation amount, and contract number
- ☐ Direct employees' position titles, names, pay rates, time allocated to Program, and benefits paid.
- ☐ Cost of benefits such as workers compensation rates, health insurance premium, retirement benefit %/rates, unemployment compensation rates, etc.
- ☐ Estimates for various expenses such as staff travel/mileage, utilities, space, supplies, Flex Funds, etc.
- ☐ Details of Match contribution/Match funding information

SECTIONS OF THE BUDGET FORM

- ☐ Regular Salaries and Wages
- ☐ FICA
- ☐ Retirement Contributions
- ☐ Life and Health Insurance
- ☐ Workers' Compensation
- ☐ Unemployment Compensation
- ☐ Expenses:
 - Local or Out of Town Staff Travel (1200)
 - Contractual Service/Consultants/Professional Fees (1300)
 - Space and Utilities (1400)
 - Expenses/Supplies (1600)
 - Other Items (1700)
 - Flex Funds (8010)
 - Value Added (8020)
 - Transportation (8030)
 - Out of School Time Fees (8045)
 - Other Reimbursement (8050)
 - Fiscal Sponsorship Fee (8053)
 - Provider Capital Equipment (8091)
 - Start-Up Salaries/Benefits (8092)
 - Start-Up Expenses (8093)

- Start-Up Training (8094)
- Start-Up Purchased Services (8095)
- Administrative Cost (8900)

☐ Match Contributions

1. REGULAR SALARIES AND WAGES:

Only include positions in this section that are direct costs to the Program. Positions that are direct costs to the Program include those program staff positions that perform activities that are exclusively associated with the specified CSC program. Before you begin, ensure that you have enough rows to list the positions in this Program. Please list each position separately. Indicate the name of each position, whether the position is a "Full time" or "Part-time" position to the Agency, a description of the cost, and the amount. Note: For programs that involve youth employment, salaries and fringe benefits for the youth should not be listed here; those should be included under budget section 1700 Other Items (converted to units) or 8050 (Other Reimbursement).

Position Titles: Position titles should be those used internally by your Agency and must match exactly the position titles used in the contract's Scope of Work Staffing Chart.

Name of Staff: If you know the name of the staff member who will fill the respective position, please include it in the form. If the position is vacant, then insert "Vacant" in the name field. When the staff is hired, go to SAMIS- *Position Management* and update with staff name.

Full or Part Time: Please indicate with an FT or PT abbreviation if the staff member is a full-time or part-time staff member to the Agency, not the Program.

Description of Program Cost (Method of Calculation): Indicate using words and numbers the calculation of the salary amount being requested for that position. If the position or staff member filling the position is a "salaried" staff member, then annual salary should be noted. If the position is paid using an hourly rate, then the hourly rate should be noted. Show the annual salary rate and the percentage of time to be devoted to the Program.

Amount Charged to Contract: You may perform calculations in this column of the excel worksheet, or you may input the whole dollar amount charged based on the description of the program cost outlined in the previous column of the worksheet.

Rounded amount Charged to Contract: DO NOT ENTER any amount in this column or the "Total" column. A rounding formula has been placed in this column to ensure that all budget line item amounts are rounded to the nearest whole dollar. If you insert rows in the worksheet, please copy the relevant formulas to the new rows inserted. The formulas in the worksheet are not protected, so be very careful not to delete formulas. Missing formulas will result in an incorrect total for your budget.

Example 1: The Senior Program Manager, Ann Feinstein, is a salaried employee that spends 100% of her time working for the Program. She gets paid an annual salary of \$47,000. This would be entered as follows:

Example 1:						
Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Ann Feinstein	FT	Annual Salary \$47,000	\$ 47,000.00	\$ 47,000.00	

Example 2: The Senior Program Manager, Peggy Suer, is a salaried employee that spends 50% of her time working for this Program. Her annual salary with the Agency is \$47,000. The amount charged to the Program would be \$23,500 and would be entered as follows:

Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Peggy Suer	FT	Annual Salary \$47,000 *50% = \$23,500	\$ 23,500.00	\$ 23,500.00	

Example 3: The Case Manager, Maggie Maylor, is an FT member of the Agency, works 100% of her time in the Program, and is paid hourly @ \$20.00 p/hr. The Agency has a 40-hr. work week (i.e., 52wks *40hrs = 2,080 hrs. per year)

Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Case Manager	Maggie Maylor	FT	\$20 per hour @2080 hrs = \$41,600	\$ 41,600.00	\$ 41,600.00	

Example 4: The Case Manager, Shirley Temple, is an FT member of the Agency, who dedicates 25% of her time to the Program, and is paid hourly @ \$20.00 p/hr. The Agency has a 40-hr. work week (i.e., 52wks *40hrs = 2,080 hrs. per year)

Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Case Manager	Shirley Temple	FT	\$20 per hour @2080 hrs = \$41,600 * 25% = \$10,400	\$ 10,400.00	\$ 10,400.00	

Example 5: The Data Entry Administrator, Briana Bates is PT to the Agency and allocates 50% of their time to the Program: She works 30 hrs. per week @ \$15 per hr. and 50 % of this time is spent on this Program. (52wks *30hrs =1,560 hrs. per year).

Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Data Entry Administrator	Briana Bates	PT	\$15 per hour @1,560 hrs = \$23,400 *50% = \$11,700	\$ 11,700.00	\$ 11,700.00	

Example 6: The Behavior Specialist, Justin Bieber, is PT to the Agency and works in this Program 4 hrs. per month at a pay rate of \$33.65 per hr. for 12 months each year.

Regular Salaries and Wages:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Behavior Specialist	Justin Bieber	PT	\$33.65 per hour @ 4hrs p/m*12 months = \$1,615.20	\$ 1,615.20	\$ 1,615.00	

2. FICA:

The Federal Insurance Contributions Act (FICA) tax rate, which is the combined Social Security tax rate of 6.2% and the Medicare tax rate of 1.45%, is 7.65%, up to the Social Security wage base. FICA is automatically calculated in the budget worksheet using Total Salaries and Wages and the 7.65% established rate.

Note: The **BENCOR - FICA Alternative Plan** covers certain State employees. If program staff are State employees covered by the BENCOR plan, the applicable employer FICA rate will differ. Obtain the applicable rate from your financial services department and update the budget sheet accordingly.

• OTHER BENEFITS:

CSC provides funding for the following fringe benefits; retirement, life, and health (includes dental, vision, short term disability, long term disability, gap insurance), workers compensation, and unemployment compensation/reemployment tax. If your Agency does not offer retirement or any other optional benefits, you may leave the rows blank or hide them. Retirement expense is optional (but allowable by the CSC) as this is not statutorily required and would be based on the Agency's policy. **Do not delete rows** as formulas throughout the Excel sheet may be broken. If your Agency offers a benefit other than those specified within the budget, this should be explained and brought to the attention of the Contract Manager during the budget negotiation process. Upon approval, this additional benefit should be included in the budget under Section 6.- Unemployment. Be sure to insert additional rows under section 6 and clearly document the specified benefit.

Employer benefits charged to the Program should be based on the total benefits paid on behalf of each employee, less the portion contributed by each covered employee. Allowable benefits include all portions paid by the employer on behalf of the employee's health insurance, dental insurance, vision coverage, worker's compensation, retirement, 401k or 403b match contributions, short term, and long-term disability, unemployment compensation, life insurance, and any other benefits paid by the employer. List all positions that receive the benefits. The description column lists monthly rates paid by employers, the number of months, and the percentage of the program's cost. See items 3-6 below for the other benefits allowed by the CSC.

3. RETIREMENT CONTRIBUTIONS:

This calculation is for the employer's (ER) portion of retirement for the position. First, ensure you have enough rows to list the positions covered by this benefit. Please list each position separately. Copy the position title and staff's name as stated in the salary section. In the *Description of Program Cost (Method of Calculation)* column, provide the detailed calculation(s) used to compute the amount allocated to that position, such as the monthly rate paid by the employer, number of months, and percentage of the cost allocated to the Program. If the position is partially allocated to the Program, the fringe benefit must be allocated at the same rate.

Example 7: The Agency pays 5% of the annual salary for the retirement contribution (FT positions only),

3. Retirement Contributions:				DO NOT enter amounts in these columns		
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Ann Feinstein	FT	$\$47,000 \times 5\% = \$2,350$	\$ 2,350.00	\$ 2,350.00	
Senior Program Manager	Peggy Suer	FT	$\$47,000 \times 5\% = \$2,350 \times 50\% = \$1,175$	1,175.00	1,175.00	
Case Manager	Maggie Maylor	FT	$\$41,600 \times 5\% = \$2,080$	2,080.00	2,080.00	
Case Manager	Shirley Temple	FT	$\$41,600 \times 5\% = \$2,080 \times 25\% = \$520$	520.00	520.00	
Data Entry Administrator	Briana Bates	PT	No retirement benefit	-	-	
Behavior Specialist	Justin Bieber	PT	No retirement benefit	-	-	

4. LIFE AND HEALTH INSURANCE:

This calculation is for the employer's (ER) portion of the health (includes dental, vision, short term disability, long term disability, insurance) premium. First, ensure you have enough rows to list the positions covered by this benefit. Please list each position separately. Copy the position title and staff's name as stated in the salary section. If the position is partially allocated to the Program, the fringe benefit must be allocated at the same rate. The Provider should list each employee/position individually. See the example below:

Example 8: The Health Insurance premium is \$1,000 per month. The employer pays 80% (\$800), and the employee pays the remaining 20%.

4. Life and Health Insurance:					DO NOT enter amounts in these columns	
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Ann Feinstein	FT	12 months @ 800 per month=\$9,600	\$ 9,600.00	\$ 9,600.00	
Senior Program Manager	Peggy Suer	FT	12 months @ 800 per month=\$9,600 *50%=\$4800	4,800.00	4,800.00	
Case Manager	Maggie Maylor	FT	12 months @ 800 per month=\$9,600	9,600.00	9,600.00	
Case Manager	Shirley Temple	FT	12 months @ 800 per month=\$9,600* 25% = \$2,400	2,400.00	2,400.00	
Data Entry Administrator	Briana Bates	PT	12 months @ 800 per month=\$9,600 *50% = \$4800	4,800.00	4,800.00	
Behavior Specialist	Justin Bieber	PT	no health insurance benefit	-	-	

5. WORKERS' COMPENSATION:

Workers' compensation is insurance coverage purchased by the employer/agency that provides benefits for job-related employee injuries. Florida law requires all employers to purchase workers' compensation insurance (with a few exceptions). To begin this section of your budget, ensure you have enough rows to list the positions that this benefit will cover. Please list each position separately. Copy the position title and staff's name as stated in the salary section. Please list each employee/position covered by your Worker's Compensation policy and calculate the cost based on policy rate and the portion of their salary allocated to the Program. See the example below:

Example 9: The Agency's workers compensation premium for all program staff is .5% of gross wages.

5. Workers Compensation:				DO NOT enter amounts in these columns		
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Ann Feinstein	FT	.5% of annual salary \$47,000 = \$235	\$ 235.00	\$ 235.00	
Senior Program Manager	Peggy Suer	FT	.5% of annual salary \$47,000 = \$235*50%=\$117.5	117.50	118.00	
Case Manager	Maggie Maylor	FT	.5% of annual salary \$41,600= \$208	208.00	208.00	
Case Manager	Shirley Temple	FT	.5% of annual salary \$41,600= \$208*25%=\$52	52.00	52.00	
Data Entry Administrator	Briana Bates	PT	.5% of annual salary \$23,400 = \$117*50%=\$58.50	58.50	59.00	
Behavior Specialist	Justin Bieber	PT	.5% of annual salary \$1,615= \$8.08	8.08	8.00	

6. UNEMPLOYMENT COMPENSATION:

Unemployment compensation is an employer-funded tax that gives short-term benefits to those who lost or left their jobs for various reasons. The State of Florida's unemployment compensation rate is based on the first \$7,000 of an employee's pay times the State of Florida Unemployment Tax Rate (SUTA) for the year. The unemployment tax rate is currently set at a minimum of .0010% (\$7) to a maximum of 5.4% (\$378) per employee per year. Additionally, an agency may opt to insure or fund unemployment through a third-party provider. Contact your finance department to ensure you apply the correct rate and method of calculation for your Agency. To begin this section of your budget, ensure you have enough rows to list the positions that this benefit will cover. Please list each position separately. Copy the position title and staff's name as stated in the salary section. If the position is partially allocated to the Program, the fringe benefit must be allocated at the same rate. See the example below:

Example 10: Agency utilizes the State's maximum unemployment compensation rate of 5.4%.

6. Unemployment Compensation:				DO NOT enter amounts in these columns		
Position Title	Name of Staff	Full or Part Time Staff	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
Senior Program Manager	Ann Feinstein	FT	Applicable annual salary \$7,000 *5.4%=\$378	\$ 378.00	\$ 378.00	
Senior Program Manager	Peggy Suer	FT	Applicable annual salary \$7,000 *5.4%=\$378*50%=\$189	189.00	189.00	
Case Manager	Maggie Maylor	FT	Applicable annual salary \$7,000 *5.4%=\$378	378.00	378.00	
Case Manager	Shirley Temple	FT	Applicable annual salary \$7,000 *5.4%=\$378*25%=94.50	94.50	95.00	
Data Entry Administrator	Briana Bates	PT	Applicable annual salary \$7,000 *5.4%=\$378*50%=\$189	189.00	189.00	
Behavior Specialist	Justin Bieber	PT	Applicable annual salary \$1,615.20 *5.4% = \$87.21	87.21	87.00	

7. OTHER EXPENSES:

Each expense line should be completed with the corresponding detailed description of program cost and the budgeted cost being charged to the CSC contract. You may perform calculations in the "Amount Charged to Contract" column of the excel worksheet, or you may input the whole

dollar amount charged based on the description of the program cost outlined. Expand rows or wrap text to fit into the rows. See the example below.

Example 11:

7. Expense Accounts			DO NOT enter amounts in these columns		
Account #	Title	Description of Program Cost	Amount Charged to Contract	Rounded Amount Charged to Contract	Total
1600	Expenses/Supplies	Copier, printing , paper pens \$153.5 per month x 12 months	\$ 1,842.00	\$ 1,842.00	
8010	Flex Funds (Cost Reimbursement)	Emergency assistance 25 youth @\$160 per youth	4,000.00	4,000.00	
8020	Value Added (Cost Reimbursement)	Program supplies, food , beverages for four (4) scheduled Community Service Projects - 4 @ \$850 = \$3,400	3,400.00	3,400.00	

▪ **1200 Local or Out of Town Staff Travel:**

Local or Out of Town Staff Travel: Show positions requiring travel, mileage rates, monthly mileage estimates, and total budgeted reimbursement. **DO NOT INCLUDE OUT OF TOWN TRAVEL RELATED TO TRAINING NEEDS- USE 8050.**

▪ **1300 Contractual Services/Consultants:**

For each contractual staff, consultant, or contracted service, list the position title, the name if known, the services to be provided, rates of pay, work products, and method of payment, e.g., hourly rates, daily rates, price per deliverable, etc., and justification of the need for the contractual service(s). Audit Fees are reported under Administrative Costs (8900).

▪ **1400 Space and Utilities:**

Show monthly and annual cost projections for space and utilities (based on square footage). If the lease is full-service, indicate as such. **DO NOT INCLUDE FEES PAID TO THE SCHOOL BOARD OF BROWARD COUNTY- Use Section 8045**

Program Space Allocation:

Listed below are the acceptable methods of allocating the cost of Program space under a CSC Award. The Provider may choose one of two allocation methods. The allocation method chosen should be based on the nature of the services provided in the Program. Out of School Time programs (excludes school-based programs whose rates are included in the BCPS RFP and are paid in the Out of School Time budget line) that require space per student participant would utilize method # 1. Clinical intensive type programs that require space based on the number of staff would use method #2.

1) Allocation based on Usage of Square Footage of the Space:

The cost of renting space is allocated based on the square footage used by each Program.

Example:

The Center of MOST Programs is in Coral Springs and pays \$10,000 in monthly rent for 6,000 square footage of program space. Program A utilizes 2,400 sq. ft. Program B utilizes 3,000 sq. ft. and 600 sq. ft. is used by another non-CSC funded source.

These are all the programs at this site and the only two programs with work performed and managed at this site. Program A should be charged \$4,000 monthly rent (2,400/6,000 sq. ft. x \$10,000 monthly rent) and Program B should be charged \$5,000 (3,000/6,000 sq. Ft. x \$10,000 monthly rent). The remaining \$1,000 monthly rent cannot be charged to either of the Programs.

2) Allocation based on FTEs:

The cost of renting space is allocated based on the number of FTEs in each Program.

Example:

The Center for Family Support Programs is in Coral Springs and pays \$10,000 in monthly rent. There are three (3) FTEs employed on Program A, six (6) FTEs employed on Program B, and one (1) FTE paid from another non-CSC funded source. These are all the FTEs at this site, and the only two Programs with work performed and managed at this site. Program A should be charged \$3,000 monthly rent (3/10 FTEs x \$10,000 monthly rent) and Program B should be charged \$6,000 (6/10 FTEs x \$10,000 monthly rent). The remaining \$1,000 monthly rent cannot be charged to either of the Programs.

Threshold on cost per square foot. CSC will not reimburse for the cost of space that exceeds \$22 per square ft. (psf), inclusive of janitorial and utilities. For example, if the Center for MOST Programs in Coral Springs paid \$15,000 in monthly rent ($\$30 \text{ psf} \times 6,000 \text{ sq. ft.} = \$180,000$ (annual rent) divided by 12 = \$15,000), the CSC would not reimburse for more than \$22 psf. In this case the monthly rent used in the calculation for CSC's purposes would be \$11,000 ($\$22 \text{ psf} \times 6,000 \text{ sq. ft.} = \$132,000$ (annual rent) divided by 12 = \$11,000). If janitorial and utilities are budgeted separately in the cost for square foot, then the maximum cost for space should not exceed \$14 psf.

Rental/Lease: If the Provider leases the space in which the CSC funded Program is operated, the CSC will reimburse the cost/price to lease program space subject to the cap of \$22 psf, inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14 psf. The cost of space must be allocated appropriately to the Program based on either program usage or the number of FTEs. Acceptable documents to substantiate costs in the budget are the lease agreement and proof of the last payment made.

Ownership with Mortgage: If the Provider owns the building and pays a mortgage for the building in which the CSC funded Program is operated, the CSC will reimburse for expenses related to the mortgage payments and the maintenance of the facilities up to the maximum of \$22 psf inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14psf. The monthly mortgage costs and the facility expenses must be allocated appropriately to the Program based on either program usage or the number of FTE's. To be reimbursed, the Provider must substantiate the mortgage and facilities costs at the time of the budget. Once approved, this will be reimbursed in equal installments throughout the contract period for cost-reimbursement contracts. The total square footage of the building, the annual or monthly mortgage payment, and the cost per square foot must be documented. Acceptable documents to substantiate costs in the budget are the mortgage statement and proof of the last payment made.

Ownership no Mortgage: If the Provider owns the building without a mortgage in which the CSC funded Program is operated, the CSC will reimburse only for expenses related to the maintenance of the facilities. Facilities expenses must be

allocated appropriately to the Program based on either program usage or the number of FTE's. To be reimbursed, the Provider must substantiate the facilities cost at the time of the budget, and once approved, for cost-reimbursement contracts, this will be reimbursed in equal installments throughout the contract period. The building's total square footage must be documented for the budget and the cost per square foot. The cost per square foot should not exceed \$22 psf inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14 psf. Acceptable documents to substantiate costs in the budget are a copy of the maintenance agreement and proof of the last payment made.

- **1600 Expenses/Supplies:**

Expenses include but are not limited to office supplies, communications, printing and postage, training materials, snacks, background screening. Expenses also include expendable items costing less than \$1,500, such as books, tape recorders, records management software, etc. Generally, supplies include any materials that are expendable or consumed during the project year. Equipment/furniture costing less than \$1,500 would be included in start-up (8093) during the initial year of program operation only. Itemize expendable items and show how the amounts were calculated.

- **1700 Other Items:**

This section is to be used for Summer Youth Employment Programs (SYEP) only.

- **BUDGET LINES 8010 TO 8095:**

Items requested in budget lines 8010 to 8095 are reimbursed solely on a cost-reimbursement basis. Therefore, you must provide supporting documentation with your reimbursement request to support these expenses. To ensure that you fully utilize funds budgeted in these areas, think carefully, only include amounts that are highly likely to be spent, and do not over budget in these areas.

- **8010 Flex Funds:**

May be used to meet individual client needs that present barriers to program participation and success. This emergency financial assistance allows providers to address the threat of foreclosure, eviction, or termination of utility services; temporary childcare expenses; home repairs, food, clothing, back to school supplies, bus passes or gas cards, or other services/commodities. These funds are cost-reimbursement funds.

- **8020 Value Added:**

Should be used to pay for creative program enhancements that support the program's goals and improve participant participation and commitment. Food/refreshments for group activities, transportation for field trips, and participation/goal achievement incentives, such as gift certificates or tickets to games or shows, are some examples. These funds are cost-reimbursement funds.

- **8030 Transportation:**

This expense is limited to client transportation to and from the Program. Suggested calculation: Log all miles used for the Program multiplied by a standard rate to cover the costs of maintenance, insurance, gas, oil, etc. DO NOT INCLUDE TRANSPORTATION FOR FIELD TRIPS - use section 8020.-Value Added.

- **8045 Out of School Time Fees:**

Out of School Time Fees (OST Fees) include the School Board of Broward County (SBBC) facility usage fees and consumable fees. Show any costs budgeted for the use of the SBBC

facilities. Include detail and method for calculations. These funds are cost-reimbursement funds.

▪ **8050 Other Reimbursement:**

This section is to be used for:

1. Youth stipends
2. Staff Training - Show any costs budgeted for staff training. Include detail and method for calculations. Note the positions or classifications to be trained and include any costs associated with attendance at training, conferences, or seminars. Include projected registration costs, air travel, hotel, etc., as applicable. **DO NOT INCLUDE TRAININGS OFFERED BY CSC**; trainings offered by the CSC are free of charge to CSC-funded program staff.
3. Other Cost Reimbursement expenses may be included in this section as directed by your Programs Manager. Do not include other expenses in this section unless directed by CSC. These funds are cost-reimbursement funds.

▪ **8053 Fiscal Sponsorship Fees:**

The Fiscal Sponsorship fee is limited to 7% of the total funds awarded less the sponsorship fee, not to exceed \$25,000 annually per Agency. If fees apply to this Program, your Programs Manager will advise you of the fees to include in this section. These funds are cost-reimbursement funds.

▪ **8091 Provider Capital Equipment:**

Capital Equipment (\$1,500 or more per item): Itemize non-expendable items to be purchased or leased (capital lease only) with Council funds (tangible property having a useful life of more than one year and having an acquisition cost of \$1,500 or more per item). Describe if the property or equipment will be purchased or leased (capital lease only). Briefly explain how the capital equipment is necessary for the success of the Program. These funds are cost-reimbursement funds. Computers should typically be listed under 8093 Start-Up expenses as there are many computers available that cost less than \$1,500. Summer Only programs are not eligible for Capital Equipment.

• **Start-Up 8092-8095:**

These funds are intended for those budget items that are needed in advance to prepare and start the Program. **They must be used within 30 - 90** days of the contract effective date, as specified. These funds are cost-reimbursement funds. Note that start-up is used only during the initial contract year. These costs should be assigned to the appropriate expense line in subsequent years, such as staffing, expenses, etc.

▪ **8092 Start-Up Salaries/Benefits:**

- a) **Start-Up Staff Salaries:** List each position by position title. Position title must match exactly the position title used in the contract's Scope of Work Staffing Chart. Show the annual salary rate and the percentage of time to be devoted to the Program. Include formulas used to calculate fringe benefits. Only include positions that are start-up positions. These funds are cost-reimbursement funds. In subsequent years these costs should be assigned to staffing.
- b) **Start-Up Staff Benefits:** FICA is to be calculated at 7.65% on all salaries. Unemployment and workers' compensation are required. Health insurance is required for all employees working 30 or more hours per week. Retirement expense is optional (but allowable by the CSC). Show formulas used to calculate fringe benefits such as retirement, insurance, workers comp, unemployment, etc. Be sure to identify which positions the various calculations are referring. List each position separately.

Only include positions that are start-up positions. These funds are cost-reimbursement funds. In subsequent years these costs should be assigned to staffing. Benefits should be a proportionate share of the salaries and should be tied to positions, not individuals.

- **8093 Start-Up Expenses/Supplies:**

Itemize expendable items and show how the amounts were calculated. Expenses include but are not limited to office supplies, communications, printing and postage, training materials. Expenses also include expendable items costing less than \$1,500, such as books, testing instruments, tape recorders, etc. Other items include Non-Capital equipment items with a cost of less than \$1,500 each (i.e., computers, printers, cabinets, etc.) Generally, supplies include any materials that are expendable or consumed during the course of the project. Only include supplies that are start-up supplies. These funds are cost-reimbursement funds. Computers should typically be listed under 8093 Start-Up expenses as there are many computers available that cost less than \$1,500. Summer Only programs are not eligible for Capital Equipment.

- **8094 Start-Up Staff Training:**

Show any costs budgeted for staff training. Include detail and method for calculations. Note the positions or classifications to be trained and include any costs associated with attending training conferences or seminars. Include projected registration costs, air travel, hotel, etc., as applicable. Only include training costs that are start-up training costs. These funds are cost-reimbursement funds. (Examples: registration, airfare, car rental, hotel, personal vehicle mileage, etc.)

- **8095 Start-Up Purchased Services:**

Start-up Purchased Services: For each contractual staff, consultant, or contracted service, list the position title, the name if known, the services to be provided, rates of pay, work products, and method of payment, e.g., hourly rates, daily rates, price per deliverable, etc., and justification of the need for the contractual service(s). Only include Purchased Services that are a start-up. These funds are cost-reimbursement funds. Audit Fees are included in Administrative Costs (8900). (Examples: consultant, other professional fees, other, etc.)

- **8900 Administrative Costs:**

Administrative costs relate to the day-to-day operations of the Agency and pertain to operation expenses rather than those expenses that are directly related to the provision of services. For example, a receptionist answering all incoming calls, the cost of doing payroll for the entire Agency, and management staff salaries could count as administrative costs. Additionally, the CSC will not reimburse for infrastructure costs (costs to set up the basic physical systems of the Agency); however, we will pay for operating costs to run the CSC program and a portion of the administrative costs related to the Program. For example, we will **not pay** for installing a phone system or computer network system, or the cost to install a playground, or the cost to set up or furnish your physical office. However, the telephone bills or a portion thereof, the maintenance of the playground, or a portion of the cleaning expenses of the office could be reimbursed under administrative costs.

The cost of space (i.e., lease or rent) should be separated into program space versus office space. Office space should be included in administrative cost, while program space should be included in line 1400 - Space and Utilities. Other examples of allowable administrative costs include audit fees, cost of accounting fees, payroll fees, administrative insurance, managerial salaries, executive salaries and benefits, professional memberships, and recurring service fees. While salaries and benefits related to Executive/Management staff are typically accounted for as administrative costs in this section of the budget, there may be instances where Executives at certain agencies

provide direct service to clients or the Program. The specific portion of that Executive's time worked in the Program may be allocated in the budget's direct services salaries section, which should be clearly explained and noted during the budget negotiation process.

CSC program Administrative cost is limited to 12% of the requested amount, less the Administrative costs. This means that applicants/providers may request up to 12% of the total direct service cost as administrative costs to administer the project. Administrative costs must be itemized and defined and MUST include a description of the method of calculation. The following example provides guidance on how your administrative cost allocation is calculated.

Example 12: To calculate administrative cost on a contract allocation of \$100,000

Total contract allocation of \$100,000.00 divided by 1.12 = \$89,286 = Total program cost

Total program cost of \$89,286, x 12% = \$10,714 = Administrative cost

Review Calculation: - \$89,286 (total program cost) + \$10,714 (12% administrative cost) = \$100,000.00 - total contract allocation amount.

For cost-reimbursement contracts, administrative costs will be reimbursed based on the budgeted admin rate each month. For example, if your admin rate is 12%, and the total program cost for the month of July is \$60,000, the admin cost to be reimbursed is \$60,000 x 12% = \$7,200. Another example if the budgeted admin rate is 10%, and the total program cost for the month of July is \$60,000, then the admin cost to be reimbursed is \$60,000 x 10% = \$6,000. Backup documentation is not necessary at the time of billing.

8. MATCH CONTRIBUTIONS:

The CSC seeks to fund projects that it can expect to operate in a fiscally sound manner. Therefore, there is a funding requirement of a 5% match for all funding provided through the CSC. It is required that, at a minimum, 5% of the total grant dollars requested from the CSC be provided by any lead agency and/or other partners involved in a CSC-funded project. The match can be provided as cash or an in-kind contribution and must be directly related to the program's operation (s). Acceptable cash match may include matching funds from another unallocated source that directly supports the Program (s). Parent fees are not allowed as cash matches. Acceptable in-kind contributions may include volunteers, administrative overhead, and equipment or space dedicated to the project.

In your budget, *Section 2- Matching Contributions*, show how the match is to be provided and indicate whether it is cash or in-kind. Show how worth was determined and the method of calculation. The match must equal a minimum of 5% of the total funding request. Total should agree with the Match amount indicated in the contract.

ENTERING YOUR BUDGET INTO SAMIS:

<https://www.cscbroward.org/news/samis-budget-entry>

ATTACHMENT XXI

OUT-OF-SCHOOL TIME (OST) PROGRAM BUDGET FORM

Name of Agency: _____

Program: _____

Contract Number : _____

Fiscal Year _____

THERE ARE 25 SITES IN THIS WORKBOOK, UNHIDE ADDITIONAL COLUMN AND SITES AS NEEDED.

Program Site #

[illegible]

25.00

[illegible]

All FULL TIME (FT) staff must be recorded at the SUMMARY level. An allocation % must be assigned to each FT position. The program salary allocation if shared is then divided across the total # of sites. Please note that if the position is partially allocated to the program the % allocation must be followed in the calculations of FRINGE BENEFITS.

Fiscal Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
-------------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

[illegible]

All FULL TIME (FT) staff must be recorded at the SUMMARY level. An allocation % must be assigned to each FT position. The program salary allocation if shared is then divided across the total # of sites. Please note that if the position is partially allocated to the program the % allocation must be followed in the calculations of FRINGE BENEFITS.

THERE ARE 25 SITES IN THIS WORKBOOK, UNHIDE ADDITIONAL COLUMN AND SITES

[illegible]

All FULL TIME (FT) staff must be recorded at the SUMMARY level. An allocation % must be assigned to each FT position. The program salary allocation if shared is then divided across the total # of sites. Please note that if the position is partially allocated to the program the % allocation must be followed in the calculations of FRINGE BENEFITS.

THERE ARE 25 SITES IN THIS WORKBOOK, UNHIDE ADDITIONAL COLUMN AND SITES

[illegible]

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		AA						
		All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		

Name of Agency:		1/0/1900						
Program:		1/0/1900						
Contract Number :		1/0/1900						
Fiscal Year		1/0/1900						

SITE:		AA							All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.				
	# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL				
17				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
18				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
19				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
20				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
21				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
22				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
23				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
24				SUM			-						
	1			SY			-		\$0.00				
				ER			-						
				NSD			-						
25				SUM			-						
40									TOTAL SALARY:		\$0.00		

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		BB	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
			SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		

Name of Agency:	1/0/1900						
Program:	1/0/1900						
Contract Number :	1/0/1900						
Fiscal Year	1/0/1900						

SITE:	BB	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
17			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
18			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
19			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
20			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
21			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
22			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
23			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
24			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
25			SUM			-		
	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:	CC	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		

Name of Agency:		1/0/1900						
Program:		1/0/1900						
Contract Number :		1/0/1900						
Fiscal Year		1/0/1900						

SITE:	CC	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		DD	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		

Name of Agency:	1/0/1900							
Program:	1/0/1900							
Contract Number :	1/0/1900							
Fiscal Year	1/0/1900							

SITE:	DD	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		EE	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		

Name of Agency:	1/0/1900							
Program:	1/0/1900							
Contract Number :	1/0/1900							
Fiscal Year	1/0/1900							

SITE:	EE	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		FF	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		

Name of Agency:	1/0/1900							
Program:	1/0/1900							
Contract Number :	1/0/1900							
Fiscal Year	1/0/1900							

SITE:	FF	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		GG	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		

Name of Agency:	1/0/1900						
Program:	1/0/1900						
Contract Number :	1/0/1900						
Fiscal Year	1/0/1900						

SITE:	GG	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:		HH	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		

Name of Agency:	1/0/1900							
Program:	1/0/1900							
Contract Number :	1/0/1900							
Fiscal Year	1/0/1900							

SITE:	HH	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	-

SITE:	II	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
2	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
3	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
4	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
5	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
6	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
7	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
8	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
9	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
10	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
11	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
12	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
13	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
14	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
15	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
16	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
17	1		SY			-		\$0.00
			ER			-		
			NSD			-		

Name of Agency:	1/0/1900							
Program:	1/0/1900							
Contract Number :	1/0/1900							
Fiscal Year	-							

SITE:	II	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
			SUM			-		
18	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
19	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
20	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
21	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
22	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
23	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
24	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
25	1		SY			-		\$0.00
			ER			-		
			NSD			-		
			SUM			-		
40							TOTAL SALARY:	\$0.00

**Children's Services Council of Broward County
Program Budget Form**

Name of Agency:	1/0/1900
Program:	1/0/1900
Contract Number :	1/0/1900
Fiscal Year	1/0/1900

SITE:	JJ	All FT staff must be recorded at the SUMMARY level. Enter all PT staff mem					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE
1	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
2	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
3	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
4	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
5	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
6	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
7	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
8	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
9	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
10	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
11	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
12	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
13	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
14	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
15	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
16	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
17	1		SY			-	
			ER			-	
			NSD			-	

Name of Agency:	1/0/1900						
Program:	1/0/1900						
Contract Number :	1/0/1900						
Fiscal Year	1/0/1900						

SITE:	JJ	All FT staff must be recorded at the SUMMARY level. Enter all PT staff mem					
# of Staff	Position Title	Method of Calculations		# Days	Hours p/day	TOTAL HRs	PAY RATE
			SUM			-	
18	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
19	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
20	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
21	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
22	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
23	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
24	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
25	1		SY			-	
			ER			-	
			NSD			-	
			SUM			-	
40			TOTAL SALARY:				

[illegible]

[illegible]

ATTACHMENT XXII

PROVIDER BUDGET PREPARATION GUIDELINES-OUT-OF-SCHOOL TIME (OST) PROGRAM BUDGET FORM

OUT OF SCHOOL TIME (OST) PROGRAM BUDGET GUIDELINES



OVERVIEW

- ☐ Your budget is a projected framework of the cost to operate the Program. Review your prior year's budget and expenses as a guide to create your current budget. This OST Program budget is a compilation of all your site expenses into a master budget. The additional tabs for each site should only provide the details behind the wage calculation method for part-time staffing required for the applicable site.



BASIC INFORMATION YOU WILL NEED

Consult your Program Director, Finance and HR departments to obtain these details before you begin:

- ☐ Name of Program, contract period, contract allocation amount, and contract number
- ☐ Direct employee's position titles, names, pay rates, time allocated to Program, and benefits paid.
- ☐ Current employer (ER) cost of fringe benefits such as retirement benefit % rates, portion of health insurance premium, workers compensation rates, and unemployment compensation rates.
- ☐ Estimates for various expenses such as staff travel/mileage, utilities, space, supplies, Flex Funds, etc.
- ☐ Details of Match contribution/Match funding information

SECTIONS OF THE BUDGET FORM

- ☐ Regular Salaries and Wages
- ☐ FICA
- ☐ Retirement Contributions
- ☐ Life and Health Insurance
- ☐ Workers' Compensation
- ☐ Unemployment Compensation
- ☐ Expenses:
 - Local or Out of Town Staff Travel (1200)
 - Contractual Service/Consultants/Professional Fees (1300)
 - Space and Utilities (1400)
 - Expenses/Supplies (1600)
 - Other Items (1700)
 - Flex Funds (8010)
 - Value Added (8020)
 - Transportation (8030)
 - Out of School Time Fees (8045)
 - Other Reimbursement (8050)
 - Fiscal Sponsorship Fee (8053)
 - Provider Capital Equipment (8091)
 - Start-Up Salaries/Benefits (8092)
 - Start-Up Expenses (8093)

- Start-Up Training (8094)
- Start-Up Purchased Services (8095)
- Administrative Cost (8900)

☐ Match Contributions

1. REGULAR SALARIES AND WAGES:

Only include positions in this section that are direct costs to the Program. Positions that are direct costs include staff positions that perform activities that are exclusively associated with the specified CSC program. Let us get started!

Begin by listing all full-time staff (FT to your Agency, not the Program) and indicating their % allocation to the Program. These salaries will then be equally allocated across the number of sites they serve. Please list each position separately. Complete the master sheet by indicating whether the position is a "Full time" or "Part-time" position to the Agency, the site location where staff will be working, and the name of the staff member who currently fills the position. Please note that the detailed method of calculation and total salary amount for all part-time staff are recorded at the site tab level.

Note: For programs that involve youth employment, including salaries and fringe benefits, they should not be listed here; these should be included under budget section 1700 Other Items (converted to units) or 8050 (Other Reimbursement).

Position Titles: Position titles should be those used internally by your Agency and must match exactly the position titles used in the contract's Scope of Work Staffing Chart.

Site # (Name): Please indicate the site's name or number that the staff will be employed.

Name of Staff: If you know the name of the staff member who will fill the respective position, please include it in the form. If the position is vacant, then insert "Vacant" in the name field. When the staff is hired, go to SAMIS- *Position Management* and update with staff name.

Full or Part Time: Please indicate with an FT or PT abbreviation if the staff member is a full-time or part-time staff member to the Agency, not the Program.

Salary: Indicate using words and/or numbers to calculate the salary amount being requested for that position. If the position or staff member filling the position is a "salaried" staff member, then annual salary should be noted. If the position is paid using an hourly rate, then the hourly rate should be noted. Show the annual salary rate and the percentage of time to be devoted to the Program.

% Allocation: Indicate the percentage of time to be devoted to the Program if applicable.

Rounded Amount Charged to Contract: DO NOT ENTER any amount in this column or the "Total" column. A rounding formula has been placed in this column to ensure that all budget line item amounts are rounded to the nearest whole dollar. If you insert rows in the worksheet, please be sure to copy the relevant formulas to the new rows inserted. The formulas in the worksheet are not protected, so be very careful not to delete formulas. Missing formulas will result in an incorrect total for your budget.

Example 1: The Director of Education, Alexia Jones, is a salaried employee that spends 100% of her time working for the Program. She gets paid an annual salary of \$90,000 divided equally across all sites. This would be entered as follows:

1. Regular Salaries and Wages:

Position	Site #	Name of Staff	Full or Part Time Staff	SAL	% Allocation	Site 1	Site 2	Site 3
Director of Education	Admin	Alexia Jones	FT	90,000.00	100.00%	30,000.00	30,000.00	30,000.00

Example 2: The Senior Program Manager, Peggy Suer, is a salaried employee that spends 50% of her time working for this Program. Her annual salary with the Agency is \$48,000. The amount charged to the Program would be \$24,000 divided equally across all sites and would be entered as follows:

1. Regular Salaries and Wages:

Position	Site #	Name of Staff	Full or Part Time Staff	SAL	% Allocation	Site 1	Site 2	Site 3
Senior Program Manager	Admin	Peggy Suer	FT	48,000.00	50.00%	8,000.00	8,000.00	8,000.00

Example 3: The Data Support; Susan Smith is an FT member of the Agency, works 100% of her time in the Program, and is paid hourly @ \$21.00 p/hr. The Agency has a 40-hr. work week (i.e., 52wks *40hrs = 2,080 hrs. per year)

1. Regular Salaries and Wages:

Position	Site #	Name of Staff	Full or Part Time Staff	SAL	% Allocation	Site 1	Site 2	Site 3
Data Support	Admin	Susan Smith	FT	\$21/hr	52 wks x 40hrs = 2080 hrs/year	14,560.00	14,560.00	14,560.00

Example 4: The Certified Teacher for Site 1, Kathy Johnson, is PT to the Agency and works during the School Year and Summer Only. This position must be entered on the site that Kathy will be working and also reflected on the master sheet. (The index formula listed on the summary sheet can assist with copying the information from the site tab to the master sheet).

SITE:	Site 1	All FT staff must be recorded at the SUMMARY level. Enter all PT staff members below.						
# of Staff	Position Title	Method of Calculations		Days	Hours p/day	TOTAL HRs	PAY RATE	SAL
1	Certified Teacher	\$15 per hr. X hrs. X # days	SY	200	4	800.00	\$15.00	\$16,680.00
			ER			-		
			NSD			-		
			SUM	39	8	312.00		

On the summary page, it reflects:

1. Regular Salaries and Wages:

Position	Site #	Name of Staff	Full or Part Time Staff	SAL	% Allocation	Site 1	Site 2	Site 3
Certified Teacher	1	Kathly Johnson	PT			16,680.00		

2. FICA:

FICA is automatically calculated in the budget worksheet using Total Salaries and Wages and the 7.65% established rate.

Note: The **BENCOR - FICA Alternative Plan** covers certain State employees. If program staff are State employees covered by the BENCOR plan, the applicable employer FICA rate will differ. Obtain the applicable rate from your financial services department and update the budget sheet accordingly.

OTHER BENEFITS:

CSC provides funding for the following fringe benefits; retirement, life, and health (includes dental, vision, short term disability, long term disability, gap insurance), workers compensation, and unemployment compensation/reemployment tax. If your Agency does not offer retirement or any other optional benefits, you may leave the rows blank or hide them. Retirement expense is optional (but allowable by the CSC) as this is not statutorily required and would be based on the Agency's policy. **Do not delete rows** as formulas throughout as the Excel sheet may be broken. If your Agency offers a benefit other than those specified within the budget, this should be explained and brought to the attention of the Contract Manager during the budget negotiation process. Upon approval, this additional benefit should be included in the budget under Section 6.- Unemployment. Be sure to insert additional rows under section 6 and clearly document the specified benefit.

Employer benefits charged to the Program should be based on the total benefits paid on behalf of each employee, less the portion contributed by each covered employee. Allowable benefits include all portions paid by the employer (ER) on behalf of the employee (EE) for retirement (includes 401k or 403b match contributions), health insurance coverage (includes health, dental, vision, STD/LTD, Gap), worker's compensation, and unemployment compensation. The Detail of Fringe Benefit Calculations column provides a method of calculation listing rates, monthly costs and the number of months, and percentage of the cost allocated to the Program. See items 3-6 below for the other benefits allowed by the CSC.

All expenses must be entered on the master sheet, and their sum total appropriately allocated across the applicable sites.

3. RETIREMENT CONTRIBUTIONS:

This calculation is for your portion of retirement for the position. In the *Description of Program Cost (Detail of Fringe Benefit Calculations* column), provide the detailed calculation(s) used to compute the amount allocated to that position, such as the monthly rate paid by the employer, number of months, and percentage of the cost allocated to the Program. Please note, if the position is partially allocated to the Program, the fringe benefit must be allocated at the same rate.

Example 5: The total amount of retirement comes to \$36,000. This amount is allocated across three sites for a total of \$12,000 of ER (employer's) retirement costs allocated to each site. This example also applies to Health contributions and Unemployment benefits.

3. Retirement Contributions	Detail of Fringe Benefit Calculations			
	12% of Total Salary divided across all sites (Associate Director, Program Manager)	12,000.00	12,000.00	12,000.00
	Total	12,000.00	12,000.00	12,000.00

4. LIFE AND HEALTH INSURANCE:

This calculation is for your portion of the health (including dental, vision, short-term disability, long-term disability, insurance) premium.

Example 6: The Health Insurance premium is \$500 per month. The employer pays 80% (\$400), and the employee pays the remaining 20%. In addition, the employer covers other health benefits, which are bundled. The total amount for health benefits is then allocated amongst the total number of sites.

4. Life and Health Insurance:				
Insurance - Health	\$476 p/mo (Health \$400 + Dent \$26 +Vis \$12 +STD \$10 +Life \$28) x 12 mo x % allocation x All FT staff 8.25	15,609.00	15,609.00	15,609.00

5. WORKERS' COMPENSATION:

Workers' compensation is insurance coverage purchased by the employer/agency that provides benefits for job-related employee injuries. The WC amount allocated to each site should derive from the rate X total site salaries. An adjustment due to rounding may be needed and is allowed. See the example below:

Example 7: The Agency's workers compensation premium for all program staff is .5% of gross wages. This amount is computed for each site based on the site's total salaries.

5. Workers Compensation:				
	.5% x total gross salaries	2,841.00	1,741.00	1,922.00
	Total	2,841.00	1,741.00	1,922.00

6. UNEMPLOYMENT COMPENSATION:

Unemployment compensation is an employer-funded tax that gives short-term benefits to those who lost or left their jobs for various reasons. The State of Florida's unemployment compensation rate is based on the first \$7,000 of an employee's pay times the State of Florida Unemployment Tax Rate (SUTA) for the year. The unemployment tax rate is currently set at a minimum of .0010% (\$7) to a maximum of 5.4% (\$378) per employee per year. Additionally, an agency may opt to insure or fund unemployment through a third-party provider. Contact your finance department to ensure you apply the correct rate and method of calculation for your Agency.

Example 8: The Agency has been assigned the State's maximum unemployment compensation rate of 5.4% x \$7,000. The total amount for reemployment is then allocated amongst the total number of sites.

6. Unemployment Compensation:				
	5.4% of total salaries x 8 FTE on \$5000 of Gross Income	720.00	720.00	720.00
	Total	720.00	720.00	720.00

7. OTHER EXPENSES:

Each expense line should be completed with the corresponding detailed description of program cost and the budgeted cost being charged to the CSC contract. You may perform calculations in the "Description of Program Cost" column of the excel worksheet, or you may input the whole dollar amount charged for the individual sites based on the description of the program cost outlined. Expand rows or wrap text to fit into the rows. See the example below.

Example 9:

7. Expense Accounts					
Account #	Title				
1200	Local or Out of Town Staff Travel	Program Director 230 mile per month @0.50 per mile x 12 months (Site Visits) /3	\$345.00	\$345.00	\$345.00
		Case Manager 230 mile per month @0.50 per mile x 12 months (Site Visits) /3	\$345.00	\$345.00	\$345.00
1300	Contractual Services/Consultants/Prof Fees		-	-	-
1400	Space and Utilities		-	-	-
1600	Expenses/Supplies		-	-	-
	Fitness	\$7/per student x students	\$315.00	\$315.00	\$210.00
	Youth T-Shirts	\$8/ per shirt x 2 shirts x students	\$720.00	\$720.00	\$480.00
	Staff T-Shirts	\$10/per shirt x 8 staff x 2 shirts x 2	\$320.00	\$320.00	\$320.00

▪ **1200 Local or Out of Town Staff Travel:**

Local or Out of Town Staff Travel: Show positions requiring travel, mileage rates, monthly mileage estimates, and total budgeted reimbursement. **DO NOT INCLUDE OUT OF TOWN TRAVEL RELATED TO TRAINING NEEDS- USE 8050.**

▪ **1300 Contractual Services/Consultants:**

For each contractual staff, consultant, or contracted service, list the position title, the name if known, the services to be provided, rates of pay, work products, and method of payment, e.g., hourly rates, daily rates, price per deliverable, etc., and justification of the need for the contractual service(s). Audit Fees are reported under Administrative Costs (8900).

▪ **1400 Space and Utilities:**

Show monthly and annual cost projections for space and utilities (based on square footage). If the lease is full-service, indicate as such. **DO NOT INCLUDE FEES PAID TO THE SCHOOL BOARD OF BROWARD COUNTY- Use Section 8045**

Program Space Allocation:

Listed below are the acceptable methods of allocating the cost of Program space under a CSC Award. The Provider may choose one of two allocation methods. The allocation method chosen should be based on the nature of the services provided in the Program. Out of School Time programs (excludes school-based programs whose rates are included in the BCPS RFP and are paid in the Out of School Time budget line) that require space per student participant would utilize method # 1. Clinical intensive type programs that require space based on the number of staff would use method #2.

Allocation based on Usage of Square Footage of the Space

The cost of renting space is allocated based on the square footage used by each Program. Example:

The Center of MOST Programs is in Coral Springs and pays \$10,000 in monthly rent for 6,000 square footage of program space. Program A utilizes 2,400 sq. ft. Program B utilizes 3,000 sq. ft. and 600 sq. ft. is used by another non-CSC funded source. These are all the programs at this site and the only two programs with work performed and managed at this site. Program A should be charged \$4,000 monthly rent (2,400/6,000 sq. ft. x \$10,000

monthly rent) and Program B should be charged \$5,000 (3,000/6,000 sq. Ft. x \$10,000 monthly rent). The remaining \$1,000 monthly rent cannot be charged to either of the Programs.

Allocation based on FTEs:

The cost of renting space is allocated based on the number of FTEs in each Program.

Example:

The Center for Family Support Programs is in Coral Springs and pays \$10,000 in monthly rent. There are three (3) FTEs employed on Program A, six (6) FTEs employed on Program B, and one (1) FTE paid from another non-CSC funded source. These are all the FTEs at this site, and the only two Programs with work performed and managed at this site. Program A should be charged \$3,000 monthly rent (3/10 FTEs x \$10,000 monthly rent) and Program B should be charged \$6,000 (6/10 FTEs x \$10,000 monthly rent). The remaining \$1,000 monthly rent cannot be charged to either of the Programs.

Threshold on cost per square foot: CSC will not reimburse for cost of space that exceeds \$22 per square ft. (psf), which is inclusive of janitorial and utilities. For example, if the Center for MOST Programs in Coral Springs paid \$15,000 in monthly rent ($\$30 \text{ psf} \times 6,000 \text{ sq. ft.} = \$180,000$ (annual rent) divided by 12 = \$15,000), the CSC would not reimburse for more than \$22 psf. In this case the monthly rent used in the calculation for CSC's purposes would be \$11,000 ($\$22 \text{ psf} \times 6,000 \text{ sq. ft.} = \$132,000$ (annual rent) divided by 12 = \$11,000). If janitorial and utilities are budgeted separately in the cost for square foot, then the maximum cost for space should not exceed \$14 psf.

Rental/Lease: If the Provider leases the space in which the CSC funded Program is operated, the CSC will reimburse the cost/price to lease program space subject to the cap of \$22 psf, inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14 psf. The cost of space must be allocated appropriately to the Program based on either program usage or the number of FTEs. Acceptable documents to substantiate costs in the budget are the lease agreement and proof of the last payment made.

Ownership with Mortgage: If the Provider owns the building and pays a mortgage for the building in which the CSC funded Program is operated, the CSC will reimburse for expenses related to the mortgage payments and the maintenance of the facilities up to the maximum of \$22 psf inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14psf. The monthly mortgage costs and the facility expenses must be allocated appropriately to the Program based on either program usage or the number of FTE's. To be reimbursed, the Provider must substantiate the mortgage and facilities costs at the time of the budget, and once approved, for cost-reimbursement contracts, this will be reimbursed in equal installments throughout the contract period. The total square footage of the building, the annual or monthly mortgage payment, and the cost per square foot must be documented. Acceptable documents to substantiate costs in the budget are the mortgage statement and proof of the last payment made.

Ownership no Mortgage: If the Provider owns the building without a mortgage in which the CSC funded Program is operated, the CSC will reimburse only for expenses related to the maintenance of the facilities. Facilities expenses must be allocated appropriately to the Program based on either program usage or the number of FTE's. To be reimbursed, the Provider must substantiate the facilities cost at the time of the budget, and once approved, for cost-reimbursement contracts, this will be reimbursed in equal installments throughout the contract period. The building's total square footage must be documented for the budget and the cost per square foot. The cost per square foot should not exceed \$22 psf inclusive of janitorial and utilities. If janitorial and utilities are budgeted separately in the cost per square foot, then the maximum cost for space is \$14 psf. Acceptable

documents to substantiate costs in the budget are a copy of the maintenance agreement and proof of the last payment made.

- **1600 Expenses/Supplies:**

Expenses include but are not limited to office supplies, communications, printing and postage, training materials, snacks, background screening. Expenses also include expendable items costing less than \$1,500, such as books, tape recorders, records management software, etc. Generally, supplies include any materials that are expendable or consumed during the project year. Equipment/furniture costing less than \$1,500 would be included in start-up (8093) during the initial year of program operation only. Itemize expendable items and show how the amounts were calculated.

- **1700 Other Items:**

This section is to be used for Summer Youth Employment Programs (SYEP) only:

- **BUDGET LINES 8010 TO 8095:**

Items requested in budget lines 8010 to 8095 are reimbursed solely on a cost-reimbursement basis. Therefore, you must provide supporting documentation with your reimbursement request to support these expenses. To ensure that you fully utilize funds budgeted in these areas, think carefully, only include amounts that are highly likely to be spent, and do not over budget in these areas.

- **8010 Flex Funds:**

May be used to meet individual client needs that present barriers to program participation and success. This emergency financial assistance allows providers to address the threat of foreclosure, eviction, or termination of utility services; temporary childcare expenses; home repairs, food, clothing, back to school supplies, bus passes or gas cards, or other services/commodities. These funds are cost-reimbursement funds.

- **8020 Value Added:**

Should be used to pay for creative program enhancements that support the goals of the Program and improve participant participation and commitment. Food/refreshments for group activities, transportation for field trips, and participation/goal achievement incentives, such as gift certificates or tickets to games or shows, are some examples. These funds are cost-reimbursement funds.

- **8030 Transportation:**

This expense is limited to client transportation to and from the Program. Suggested calculation: Log all miles used for the Program multiplied by a standard rate to cover the costs of maintenance, insurance, gas, oil, etc. DO NOT INCLUDE TRANSPORTATION FOR FIELD TRIPS - use section 8020.-Value Added.

- **8045 Out of School Time Fees:**

Out of School Time Fees (OST Fees) include the School Board of Broward County (SBBC) facility usage fees and consumable fees. Show any costs budgeted for the use of the SBBC facilities. Include detail and method for calculations. These funds are cost-reimbursement funds.

- **8050 Other Reimbursement:**

This section is to be used for:

- 1) Youth stipends

- 2) Staff Training - Show any costs budgeted for staff training. Include detail and method for calculations. Note the positions or classifications to be trained and include any costs associated with attendance at training, conferences, or seminars. Include projected registration costs, air travel, hotel, etc., as applicable. DO NOT INCLUDE TRAININGS OFFERED BY CSC; trainings offered by the CSC are free of charge to CSC funded program staff.
- 3) Other Cost Reimbursement expenses may be included in this section as directed by your Programs Manager. Do not include other expenses in this section unless directed by CSC. These funds are cost-reimbursement funds.

- **8053 Fiscal Sponsorship Fees:**

The Fiscal Sponsorship fee is limited to 7% of the total funds awarded less the sponsorship fee, not to exceed \$25,000 annually per Agency. If fees apply to this Program, your Programs Manager will advise you of the fees to include in this section. These funds are cost-reimbursement funds.

- **8091 Provider Capital Equipment:**

Capital Equipment (\$1,500 or more per item): Itemize non-expendable items to be purchased or leased (capital lease only) with Council funds (tangible property having a useful life of more than one year and having an acquisition cost of \$1,500 or more per item). Describe if the property or equipment will be purchased or leased (capital lease only). Briefly explain how the capital equipment is necessary for the success of the Program. These funds are cost-reimbursement funds. Computers should typically be listed under 8093 Start-Up expenses as there are many computers available that cost less than \$1,500. Summer Only programs are not eligible for Capital Equipment.

- **Start-Up 8092-8095:**

These funds are intended for those budget items that are needed in advance to prepare and start the Program. **They must be used within 30 - 90** days of the contract effective date, as specified. These funds are cost-reimbursement funds. Note that start-up is used only during the initial contract year. These costs should be assigned to the appropriate expense line in subsequent years, such as staffing, expenses, etc.

- **8092 Start-Up Salaries/Benefits:**

- a) **Start-Up Staff Salaries:** List each position by position title. Position title must match exactly the position title used in the contract's Scope of Work Staffing Chart. Show the annual salary rate and the percentage of time devoted to the Program utilizing columns F & G. Be sure to allocate the expense to the appropriate site or distribute evenly if serving all sites. Only include positions that are start-up positions. These funds are cost-reimbursement funds. In subsequent years, these costs should be assigned to staffing.
- b) **Start-Up Staff Benefits:** FICA is to be calculated at 7.65% on all salaries. Unemployment and workers' compensation are required. Health insurance is required for all employees working 30 or more hours per week. Retirement expense is optional (but allowable by the CSC). Show formulas used to calculate fringe benefits such as retirement, insurance, workers comp, unemployment, etc. Be sure to identify which positions the various calculations refer to. Only include positions that are start-up positions. These funds are cost-reimbursement funds. In subsequent years, these costs should be assigned to staffing. Benefits should be a proportionate share of the salaries and should be tied to positions, not individuals.

- **8093 Start-Up Expenses/Supplies:**

Itemize expendable items and show how the amounts were calculated. Expenses include but are not limited to office supplies, communications, printing and postage, training materials. Expenses also include expendable items costing less than \$1,500, such as books, testing instruments, tape recorders, etc. Other items include Non-Capital equipment items with a cost of less than \$1,500 each (i.e., computers, printers, cabinets, etc.) Generally, supplies include any materials that are expendable or consumed during the course of the project. Only include supplies that are start-up supplies. These funds are cost-reimbursement funds. Computers should typically be listed under 8093 Start-Up expenses as there are many computers available that cost less than \$1,500. Summer Only programs are not eligible for Capital Equipment.

- **8094 Start-Up Staff Training:**

Show any costs budgeted for staff training. Include detail and method for calculations. Note the positions or classifications to be trained and include any costs associated with attending training conferences or seminars. Include projected registration costs, air travel, hotel, etc., as applicable. Only include training costs that are start-up training costs. These funds are cost-reimbursement funds. (Examples: registration, airfare, car rental, hotel, personal vehicle mileage, etc.)

- **8095 Start-Up Purchased Services:**

Start-up Purchased Services: For each contractual staff, consultant, or contracted service, list the position title, the name if known, the services to be provided, rates of pay, work products, and method of payment, e.g., hourly rates, daily rates, price per deliverable, etc., and justification of the need for the contractual service(s). Only include Purchased Services that are start-up. These funds are cost-reimbursement funds. Audit Fees are included in Administrative Costs (8900). (Examples: consultant, other professional fees, other, etc.)

- **8900 Administrative Costs:**

Administrative costs relate to the day-to-day operations of the Agency and pertain to operation expenses rather than those expenses that are directly related to the provision of services. For example, a receptionist answering all incoming calls, the cost of doing payroll for the entire Agency, and management staff salaries could count as administrative costs. Additionally, the CSC will not reimburse for infrastructure costs (costs to set up the basic physical systems of the Agency); however, we will pay for operating costs to run the CSC program and a portion of the administrative costs related to the Program. For example, we will **not pay** for the installation of a phone system or computer network system, or the cost to install a playground, or the cost to set up or furnish your physical office. However, the telephone bills or a portion thereof, the maintenance of the playground, or a portion of the cleaning expenses of the office could be reimbursed under administrative costs.

The cost of space (i.e., lease or rent) should be separated into program space versus office space. Office space should be included in administrative cost while program space should be included in line 1400 - Space and Utilities. Other examples of allowable administrative costs include audit fees, cost of accounting fees, payroll fees, administrative insurance, managerial salaries, executive salaries and benefits, professional memberships, and recurring service fees. While salaries and benefits related to Executive/Management staff are typically accounted for as administrative costs in this section of the budget, there may be instances where Executives at certain agencies provide direct service to clients or the Program. The specific portion of that Executive's time worked in the Program may be allocated in the budget's direct services salaries section, which should be clearly explained and noted during the budget negotiation process.

CSC program Administrative cost is limited to 12% of the requested amount, less the Administrative costs. This means that applicants/providers may request up to 12% of the total direct service cost as administrative costs to administer the project. Administrative costs must be itemized and defined and MUST include a description of the method of calculation. The following example provides guidance on how your administrative cost allocation is calculated. **These costs should be distributed evenly across all sites for the Program.**

Example 12: To calculate administrative cost on a contract allocation of \$100,000

Total contract allocation of \$100,000.00 divided by 1.12 = \$89,286 = Total program cost
 Total program cost of \$89,286, x 12% = \$10,714 = Administrative cost
 Review Calculation: - \$89,286 (total program cost) + \$10,714 (12% administrative cost) = \$100,000.00 - total contract allocation amount.

Example 13: Administrative Costs

- Property Insurance, General Liability, and Electricity allocated across three sites.
- Executive Director with an annual salary of \$95,300 with 8% of time allocated to the Program.
- Associate Executive Director with an annual salary of \$61,800 with 35% of time allocated to the Program.

8900 Administrative Cost	Administrative Costs	Property Insurance, General Liability, Electricity	1,659.00		553.00	553.00	553.00
	Executive Director	\$95,300 /12 Month= \$7941.66 x 8% / 3 sites	7,941.66	8.00%	211.78	211.78	211.78
	Associate Executive Director	\$61,800 / 12 Month= \$5,150 *35% = \$1802.50 / 3 sites	5,150.00	35.00%	600.83	600.83	600.83
Total Administrative Costs					1,365.61	1,365.61	1,365.61

8. MATCH CONTRIBUTIONS:

The CSC seeks to fund projects that it can expect to operate in a fiscally sound manner. Therefore, there is a funding requirement of a 5% match for all funding provided through the CSC. It is required that, at a minimum, 5% of the total grant dollars requested from the CSC be provided by any lead agency and/or other partners involved in a CSC-funded project. The match can be provided as cash or an in-kind contribution and must be directly related to the operation of the Program (s). Acceptable cash match may include matching funds from another unallocated source that directly supports the Program (s). Parent fees are not allowed as a cash match. Acceptable in-kind contributions may include volunteers, administrative overhead, and equipment or space dedicated to the project.

In your budget, *Section 2- Matching Contributions*, show how the match is to be provided and indicate whether it is cash or in-kind. The match must equal a minimum of 5% of the total funding request. Total should agree with the Match amount indicated in the contract.

ENTERING YOUR BUDGET INTO SAMIS:
<https://www.cscbroward.org/news/samis-budget-entry>

ATTACHMENT XXIII

CSC GUIDELINES FOR TRANSPORTATION

CSC GUIDELINES FOR TRANSPORTATION

In order to remove barriers to program participation, limited funding is provided to cover **daily transportation costs from school to program sites and to/from client homes**. While a majority of CSC-funded programs depend on parent drop-off and pick-up, transportation services may be needed in some programs to facilitate participation where transportation poses a major obstacle.

1. However, transportation is expensive, and every dollar spent on transportation is one less dollar to serve a child. Therefore, CSC providers should be strongly encouraged to evaluate the need for these services using the *Transportation Assistance Assessment Form* and to brainstorm efficient methods for delivering daily transportation services that include responsible parameters for usage and limitations, if there is a compelling need for these services. **Efficient methods for delivering transportation services may include:**
 - a. Offering assistance through gas cards or bus passes
 - b. Facilitating parent car pooling
 - c. Developing a fee-for-service schedule so that families are responsible for a portion of transportation costs
 - d. Mapping client homes to develop a reasonable radius for transportation eligibility
 - e. Leasing vehicles instead of paying costly daily rental fees
 - f. Writing for grants to cover transportation costs
 - g. Allocating vehicle costs between funding streams
2. **Policy regarding CSC payment for daily transportation services:** CSC providers who decide to offer daily transportation services must establish procedures and a transportation assistance policy that includes a thorough assessment of the needs of each family to determine if the child or youth would be unable to participate in the provider's program without this service. During the assessment process, consideration should be given to the family's income level, availability of a vehicle, work schedule, and distance between the site locations and the residence. An application for transportation services could be developed to assist providers in getting relevant uniform information from clients to ensure that cost effective transportation services are provided to those most in need.
3. **Transportation services eligible for CSC reimbursement:** Only transportation services provided on or after the contract effective date and prior to the termination date of the contract are eligible for payment. To be eligible for CSC transportation assistance, the client must be currently enrolled in a CSC funded program.
4. **Required documentation:** For CSC contracts, limited daily client transportation expenditures may be approved in the CSC program budget (Section 8050). Daily transportation to/from client homes is discouraged; however, if provider efforts to reduce it are clearly documented, limited reimbursement for mileage only may be approved. Transportation usage must be clearly documented in invoice documentation through the use of daily transportation logs that include the client(s) served and the distance traveled per day using CSC's Daily/Monthly Transportation Log. Logs must be totaled at the end of each month and submitted as back-up with the provider's monthly invoice). If the provider owns or leases vans, the budget calculation for daily transportation to/from a school site to a program site or to client homes should be based upon estimated daily mileage per van times the current Federal mileage rate or lower.
5. The provider is only permitted to request mileage reimbursement for daily transportation; CSC will not pay for leasing or vehicle payments. Vehicle insurance costs should be included as part of Administrative costs. Van/bus driver salaries may be included in budget salaries with positions reflected in the program's staffing chart. Providers must send back-up for the mileage reimbursement requests when they invoice.

ATTACHMENT XXIV

PRIORITY SCHOOL LIST

MOST RFP 2022 PRIORITY SCHOOL LIST
Broward Public Schools Including
Charter Schools with Free or Reduced Lunch
Percentage of 86 and Higher and CRAs

Sources: BCPS Benchmark Enrollment Report (SY 20-21)
 BCPS Benchmark Enrollment Report (SY 21-22)
 FLDOE Survey 2 (SY 20-21)
 FLDOE Survey 3 (SY 20-21)

NOTE: Only serving children
 kindergarten through fifth grade

Percentages have been rounded to closest whole number.

SCHOOL	STREET ADDRESS	CITY	ZIP	FRL%
Alpha International Academy K-5 (Charter)	121 S 24th Avenue	Hollywood	33020	95
Atlantic West Elementary	301 NW 69th Terrace	Margate	33063	86
Bennett Elementary	1755 NE 14th Street	Ft. Lauderdale	33304	86
Bethune Elementary	2400 Meade Street	Hollywood	33020	96
Broadview Elementary	1800 SW 62nd Avenue	Pompano Beach	33068	91
Broward Estates Elementary	441 NW 35th Avenue	Ft. Lauderdale	33311	94
Castle Hill Elementary	2640 NW 46th Avenue	Lauderhill	33313	97
Central Charter School K-5 (Charter)	4515 N State Road 7	Lauderdale Lakes	33319	100
Colbert Elementary	2702 Funston Street	Hollywood	33020	89
Collins Elementary	1050 NW 2nd Street	Dania	33004	91
Cresthaven Elementary	801 NE 25th Street	Pompano Beach	33064	91
Croissant Park Elementary	1800 SW 4th Avenue	Ft. Lauderdale	33315	87
Cypress Elementary	851 SW 3rd Avenue	Pompano Beach	33060	90
Davie Elementary	7025 SW 39th Street	Davie	33314	86
Dillard Elementary	2330 NW 12th Court	Ft. Lauderdale	33311	97
Drew, Charles Elementary	1000 NW 31st Avenue	Pompano Beach	33069	95
Eagles' Nest Charter Academy K-5 (Charter)	3698 NW 15th Street	Lauderhill	33311	100
Endeavour Primary Learning Center	2701 NW 56th Avenue	Lauderhill	33313	95
Fairway Elementary	7850 Fairway Boulevard	Miramar	33023	92
Gulfstream Academy of Hallandale Beach K-5	1000 SW 3rd Street	Hallandale Beach	33009	90

Hollywood Park Elementary	901 N 69th Way	Hollywood	33024	86
Hunt, James S. Elementary	7800 NW 35th Court	Coral Springs	33065	87
Imagine Charter School at North Lauderdale Elementary (Charter)	1395 S State Road 7	North Lauderdale	33068	90
Innovation Charter School	600 SW 3rd Street, Suite 1400	Pompano Beach	33060	97
King, Martin Luther Elementary	591 NW 31st Avenue	Ft. Lauderdale	33311	96
Lake Forest Elementary	3550 SW 48th Avenue	Pembroke Park	33023	92
Larkdale Elementary	3250 NW 12th Place	Lauderhill	33311	98
Lauderhill Paul Turner Elementary	1500 NW 49th Avenue	Lauderhill	33313	93
Lloyd Estates Elementary	750 NW 41st Street	Oakland Park	33309	93
Markham, C. Robert Elementary	1501 NW 15th Avenue	Pompano Beach	33069	96
Marshall, Thurgood Elementary	800 NW 13th Street	Ft. Lauderdale	33311	98
Meadowbrook Elementary	2300 SW 46th Avenue	Ft. Lauderdale	33317	91
Miramar Elementary	6831 SW 26th Street	Miramar	33023	92
Morrow Elementary	408 SW 76th Terrace	North Lauderdale	33068	91
New Life Charter Academy K-5 (Charter)	3550 Davie Boulevard	Ft. Lauderdale	33312	100
North Fork Elementary	101 NW 15th Avenue	Ft. Lauderdale	33311	97
North Lauderdale PK-5	7500 Kimberly Boulevard	North Lauderdale	33068	93
North Side Elementary	120 NE 11th Street	Ft. Lauderdale	33304	97
Oakland Park Elementary	936 NE 33rd Street	Oakland Park	33334	93
Oakridge Elementary	1507 N 28th Avenue	Hollywood	33020	91
Orange Brook Elementary	715 S 46th Avenue	Hollywood	33021	89
Oriole Elementary	3081 NW 39th Street	Lauderdale Lakes	33309	95
Palmview Elementary	2601 NE 1st Avenue	Pompano Beach	33064	94
Panacea Prep Charter School K-5 (Charter)	201 N University Drive	Coral Springs	33071	100
Park Lakes Elementary	3925 N State Road 7	Lauderdale Lakes	33319	93
Park Ridge Elementary	5200 NE 9th Avenue	Pompano Beach	33064	90
Perry, Annabel C. PK-5	6850 SW 34th Street	Miramar	33023	90
Pinewood Elementary	1600 SW 83rd Avenue	North Lauderdale	33068	86
Plantation Elementary	651 NW 42nd Avenue	Plantation	33317	92
Pompano Beach Elementary	700 NE 13th Avenue	Pompano Beach	33060	95

Riverland Elementary	2600 SW 11th Court	Ft. Lauderdale	33312	94
Rock Island Elementary	2350 NW 19th Street	Ft. Lauderdale	33311	96
Royal Palm Elementary	1951 NW 56 Avenue	Lauderhill	33313	96
Sanders Park Elementary	800 NW 16th Street	Pompano Beach	33060	97
Somerset Academy East Preparatory K-5 (Charter)	2000 S State Road 7	Miramar	33023	89
Somerset Academy Pompano Elementary (Charter)	1101 NW 33rd Street	Pompano Beach	33064	89
Somerset Preparatory Academy Charter School at North Lauderdale (Charter)	7101 Kimberly Boulevard	North Lauderdale	33068	88
Somerset Village Academy K-5 (Charter)	225 NW 29th Street	Wilton Manors	33311	96
Sunland Park Academy	919 NW 13th Terrace	Ft. Lauderdale	33311	95
Sunshine Elementary	7737 W Lasalle Boulevard	Miramar	33023	87
Sunshine Elementary Charter (Charter)	502 N 28th Avenue	Hollywood	33020	100
Tedder Elementary	4157 NE 1st Terrace	Pompano Beach	33064	94
Village Elementary	2100 NW 70th Avenue	Sunrise	33313	94
Walker Elementary	1001 NW 4th Street	Ft. Lauderdale	33311	97
Watkins Elementary	3520 SW 52nd Avenue	Hollywood	33023	92
West Hollywood Elementary	6301 Hollywood Boulevard	Hollywood	33024	88
Westwood Heights Elementary	2861 SW 9th Street	Ft. Lauderdale	33312	96
COMMUNITY REDEVELOPMENT AGENCY (CRA)/SCHOOL	STREET ADDRESS	CITY		
Deerfield Beach CRA - Deerfield Park Elementary	650 SW 3rd Avenue	Deerfield Beach	33441	CRA
Margate CRA - Liberty Elementary	2450 Banks Road	Margate	33063	CRA

ATTACHMENT XXV

PRINCIPAL AUTHORIZATION LETTER



**CHILDREN'S
SERVICES COUNCIL MEMBERS:**

Dawn Liberta, Chair
Community Development Administrator,
Circuit 17
Department of Children & Families

Hon. Kenneth L. Gillespie, Vice Chair
Judicial Member

Dr. David H. Kenton, Secretary
Governor Appointee

Cathy Donnelly, Immediate Past Chair
Governor Appointee

Dr. Vickie L. Cartwright
Interim Superintendent
Broward County Public Schools

Beam Furr
Broward County Commission

Donna P. Korn
Board Member
Broward County Public Schools

Tom Powers
Governor Appointee

Maria M. Schneider
Governor Appointee

Dr. Paula Thaqi
Director
Broward County Health Department

Jeffrey S. Wood
Governor Appointee

STAFF

Cindy J. Arenberg Seltzer
President/CEO

LEGAL COUNSEL

John Milledge
Garry Johnson

Date:

Principal **insert name**
Street Address
City, State & Zip Code

Dear Principal **insert name** I:

The Children's Services Council of Broward County (CSC) is dedicated to providing the leadership and resources to enhance the lives of children who live in under resourced communities and children with special needs. The CSC will allocate approximately \$23 million in Broward County property tax revenues to fund our Maximizing Out-of-School Time (MOST) programs. MOST creates safe and secure year-round out-of-school time programs that emphasize academic and cultural enrichment, homework completion, fitness, social emotional learning, and family engagement.

This letter is being presented to you by a Provider that is submitting a competitive proposal to offer CSC MOST services at your school. Signing this letter DOES NOT guarantee this provider will be chosen to operate a program at your school; however, it will make them eligible for consideration. If you desire CSC MOST services at your school, please complete the following information. You may complete this request for more than one prospective provider.

Name of School/Center		
Name of Principal (PRINT)		
Population To Be Served	Inclusion	Special Needs
# of Children for CSC School Year Programming		
# of Children for CSC Summer Programming		

My signature below indicates that I give my permission for a CSC MOST program to operate at my school beginning on or about the first day of school in August 2022 and continuing with the 2022/2023 school year and summer 2023. (Contract awards are eligible for three [3] additional renewal periods to end August, 2026.) If my school is unavailable for any reason, I will work with the provider to identify an alternate location.

Signature of Principal or designee:

If you have any questions please call Maria Juarez Stouffer, Chief Programs Officer at (954) 253-5776.

ATTACHMENT XXVI

SBBC FACILITY USAGE AGREEMENT FOR RFP FY 20-007

FACILITY USAGE AGREEMENT FOR RFP FY20-007
DAY(S) OF INTENT TO PROVIDE CHILD CARE SERVICES
BEFORE & AFTER SCHOOL CHILD CARE (BASCC)

October 19, 2021 Update

Name of School

Date Submitted

Name of Provider

This “*Intent to Provide Services*” notifies the school site that our company wants to provide services on this school campus.

This provider understands with the restriction of space, due to the pandemic, and this school may not be able to provide the amount of space my company may request. We will work with the principal to service the students.

Specific Need	Dates	Number of Children	Number of Rooms Needed	Security Cost (if required by school)	Time(s) of operation for request	Cost
School Year (180 days to include Early Release)						All provider programs \$750 per 180 days. Consumable items cost applies per day to all programs and depends on the number of students the program is servicing.
Holidays (District is closed)						All provider programs \$750 per day the District is closed. Consumable items cost applies per day to all programs and depends on the number of students the program is servicing.
Winter Break (Excludes Green Days – District Open)						All provider programs \$750 per day District is closed. Consumable items cost applies per day to all programs and depends on the number of students the program is servicing.
Spring Break (Excludes Green Days - District Open)						All provider programs \$750 per day District is closed. Consumable items cost applies per day to all programs and depends on the number of students the program is servicing.
Teacher Planning Days						Consumable items cost applies per day to all programs on a teacher planning day and depends on the number of students the program is servicing.
Summer Camp*						All provider programs \$750 per summer for the fiscal year. Consumable items cost applies per day to all program and depends on the number of students the program is servicing.
June						
July						
August						
Fridays During Summer (District is Closed)						All provider programs \$750 per day when the District is closed. Consumable items cost applies per day to all programs and depends on the number of students the program is servicing.
<i>*Summer Camp is not held when District is closed, i.e. 4th of July or a designated holiday.</i>						

Principal's Signature

Date

BASCC: ☐ Approved
☐ Not approved

BASCC Director Signature

Date

☐ Sent to OSQ

FACILITY USAGE AGREEMENT FOR RFP FY20-007
DAY(S) OF INTENT TO PROVIDE CHILD CARE SERVICES
BEFORE & AFTER SCHOOL CHILD CARE (BASCC)

October 19, 2021 Update

Principal's Signature

Date

BASCC: ☐ Approved
☐ Not approved

BASCC Director Signature

Date ☐ Sent to OSQ

ATTACHMENT XXVII

RFP SUBMISSION CHECKLIST



Children's Services Council
of Broward County
Our Focus is Our Children.

RFP SUBMISSION CHECKLIST

This checklist is for your agency's use to ensure that all documents are ready when the application process begins.

Items to be Included		YES	NO	N/A
1	The agency's most recent Audited Financial Statements (or Reviewed Financial Statements for smaller agencies) in PDF format as fully described under the " Agency Financial Viability Section Deadline " and " General Fiscal Requirements/Fiscal Viability Test/Fiscal Sponsors " sections of this procurement. Note: The Agency Financial Viability section is due prior to the RFP application, please see the Timetable listed in the RFP.			
2a	The Certification of Accuracy and Compliance containing the original signature of the designated agent officially authorized to act as the contractual agent for the organization. (Signed and dated and uploaded into CAPS.)			
2b	If there is to be a Service Provider/Fiscal Sponsor relationship, the Certification of Accuracy and Compliance must also contain the original signature of the designated agent officially authorized to act as the contractual agent for the Fiscal Sponsor.			
3	An original, signed IRS W-9 form			
4a	An agency organizational chart indicating where the proposed program would report within the agency.			
4b	If there is to be a Service Provider/Fiscal Sponsor relationship, an organizational chart for the Fiscal Sponsor will also be required.			
5	Page 1 of the agency's 211 Organizational Profile on file with 211/First Call for Help, if applicable.			
6	Non-CSC monitoring reports and/or outcome performance data for similar services completed within the past twelve (12) months, if applicable. (Not applicable to CATCH Kids Club applications)			
7a	Memorandums of Agreement for site use if the site locations proposed are not under the direct control of the proposer.			
7b	Principal Authorization Letters for proposed school-based sites.			
8	Child Care License or Letter of Exemption from Broward County Child Care Licensing and Enforcement for each school-year proposed site. (For MOST Inclusion (Year-Round) and MOST Special Needs (Year-Round) applications only)			
9	A line-item budget (or budgets, as applicable) for all requested funding.			