<table>
<thead>
<tr>
<th><strong>1</strong> PROJECT RECIPIENT</th>
<th>Florida Agricultural &amp; Mechanical University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong> PROJECT NUMBER</td>
<td>376-2444A-3CCF1</td>
</tr>
<tr>
<td><strong>3</strong> PROJECT/PROGRAM TITLE</td>
<td>2012-2013 21st Century Community Learning Centers</td>
</tr>
<tr>
<td><strong>4</strong> AUTHORITY</td>
<td>84.257C 21st CCLC NCLB, Title IV, Part B</td>
</tr>
<tr>
<td><strong>5</strong> AMENDMENT INFORMATION</td>
<td></td>
</tr>
<tr>
<td>Amendment Number:</td>
<td></td>
</tr>
<tr>
<td>Type of Amendment:</td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong> PROJECT PERIODS</td>
<td>Budget Period: 08/01/2012 - 07/31/2013</td>
</tr>
<tr>
<td>Program Period:</td>
<td>08/01/2012 - 07/31/2013</td>
</tr>
<tr>
<td><strong>7</strong> AUTHORIZED FUNDING</td>
<td>Current Approved Budget: $ 96,900.00</td>
</tr>
<tr>
<td>Amendment Amount:</td>
<td></td>
</tr>
<tr>
<td>Estimated Roll Forward:</td>
<td></td>
</tr>
<tr>
<td>Certified Roll Amount:</td>
<td></td>
</tr>
<tr>
<td>Total Project Amount:</td>
<td>$ 96,900.00</td>
</tr>
<tr>
<td><strong>8</strong> REIMBURSEMENT OPTION</td>
<td>Federal Cash Advance</td>
</tr>
<tr>
<td><strong>9</strong> TIMELINES</td>
<td>Last date for incurring expenditures and issuing purchase orders: 07/31/2013</td>
</tr>
<tr>
<td></td>
<td>Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2013</td>
</tr>
<tr>
<td></td>
<td>Last date for receipt of proposed budget and program amendments: 07/31/2013</td>
</tr>
<tr>
<td></td>
<td>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</td>
</tr>
<tr>
<td></td>
<td>Date(s) for program reports:</td>
</tr>
<tr>
<td><strong>10</strong> DOE CONTACTS</td>
<td>Program: Lingo, Lani</td>
</tr>
<tr>
<td></td>
<td>Phone: (850) 245 - 0852</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Lani.Lingo@fldoe.org">Lani.Lingo@fldoe.org</a></td>
</tr>
<tr>
<td></td>
<td>Grants Management: Unit B (850) 245-0496</td>
</tr>
<tr>
<td><strong>11</strong> DOE FISCAL DATA</td>
<td>Comptroller's Office</td>
</tr>
<tr>
<td></td>
<td>(850) 245-0401</td>
</tr>
<tr>
<td></td>
<td>DBS: 40 90 60</td>
</tr>
<tr>
<td></td>
<td>EO: 44</td>
</tr>
<tr>
<td></td>
<td>Object: 790015</td>
</tr>
<tr>
<td><strong>12</strong> TERMS AND SPECIAL CONDITIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.</td>
</tr>
<tr>
<td></td>
<td>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</td>
</tr>
<tr>
<td></td>
<td>Other: See page 2</td>
</tr>
<tr>
<td><strong>13</strong> APPROVED:</td>
<td>Authorized Official on behalf of Pam Stewart</td>
</tr>
<tr>
<td></td>
<td>Commissioner of Education</td>
</tr>
<tr>
<td></td>
<td>Date of Signing</td>
</tr>
</tbody>
</table>
INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

   - Data collected by the Profile and Performance Information Collection System (PPICS) TBD
   - Monthly Attendance Reports – 15th day of each month
   - Mid-Year Data Collection – January 30, 2013
   - End-of-Year Data Collection – July 31, 2013
   - Summative Evaluation Report – August 31, 2013

All data will be submitted electronically to Lani.Lingo@fldoe.org.

Eligible sub-grantees may receive 21st CCLC grant funding for a maximum of five consecutive years. Following the initial award based on the RFP, subsequent award years will be contingent upon (1) availability of funding from the Specific Funding Authority, (2) appropriation of funds by the state legislature, (3) satisfactory performance by the sub-grantees as evaluated by the Florida Department of Education, (4) submission of an annual re-application through the Requests for Application (RFA), and (5) compliance with all grant requirements and meeting all conditions set forth within the most current RFP/RFA and supplements.

13. Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

DOE-200
Revised 02/05
Page 2 of 2
FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION

Please return to:
Florida Department of Education  
Office of Grants Management  
Room 332 Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (850) 245-0496

A) Program Name:
21st Century Community Learning Centers (CCLC)  
Request For Application (RFA)  
2012-2013

B) Name and Address of Eligible Applicant:
Florida A&M University  
400 Foote-Hilyer Administration Center  
1700 Lee Hall Drive  
Tallahassee, FL 32307-3200

C) Total Funds Requested:
$ 96,900

D) Applicant Contact Information

<table>
<thead>
<tr>
<th>Contact Name:</th>
<th>Mailing Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinfe K. Redda, PhD</td>
<td>400 Foote-Hilyer Administration Center</td>
</tr>
<tr>
<td></td>
<td>1700 Lee Hall Drive</td>
</tr>
<tr>
<td></td>
<td>Tallahassee, FL 32307-3200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone Number:</th>
<th>SunCom Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(850) 599-3531</td>
<td></td>
</tr>
<tr>
<td>(850) 599-3952</td>
<td></td>
</tr>
</tbody>
</table>

E) Signature of Agency Head

CERTIFICATION

I, Kinfe K. Redda, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Center Name</th>
</tr>
</thead>
</table>

**Funding Request Guide**

Appendix B: Project Funding and Operation

<table>
<thead>
<tr>
<th>2012-2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete One Per Proposed Center - Requests for Proposals (RFP) Only</td>
<td></td>
</tr>
</tbody>
</table>

*Maximum Amount Allowed: $9,000,000*

- Address the needs and provide services to meet proposed objectives.
- Federal & State funds NOT required to reach the maximum amount.
- Receipt on amount not required.
- Program will compete for additional funding for special cases.

The average per student expenditure in Florida was $1,904 in 2001-2002 and $1,974 in 2002-2003. The amount listed above for additional funding represents the special cases.

*The average per student expenditure in Florida was $1,904 in 2001-2002 and $1,974 in 2002-2003. The amount listed above for additional funding represents the special cases.*

- According to the U.S. Department of Education, the majority of community learning center funds directly to the program were spent at least 15 hours per week based on a full-time worker.

- Students with disabilities (40%) exceed the average hours of service.

- Student participation is evaluated according to the program's goals and objectives.

<table>
<thead>
<tr>
<th>2012-2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>2012-2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete One Per Proposed Center - Requests for Proposals (RFP) Only</td>
<td></td>
</tr>
</tbody>
</table>

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- Students with disabilities (40%) exceed the average hours of service.

- Student participation is evaluated according to the program's goals and objectives.
Date: 11/2/12

Title: [Blank]

Signature: [Blank]

Printed Name: [Blank]

Documentation is on the evaluating the methodology used and the conclusions reached. I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.475, Florida Statutes.

DOE USE ONLY (Grants Management)

Date: 11/04/12

Signature: [Blank]

Printed Name: [Blank]
## Site Profile Worksheet (2012-2013)

*Ensure all dates in special situation boxes are visible.
**DO NOT COPY AND PASTE INFORMATION**

<table>
<thead>
<tr>
<th>School District / Fiscal Agency</th>
<th>Florida Agricultural &amp; Mechanical University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Site/Facility</td>
<td>FAMU DRS School</td>
</tr>
<tr>
<td>Type of Site (Drop Down Menu)</td>
<td>School District (SD)</td>
</tr>
<tr>
<td>Physical Address of Site</td>
<td>400 West Orange Avenue</td>
</tr>
<tr>
<td>City of Site</td>
<td>Tallahassee</td>
</tr>
<tr>
<td>Web Address of Site</td>
<td><a href="http://www.famudrs.org/index.php">http://www.famudrs.org/index.php</a></td>
</tr>
</tbody>
</table>

**Grade Levels Receiving Services (e.g., K-12):**

<table>
<thead>
<tr>
<th>Before School</th>
<th>After School</th>
<th>Weekends / Holidays</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,4,5,6,7,8,9,10,11,12</td>
<td>3,4,5,6,7,8,9,10,11,12</td>
<td>3,4,5,6,7,8,9,10,11,12</td>
<td>3,4,5,6,7,8,9,10,11,12</td>
</tr>
</tbody>
</table>

**# of students participating in the 21st CCLC program per day:**

<table>
<thead>
<tr>
<th>Before School</th>
<th>After School</th>
<th>Weekends / Holidays</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**Name of Main Site Contact:** Rufus Ellis, Jr., PhD  
**Phone Number:** 850-599-3675  
**E-mail address:** rufus.ellis@famu.edu

### Regular School Year Program for Students

**Before School Site Schedule (Must operate at least one hour per day of service):**

<table>
<thead>
<tr>
<th>Before School Start Date</th>
<th>Before School End Date</th>
<th>Total # Days Before School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Service Begin Time (e.g., 7:00 AM):**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Service End Time (e.g., 8:00 AM):**

<table>
<thead>
<tr>
<th>Total Weekly Hours Before School</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
</tr>
</tbody>
</table>

**After School Site Schedule (Must operate at least 12 hours per week of service):**

<table>
<thead>
<tr>
<th>After School Start Date</th>
<th>After School End Date</th>
<th>Total # Days After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/2012</td>
<td>5/23/2012</td>
<td>136</td>
</tr>
</tbody>
</table>

**Service Begin Time (e.g., 3:30 PM):**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15 PM</td>
<td>3:15 PM</td>
<td>3:15 PM</td>
<td>3:15 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Service End Time (e.g., 5:30 PM):**

<table>
<thead>
<tr>
<th>Total Weekly Hours After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.0</td>
</tr>
</tbody>
</table>

**Weekends and Holidays Site Schedule (Must operate at least four hours per day of service). Does not include Summer:**

<table>
<thead>
<tr>
<th>SAT</th>
<th>SUN</th>
<th>HOLIDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**List all dates that site will be open (e.g., 3/4/09-02/24/12, 3/4/12-6/5/12):**

<table>
<thead>
<tr>
<th>Total # Non-School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Summer Program for Students (May ONLY include operation until July 31, 2013)

**Summer Start Date:** 6/10/2013  
**Summer End Date:** 7/18/2013  
**Total # Days in Summer:** 23

**Service Begin Time (e.g., 8:30 AM):**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>Total Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>8:30 AM</td>
<td>8:30 AM</td>
<td>8:30 AM</td>
<td></td>
<td></td>
<td>Hrs. per Week</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>2:30 PM</td>
<td>2:30 PM</td>
<td>2:30 PM</td>
<td></td>
<td></td>
<td>24.0</td>
</tr>
</tbody>
</table>

### Ongoing Adult Education Program (required monthly activity)

**Adult Education Site Schedule**

<table>
<thead>
<tr>
<th>Date Site Open (Adults)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Site Closed (Adults)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Service Begin Time (e.g., 7:00 PM):**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>Total Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hrs. per Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>
Title I Eligible Schools Targeted for Service (2012-2013)
Request for Proposal

**INSTRUCTIONS**

**Enrollment Number:** Indicate the total enrollment of the indicated school.

**%FRL:** Provide the percentage of students receiving and/or eligible for free/reduced lunch at the specified school during the 2011-2012 school year.

**Number of Students Targeted:** Number of students targeted cannot exceed the number of enrolled students. In general, it is not permitted for 21st Century CCLC programs to serve more than 35% of the total school enrollment daily.

<table>
<thead>
<tr>
<th>Targeted School Name</th>
<th>Total Enrolled in Regular School</th>
<th>% Free or Reduced Lunch</th>
<th>Number of Students per day to be served in 21st Century CCLC from this school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida A &amp; M University Developmental Research School</td>
<td>462</td>
<td>60</td>
<td>106</td>
</tr>
</tbody>
</table>

**Total Number of students proposed:** 408
Priority 1: Evidence of Qualified Applicant Operating in a Rural County (1 point)

Preference for funding will be given to qualified applicants offering services predominantly to students located in counties identified by the Florida Department of Health as "rural counties." The program site must be located in the rural county to receive priority points. Information and a listing of rural counties may be viewed online at the following address: http://www.florida-reedi.com/Pages/Rural_Definition.aspx.

Criteria (Priority 1):
- Applicant submitted evidence that at least one program site is located in a rural county, as identified by Rural Economic Development initiative of the Florida Department of Health.
- Applicant submitted evidence that at least 75% of 21st CCLC students will be provided services in the identified rural county sites.

Priority 2: Services to Middle or High School Students (1 point)

Preference for funding will be given to qualified applicants that (1) have previous experience and success in providing services to middle school and/or high school students; and (2) propose offering services exclusively to eligible middle school and/or high school students (6th grade through 12th grade). Applicants claiming this priority may not serve elementary school students as part of this proposal, though they may submit a separate proposal to include elementary school students.

Criteria (Priority 2):
- Applicant submitted evidence that all 21st CCLC services will be provided exclusively to middle school students (6th – 8th grades) or high school students (9th – 12th grades).

Priority 3: Agreement for Collaboration (2 points)

Preference for funding will be given to proposals submitted jointly—with at least one LEA receiving funds under Title I Part A and at least one public or private community organization, with the LEA as fiscal agent—serving students who attend schools identified for Differentiated Accountability (DA). The listing of DA schools may be located by visiting the Florida Department of Education, Bureau of School Improvement website http://flbse.org/index.htm.

Criteria (Priority 3):
- Proposal jointly submitted with at least one LEA receiving funds under Title I Part A and at least one public or private community organization, with the LEA as fiscal agent (DOE100A), and a statement detailing how the two (or more) agencies will work together.
- Applicant submitted evidence that all 21st CCLC services will be provided exclusively to school(s) identified for DA.
Florida Department of Education
General Assurances for Participation in Federal and State Programs

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

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

Instructions: These general assurances will be in effect for the duration of participation in federal and state programs or until such time as the requirements change. The Superintendent or other authorized officer must sign the certification and return it to the address below. Payment for project awards and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller’s Office, at (850) 245-0401, Suncom 205-0401.

Certification:

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

Florida A&M University
Typed Agency Name

0351
Agency Number

Kinfe K. Redda, PhD
Acting Vice President for Research
Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible.

Ken Redda
Signature (must be original)

07-30-12
Date

850-599-3531
Area Code / Telephone Number

Return original to:

Florida Department of Education
Comptroller’s Office
Room 914
Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

July 2005

D-5

General Assurances
21st CCLC Program Assurances

Program Operations
The new 21st CCLC program will be fully operational and providing services to students within 30 calendar days of receiving the DOE 200 award notification or within 2 weeks from the first day of incurring 21st CCLC expenditures, whichever is earlier.

Continuation 21st CCLC programs will be operational within 21 calendar days from the first day of school or on the first day indicated on the operational calendar, whichever is earlier.

Project Deliverables
All sub-grantees (Cash Advanced and Performance-based) must collect and keep on file all the required deliverables for each performance period.

Academic Focus
All 21st CCLC programs are required to operate in a manner that will maximize the program’s impact on the academic performance of participating students. Programs should provide a breadth of project- or problem-based activities and services that offer opportunities for students to learn new skills, develop creative ways to approach challenges, and achieve academic success. All academic services must be aligned with the curriculum in core subject areas of each school whose students are participating in the program. In addition, applicants may propose enrichment or youth development activities that will attract and retain program participants. Lesson and/or unit plans for academic enrichment activities will be required as part of the deliverables.

Services and benefits provided must be secular, neutral, and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

Scientific Research
Implementing Activities Based on Rigorous Scientific Research: The authorizing statute provides principles of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on scientific research. As defined in Title IX of ESEA, scientifically based research:

- employs systematic, empirical methods that draw on observation and experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Applicants should base proposed strategies on such research, particularly when providing services in core academic areas where scientifically based research has been conducted and is available, such as reading, mathematics and science.
Supplement. Not Supplant
Funds under this part will be used to increase the level of state, local, and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.

Programs are prohibited from using 21st CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services (21st CCLC Non-Regulatory Guidance, Section G-7). Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA) that has a 21st CCLC grant.

Facilities
21st CCLC programs are not required to operate in a public school. However, if an alternative facility is proposed, it must be as available and accessible to participants as the students' local school. The facility must have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area, and study area. The program must maintain equipment, security, resources, and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in Florida's Child Care Law ([§402.301-319 or Regulations for School-Age Child Care [6A-6.0910, Florida Administrative Code]].

Supplemental Meals
The program must offer nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21st CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Funding for snacks and meals cannot be drawn from 21st CCLC funds and must come from other resources. Students shall not be charged for costs associated with supplemental snacks and meals. Documentation of meeting supplemental snack/meal requirements will be required as part of the deliverables.

The program must provide supplemental meals when program is open as follows:
- Afterschool (daily, nutritious snack)
- Before school (daily, nutritious breakfast)
- Non-school days (daily, nutritious breakfast, lunch and/or snack, depending on hours of operation)

Students with Special Needs
In accordance with state and federal laws, children with special needs must be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as limited-English proficient (LEP); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity...
of need, provided that they can be safely accommodated. Description of services to students with special needs will be required as part of the deliverables.


Council for Exceptional Children: [http://www.cec.sped.org](http://www.cec.sped.org)

Bureau of Exceptional Education and Student Services: [http://www.fldoe.org/ese](http://www.fldoe.org/ese)

**Professional Development**

Each program must have a professional development plan that is responsive to the needs of its staff, and identifies the program plans for professional development for staff delivering program activities. Conferences and trainings must be linked to the 21st CCLC funding purpose as outlined in the application. 21st CCLC orientation/professional development and evidence of staff training will be required as part of the deliverables.

**Equitable Services for Private School Participation**

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must complete the Private School Assurance form indicating how the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education agency(ies) (LEA) service areas. Documentation supporting private school consultation will be requested as part of the deliverables.


**Collaboration with Schools**

Adequate communication between the 21st CCLC program staff and the students' regular school day teachers, school administrators, and family members is critical to ensure student needs are addressed in the 21st CCLC program. Each program must develop a written communication plan to identify how these groups will share information about the needs and performance of 21st CCLC students. Communication plans must include how the regular school lessons will be identified and reinforced during the 21st CCLC program. The program must be developed and carried out in active collaboration with the schools attended by participating students. Letters of program support from target school principals and documentation of communication plan and implementation will be required as part of the deliverables.

**21st CCLC Advisory Board**

21st CCLC grantees are required to establish a local 21st CCLC Advisory Board comprised of students, teachers, parents, and members of community agencies and businesses. Sub-grantees are required to retain documentation of board meetings, such as minutes and attendance lists. Advisory meetings should consider such topics as program needs and concerns, operations, and sustainability. It is suggested that the approximate size should be 10 to 15 members, which must include at least two parents and two students. Documentation supporting 21st CCLC advisory board meetings will be required as part of the deliverables.

**Notice of Intent to Submit an Application**

The federal statute requires each applicant to give notice to the community of its intent to submit an application and to provide for public availability and review of the application and any waiver request after submission. The applicant must have given notice of intent to submit an application to the community, and also inform that the application and waiver request(s) will be available for public review after submission of the application.

**Property under the 21st CCLC**

Property acquired (e.g., computers, classroom desks and tables) under the 21st Century Community Learning Centers program will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If the 21st CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment will be used and/or distributed in accordance with 34 CFR, Parts 74 & 80.
The fiscal agent will adopt and use proper methods of administering each program, including:
- The enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- The correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

**Funding Request**
The program will provide services to the proposed number of students on a daily basis, as proposed on the Funding Request Guide, the Site Profile Worksheet, the Title I School Table, and/or the grant narrative.

The program understands and agrees that the Florida Department of Education (FDOE), regardless of the originally approved amount, has the authority to equitably reduce the amount of funding for failing to meet daily student attendance numbers, amount of operation, and/or activities.

The grantee understands that the FDOE has established risk thresholds based upon proposed levels of operation and daily student attendance, and that failure to operate at the proposed levels will result in a reduction of 21st CCLC funding for subsequent years of operation based upon the established funding equation under which this grant is funded.

**Orientation, Networking Days, and Regional Trainings**
New subgrantees are required to attend a one-time grant orientation. In each year of the grant cycle, all subgrantees are required to participate in the annual Florida Afterschool Conference.

**Record Retention**
Programs must retain all records relating to a program for which federal funds are received for a period of five years after the completion of the activity for which the funds are used or until such time as all pending reviews or audits have been completed and resolved.

**Monitoring and Evaluation Activities**
The grantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the FDOE and/or authorized representatives.

The grantee agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, responding to data requests, submitting accurate data).

The program will submit all required data and reports, as required and/or requested, to the State of Florida and the USED.

The program understands that the formative and summative evaluation report are **required** of all 21st CCLC programs, that the reports will be compared to all data submitted to the FDOE and USED, that this report may be used to determine continuation of funding, and that adequate progress has been defined as achieving 85% of approved objectives.
Suspension of the Grant
The FDOE may suspend or terminate the grant with 30 days notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the grantee at any time during the term of the grant.

The FDOE and the grantee may suspend or terminate the agreement, in whole or in part, upon mutual agreement.

The undersigned hereby assures and agrees that, in accordance with statutes and regulations, the funded proposal shall comply with the program assurances listed above. In addition, we have read, understand, and fully accept the rules, requirements, and expectations contained in the Request for Proposal (RFP)/Request for Application (RFA) and the RFP Supplement.

Kinfe K. Redda, PhD, Acting Vice President for Research
Printed Name of Authorized Certifying Official

[Signature]
Signature of Authorized Certifying Official

Florida A&M University
Applicant Organization

Title

07-30-12
Date
ASSURANCE OF PROVIDING EQUITABLE SERVICES FOR PRIVATE SCHOOL STUDENTS, TEACHERS, AND OTHER EDUCATIONAL PERSONNEL

Florida Department of Education
Title IV, Part B, 21st Century Community Learning Centers (21st CCLC)
FY 2012-2013

The FLDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) General Assurances states: “After timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity.” For the 21st CCLC Program, programs must, at a minimum, consult with officials from those private school located in the specific geographic area(s) served by program sites.

Please complete the following form related to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC.

☐ There are NO private schools located within the geographic area(s) of the sites where the 21st CCLC program is located. If you check this statement, you do not need to complete the remainder of the form.

☐ There are private schools located within the geographic area(s) of the 21st CCLC sites.

School Name(s):

☐ The private schools listed above were consulted (or attempts were made to consult with) such schools prior to the development of the Title IV, Part B, 21st CCLC application.

☐ The private schools listed above were provided (or will be provided) with the opportunity to enroll their students in the 21st CCLC program.

☐ Teachers and other educational personnel of private school students attending the 21st CCLC program were offered (or will be offered) services that are equitable to those provided to public school teachers and other educational personnel.

Method(s) of Contact - Applicant Initiated (check all that apply)

☐ Letters or facsimile documents
☐ Meetings
☐ Documented telephone calls
☒ E-mail
☐ Other (please list):

Signature of Agency Head

7/26/2012

Date
Florida 21st Century Community Learning Center (21st CCLC)
Statement of Assurance for Evaluation Data

While the 21st CCLC grant may include five years of subsequent funding, the years following the initial year are dependent upon the evaluation of data supporting successful program implementation aligned with the components of the Request for Proposal (RFP) and Request for Application (RFA) submitted.

By accepting grant funds, subgrantees agree to participate in both the federal and state evaluation of the Florida 21st CCLC program.

I understand that I must submit the Objective and Performance Indicator data to the Florida Department of Education (FDOE), Profile and Performance Information Collection System data (PPICS) and Year End Progress Report to the FDOE as required and outlined in the RFP/RFA.

I understand that if evaluation data does not support program progress as required, the FDOE may reduce and/or terminate future funding.

Florida A&M University

Applicant Organization

[Signature]

Kinfe, K. Redda, PhD, Acting Vice President for Research

Signature of Authorized Certifying Official

07-30-12 ✓

Date Signed
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email PIRLDocketMar@ed.gov and reference the OMB Control Number 1894-0005.

Signature of Authorized Certifying Official

Kiffe, K. Redda, PhD, Acting Vice President for Research

Date Signed

07-30-12

Title
MEMORANDUM

To: All State and Federal Agencies

From: Dr. Larry Robinson, Interim President and Provost and Vice President for Academic Affairs

Date: July 18, 2012

Subject: Signatory Authority

This is to inform you that K. Ken Redda, Ph.D., was appointed as the Acting Vice President for Research at Florida A&M University, effective May 12, 2010. Thus, he is the institutional official with signatory authority for all University research related sponsored projects. Dr. Redda is a professor and activity leader in the Drug Discovery Core Facility component of the Research Center in Minority Institutions (RCMI) Program in the College of Pharmacy and Pharmaceutical Sciences. He served as an Associate Vice President for Research at FAMU from 2004 to 2005.

Dr. Redda graduated from the Faculty of Pharmacy, University of Alberta (Canada) with a Ph.D. degree in Medicinal Chemistry in 1978. After graduation, he completed a two-year postdoctoral research fellowship in "synthetic medicinal chemistry" at Dalhousie University, Canada. He was employed at FAMU in 1985 as an Associate Professor of Medicinal Chemistry in the College of Pharmacy and Pharmaceutical Sciences. He was appointed as the Director of the NIH funded Minority Biomedical Research Support (MBRS) Program in 1988. During his tenure at FAMU, Dr. Redda generated more than $30.1 million from research and training grant awards. Dr. Redda's research involves the design and synthesis of nitrogen heterocycles as anti-inflammatory and anticancer agents. He has published one book entitled, Cocaine, Marijuana, Designer Drugs: Chemistry, Pharmacology and Behavior, CRC, Press Inc., 1989. He has also authored about 50 scientific peer-reviewed and indexed papers and his application for two FAMU patents is in process: (Flavonoid Derivatives as 1) Anticancer Agents (60/877,623) and 2) Anti-HIV Agents (60/872,624).

On behalf of Florida A&M University, I want to take this opportunity to express our sincere appreciation for your organization's ongoing support of our cutting-edge research endeavors. Your confidence continues to make a difference in helping the University's faculty to address research issues of major significance both nationally and internationally. Please remain assured that the awards we receive are managed consistently with the terms and conditions of the contract or grant. We will continually maintain a grants management process with impeccable standards of excellence.

Thank you for your unflagging support and cooperation.

LR:fmj
# FLORIDA DEPARTMENT OF EDUCATION
## PROJECT APPLICATION

**Please return to:**  
Florida Department of Education  
Office of Grants Management  
Room 332, Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (850) 245-0496

**A) Program Name:**  
21st Century Community Learning Centers (CCLC)  
Request For Application (RFA)  
2012-2013

**B) Name and Address of Eligible Applicant:**  
Florida A&M University  
400 Foote-Hilyer Administration Center  
1700 Lee Hall Drive  
Tallahassee, FL 32307-3200

**C) Total Funds Requested:**  
$51,308

**DOE USE ONLY**  
Total Approved Project:  
$

**D) Applicant Contact Information**

<table>
<thead>
<tr>
<th>Contact Name:</th>
<th>Kinfe K. Redda, PhD</th>
</tr>
</thead>
</table>
| Mailing Address: | 400 Foote-Hilyer Administration Center  
1700 Lee Hall Drive  
Tallahassee, FL 32307-3200 |
| Telephone Number: | (850) 599-3531 |
| Fax Number: | (850) 599-3952 |
| E-mail Address: | sponsor@famu.edu |

**CERTIFICATION**

1. **Kinfe K. Redda**  
(Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

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Signature: Kinfe K. Redda  
7/25/2012

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Page 1 of 33
**FLORIDA DEPARTMENT OF EDUCATION**  
**PROJECT APPLICATION**

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Florida Department of Education  
Office of Grants Management  
Room 332 Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (850) 245-0496

| A) Program Name: | 21st Century Community Learning Centers (CCLC)  
Request For Application (RFA)  
2012-2013 |
|-------------------------------|--------------------------------------------------|
| B) Name and Address of Eligible Applicant: | Florida A&M University  
400 Foote-Hilyer Administration Center  
1700 Lee Hall Drive  
Tallahassee, FL 32307-3200 |
| Project Number (DOE Assigned) | 376-24430-3001 |

| C) Total Funds Requested: |  
$193,400 |
|-------------------------------|--------------------------------------------------|
| D) Applicant Contact Information | Contact Name: Kinfe K. Redda, PhD  
Mailing Address: 400 Foote-Hilyer Administration Center  
1700 Lee Hall Drive  
Tallahassee, FL 32307-3200  
Telephone Number: (850) 599-3531  
Fax Number: (850) 599-3952  
E-mail Address: sponsor@famu.edu |
|-------------------------------|--------------------------------------------------|

**CERTIFICATION**

I, Kinfe K. Redda, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) [Signature]
NARRATIVE SECTION

1. Project Abstract

The Florida A&M University (FAMU) recognizes the significant impact of a partnership with the Florida A&M University Developmental Research School (FAMU DRS) with the general purpose to embrace the opportunity to positively influence student performance through the establishment of Science, Mathematics, the Arts, Reading and Technology (SMART) Academies. The goals of SMART Academies are to offer afterschool and summer programming for students enrolled at FAMU DRS who: (1) are in grades 3 -12, identified as low performing based on a score of Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT); (2) receive services through Exceptional Student Education (ESE) program; and (3) are identified as English Language Learners (ELL). In the event the number of students in the targeted grade levels (3 – 12) is less than the projected 100 participants, enrollment into SMART Academies will be extended to students in grades one and two who performance on the Stanford 10 is at or below 40%. FAMU SMART Academies' program design is to: (1) increase the number of African-Americans graduating from high school; (2) improve the academic performance of at-risk students, specifically in the areas of science, mathematics, reading and technology; and (3) facilitate at-risk students' admission to college, with specific attention given to encouraging them to pursue a career in education. FAMU SMART Academies will offer academies that focus on the areas of science, mathematics, reading and technology. The Arts, visual, performing and culinary, will be infused into each academy session. SMART Academies will provide opportunities that will address the academic needs of the students through project-based activities, homework
assistance, tutoring, field experiences and career exploration through job shadowing.

Homework assistance and tutoring will be provided by students enrolled at Florida A & M University's College of Education and other colleges within Florida A & M University and members of the faculty at FAMU. FAMU SMART Academies intended contribution to the community to be served will include intergenerational activities for families of participating students that will enhance families' ability to facilitate academic achievement, personal growth and physical fitness. FAMU SMART Academies will provide services after school during the academic year and all day during the summer.

Description of Proposed Community Learning Center

Florida A&M University is committed to securing resources to sustain the 21st CCLC services established by this project. The FAMU SMART Academies activities will be housed at FAMU Developmental Research School (FAMU DRS). FAMU DRS will continue to provide facilities in support of any program that will increase the achievement of its students. After funding through the 21st CCLC project, the structure and program established through SMART Academies will be infused into after-school activities funded through the FAMU DRS for a minimum of four (4) days per week. Further, FAMU DRS will continue to seek funding to support such efforts. Project administration will work with local community partners, state and local officials and the FAMU DRS to identify local and private funds to sustain the program beyond Year 5. Other state and federal funding will also be pursued to continue the services provided through the SMART Academies project. The FAMU embraces the fact that through education the lives of youth can be positively impacted.
2. Principles of Effectiveness

Based on the 2011-2012 prior year Periodic (Formative) Evaluations, FAMU SMART Academies' current application reflects changes as a result of the formative evaluation report. Based on the Formative Evaluation report, FAMU Smart Academies' overall concept of the project will greatly improve academic performance, health and wellness of participating students and their families, thereby strengthening the student's performance in the program and/or services provided. Recommendations include: 1) School administration and the project director/principal investigator will work collaboratively in active recruitment of students and staff in order to meet the required number of participants as specified in the proposal; 2) Project director/principal investigator should continue to work with school administration, project staff and families to improve participation and retention. One proposed strategy to be implemented is the alignment of the SMART calendar of events and the DRS calendar of events to maximize attendance and participation.; 3) DRS “Parent communication System" for informing parents of program activities should be consistently utilized to assist with regularly communicating with parents.; 4) Identify an individual to serve as data entry person for adequate reporting through an electronic database system (Excel) for tracking required data.; 5) The site coordinator should request an electronic print out of academic, attendance and discipline information for the summative evaluation and other reports via an electronic data system.; 6) The site coordinator should secure clearly define on site all documentations relative to the program to ensure fidelity in the day-to-day operation of the program and to ensure that documentation of data is completed in a timely and consistent manner.; 6) Develop and implement a safety plan to ensure the
safety of students and family members while participating in 21st CCLC activities; 7) Establish and maintain communication among program staff with school day staff to support individual student educational development and to receive teacher feedback on student needs and documentation of collected baseline data; and 8) Establish an Advisory Board as required of 21st CCLC grantees, comprised of students, teachers, parents, and members of community agencies and businesses. FAMU SMART Academies will ensure compliance with section 4205 (b) of the No Child Left Behind legislation. The formative assessment will be refined and improved toward strengthening the program and/or service. The academy will continue to ensure: 1) assessment of objective data regarding the need for before and/after school programs (including during summer recess periods) and activities in the schools and communities are achieved; 2) an established set of performance measures are aimed at ensuring the availability of high quality academic enrichment opportunities; and 3) appropriate program implementation centered upon scientific-based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

3. Program Fees and Program Income

FAMU SMART Academies program offer academic assistance and enrichment to low-income students and their families. No fees are charged to participate in the academy. All students are provided homework assistance, tutoring, field experiences and career exploration through job shadowing at no cost.

4. Student Safety
SMART Academies program operates in a safe environment, supervised by well-trained and caring staff on the campus of FAMU DRS. All after school activities are held immediately at the close of school each day during the week and summer programming operates on the campus of FAMU DRS. The Site Coordinator will be visible and readily available throughout all activities. The facility has cameras and Sonitrol monitoring to ensure safety. The University Police Department also assists with campus safety by regularly patrolling the DRS area. Participants' safety is ensured during on and onsite activities, as well as to and from the center. Student attendance is required during each session and each participant must register by signing in. At initial registration, students will receive identification badges which must be worn at all times. Teachers/tutors in each session must take attendance. At the close of the program, students must also be signed out by the responsible adult listed on the enrollment form which must be completed prior to student participation. Identification badges must be turned in so that they are available for the next day. Summer sessions follow the same procedures. For off-site and/or extra-curricular activities, participants will be provided an identification t-shirt so that they can be easily recognized. Shirts must be worn to all off-site activities. Attendance will be taken prior to departure, upon arrival at destination, upon departure from destination and upon arrival after the field experience. Further, teachers/tutors will be assigned small groups of participants for which they will serve as chaperones while on the experience. All persons employed and/or contracted to provide services through SMART Academies will be required to obtain Level 2 clearance in accordance with the Jessica Lunsford Act. Clearance documentation will be maintained by the Site Coordinator. Criminal background checks will be the fiscal responsibility of the individual seeking employment. Individuals will not be employed nor contracted without such clearance. All positions will be advertised with job requirements, including licensure and certification, clearly indicated. In the case where more than one person makes application, an interview committee will be established to select the best qualified candidate for the position. Prior to selection and/or interview, all licensure/certification will be reviewed. References will be called
upon the selection of an applicant but before hire. Only persons properly certified, where applicable, will be hired. Students currently attending the target school must be transported to school via personal vehicle, public transportation or school bus. It is anticipated that the same population will participate in the SMART Academies during the summer session. Since the after-school activities will occur on school site, transportation to services is not an issue. will be required to provide transportation to the homes at the close of the program. SMART Academies will contract transportation services for field experiences through commercial companies that are trained and certified to provide transportation. During the summer session, parents will be required to provide transportation to and from the program.

5. Academic Enrichment: Reading/Language Arts, Science and Math

All instruction will be provided by teachers who hold Florida issued certification. Baseline data for each of the identified areas will be collected and maintained by the Site Coordinator. Assessment data will be monitored to ensure student progress. Individual Learning Plans will be developed to ensure that individual needs are being addressed and progress towards meeting those areas identified as challenge areas for students will be communicated with parents on a monthly basis. All classes will have no greater than a 10:1 student to teacher ratio. The reading module will focus on developing an appreciation of literature and strengthening reading skills. The curricular materials used will offer focused, flexible and complete lessons with assessment to monitor progress. Aligned with the Next Generation Sunshine State Standards, the materials are ideal for the Academy as it allows for easy adaptation and differentiated instruction.

Objective 1 - 70% of regularly participating students (attending the program 30 days or more) will show improvement in reading as demonstrated by such measures as FCAT, weekly assessments (including pre- and post tests), report card grades and computer-assisted instruction/assessment. Reading instruction will occur daily throughout the project year for a minimum of forty (40) minutes per day. Instruction will be facilitated by a highly effective teacher and reinforcement will be facilitated by a highly effective tutor. Reading and writing instruction
will be delivered through the implementation of *Academic Workout Kits* published by Curriculum and Associates and *Reading Intervention Kits* by SRA-McGraw. Computer-assisted instruction will be facilitated through the use of Brain Child, *Study Buddies* and FCAT Explorer. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents. Calendars of events and special parent and student events at DRS will be aligned with SMART Academies scheduled evenings and summer activities. The Program Director will identify a data entry person to maintain adequate reporting for gathering required data. The Site Coordinator will request via email an electronic print out of academic, attendance and discipline data for the summative evaluation and other reports. Further, the Site coordinator will secure clearly defined on site documentations relative to the program to ensure fidelity in the day-to-day operation of the program and to ensure that documentation of data is completed in a timely and consistent manner. Safety plans will be maintained to ensure the safety of students and family members while participating in 21st CCLC activities. Program staff will work with school day staff to support individual student educational development. Communication with school day staff will include Teacher feedback on students’ academic needs and requests for documentation of collected baseline data. The Program Director will work to finalize the establishment of an Advisory Board. *This objective is supported by the proposed activity/curriculum ELA – All Objectives.*

**Objective 2 - 70% of regularly participating students (attending the program 30 days or more) will show an increase in the number of books read as demonstrated by such measures as**
reading logs and Accelerated Reader reports. Book studies will be conducted, requiring each participant to read at least three novels during the academy, one of which will be a common novel read by all students. The book studies will include book reports, presented through non-traditional ways such as book covers, commercials, quilts and character studies. Reading classes will facilitate reading through contests and group reading assignments. Such activities will be infused into the daily sessions and logs will be maintained by all participants. Program Director will identify data person for adequate reporting for tracking required data. Site Coordinator will request via email an electronic print out of academic, attendance and discipline information for the summative evaluation and other reports. Site coordinator will secure clearly defined on site documentations relative to the program to ensure fidelity in the day-to-day operation of the program and to ensure that documentation of data is completed in a timely and consistent manner. Program staff will work with school day staff to support individual student educational development to ensure teacher feedback on student needs and documentation of collected baseline data. This objective is supported by the proposed activity/curriculum ELA – All Objectives.

Academic Enrichment: Science and Mathematics

Using data from the most recent state assessment, each module will be designed to address the areas of deficiency as evidence by the results and aligned with the Next Generation Sunshine State Standards. Instruction will be delivered through research-proven curricula materials and opportunities to apply skills will be a regular part of instruction. The science curriculum is designed to introduce students to technology and information literacy through science projects and is correlated to the International Society for Technology in Education (ISTE NET) standards and meets the NCLB 8th grade technology mandate. The math curriculum
reinforces core math skills with focused instruction and practice to ensure proficiency. Teachers will utilize pacing charts and lesson plans to provide targeted and scaffold instruction. Assessments are built in to track student progress and mastery. Lab experiences will be offered weekly and students will conduct investigations using the scientific method and make inferences in order to sharpen their skills as scientists. Program Director will identify data person for adequate reporting for tracking required data. Site Coordinator will request via email an electronic print out of academic, attendance and discipline information for the summative evaluation and other reports. Site coordinator will secure clearly define on site documentations relative to the program to ensure fidelity in the day-to-day operation of the program and to ensure that documentation of data is completed in a timely and consistent manner. Program staff will work with school day staff to support individual student educational development to ensure teacher feedback on student needs and documentation of collected baseline data.

Objective 3 - 70% of regularly participating students (attending the program 30 days or more) will show improvement in math as demonstrated by such measures as FCAT, weekly assessments (including pre and post tests), report card grades and computer-assisted instructional assessment. Math instruction will occur daily throughout the project year for a minimum of forty (40) minutes per day. Instruction will be facilitated by a highly-qualified teacher and reinforcement will be facilitated by a highly effective tutor. Math instruction will be delivered through the implementation of Florida Strategy Specific Math published by Curriculum and Associates. Computer-assisted instruction will be facilitated through the use of BrainChild, Study Buddies and FCAT Explorer. Program Director will identify data person for adequate reporting for tracking required data. Site Coordinator will request via email an electronic print out of academic, attendance and discipline information for the summative
evaluation and other reports. Site coordinator will secure clearly define on site
documnetations relative to the program to ensure fidelity in the day-to-day operation of
the program and to ensure that documentation of data is completed in a timely and
consistent manner. Program staff will work with school day staff to support individual
student educational development to ensure teacher feedback on student needs and
documentation of collected baseline data. This objective is supported by the proposed
activity/curriculum ELA – All Objectives.

Objective 4 - 70% of regularly participating students (attending the program 30 days or more)
will show an improvement in science as demonstrated by such measures as weekly
assessment (including pre and post tests), report card grades and computer-assisted
instruction. Science instruction will occur twice per week throughout the project year for a
minimum of forty (40) minutes each session. Instruction will be facilitated by a highly
qualified teacher and reinforcement will be facilitated by a highly effective tutor. Science
instruction will be delivered through the implementation of Student Technology Literacy
Certification Program published by TechYes. Computer-assisted instruction will be
facilitated through the use of BrainChild, Study Buddies and FCAT Explorer. The
Program Director will identify data person for adequate reporting for tracking required data.
The Site Coordinator will request via email an electronic print out of academic,
attendance and discipline information for the summative evaluation and other reports.

Site coordinator will secure clearly define on site documentation relative to the
program to ensure fidelity in the day-to-day operation of the program and to ensure that
documentation of data is completed in a timely and consistent manner. Program staff
will work with school day staff to support individual student educational development to
ensure teacher feedback on student needs and documentation of collected baseline
data. This objective is supported by the proposed activity/curriculum ELA – Objective 1
Only.

6. Personal Enrichment

Objective 5 - 70% of regularly participating students (attending at least 30 days) will improve behaviors in health wellness as demonstrated by such measures as pre-, mid- and post attitudinal surveys and organized wellness checks (Presidential Fitness Program). The project will infuse activities such as dance, martial arts, team sports, lifetime sports and fitness activities into the program each day. At least thirty (30) minutes of physical activity will be planned for all students. Local health departments, hospitals and clinics will be providing awareness activities throughout the summer. The teacher student ratio for physical education and recreational activities will be 1:15. Program Director will identify a data entry person for adequate reporting for tracking required data. Site Coordinator will request via email an electronic print out of academic, attendance and discipline information for the summative evaluation and other reports. Site coordinator will secure clearly defined on site documentations relative to the program to ensure fidelity in the day-to-day operation of the program and to ensure that documentation of data is completed in a timely and consistent manner. This objective is supported by the proposed activity/curriculum Enrichment – All Objectives.

Objective 6 - 60% of regularly participating students (attending at least 30 days) will participate in 70% of health expos hosted during Academy Showcases as demonstrated by such measures as sign-in sheets and surveys. The project will host health expos two times during the project year, one during the Fall session and one during the Summer session, and will partner with local faith-based organizations in order to facilitate participation. Student participants will create project boards and fact sheets regarding healthy life choices and
distribute during Academy Showcases. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents. Calendars of events and special parent and student events at DRS will be aligned with SMART Academies calendars to maximize participation. This objective is supported by the proposed activity/curriculum Enrichment – All Objectives.

7. Adult Family Member Services

The greatest determinant of a child’s success in life is not the level of education or the economic status, but rather it is whether the parent is involved in the educational process. Parental involvement is significantly lower for those students identified as low-achieving as compared to students meeting state standards. SMART Academies will utilize SMART sessions and Academy Showcases to provide intergenerational activities and parenting workshops to address parental involvement. To recruit parents/families of participating students, SMART Academies will survey parents to find out their interests and needs. Based on the surveys, parent workshops will be designed. The workshops will be delivered during Academy Showcases, as it is at this time that student participants will showcase their projects through presentations. Parenting workshops will be delivered by a consultant whose program for parental involvement, DLOPI, is recognized by the State of Florida as a highly-effective parent involvement model. Only adult family members of participating students will be served. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents. Calendars of events and
special parent and student events at DRS will be aligned with SMART Academies scheduled evenings, and summer activities.

**Objective 7** - 60% of regularly participating students (attending at least 30 days) adult family members will participate in at least three (3) trainings to include parenting, financial planning and/or career development as demonstrated by such measures as sign-in sheets and surveys. Parent training sessions will be provided based on survey results. The Parent Resource Mobile Unit will make at least three (3) visits to communities to share information. The services will be offered at least three (3) times during the project period. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents. Calendars of events and special parent and student events at DRS will be aligned with SMART Academies scheduled evenings, and summer activities. *This objective is supported by the proposed activity/curriculum Adult – All Objectives.*

**Objective 8** - 80% of regularly participating students’ adult family members will participate in at least three (3) special programs as demonstrated by sign-in sheets and surveys. Events will include sport activities, and SMART presentations. Sports activities/events will be facilitated through community partners such as the YMCA. SMART Academies’ staff members will plan and facilitate student presentations of skills learned and knowledge acquired from SMART activities. Only adult family members of participating SMART Academies’ students will be served. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents.
Calendars of events and special parent and student events at DRS will be aligned with SMART Academies scheduled evenings, and summer activities. *This objective is supported by the proposed activity/curriculum Adult – All Objectives.*

8. Evaluation Plan

The Project Director, collaboratively with the Project Leadership Team and External Evaluator, will monitor the progress of the project on an ongoing basis. The Principal Investigator will also participate in monitoring to ensure compliance and fidelity of program implementation. The External Evaluator will have comprehensive knowledge in monitoring and evaluating federal programs and has provided evaluation services for a number of education projects. The External Evaluator will conduct and provide both a formative and summative evaluation. The formative evaluation will be based on Impact Indicators Worksheets (IIW) which will include the project’s goals, objectives, required activities and timeline. The IIW will be used by the Site Coordinator to progress monitor and will serve as the foundation for Academy Reports (submitted to the Principal Investigator bi-monthly.) The summative evaluation will be conducted at the end of the school year and will include FCAT scores of participating students, attendance data and project activities' records. Indicators considered for the summative evaluation will include: (a) student enrollment, (b) student attendance, and (c) activities provided. The impact of the project on student academic performance will be assessed through a comparison of the performance of participating students to the performance of comparable, non-participating students. Such data will be provided by the collaborating school partner.
<table>
<thead>
<tr>
<th>Program Objectives (1)</th>
<th>Activities (2)</th>
<th>Specific Measures and Data Sources (3)</th>
<th>Method of Data Collection (4)</th>
<th>Timeline (5)</th>
<th>Methods for assessing progress (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve 70% of regularly participating students (attending the program 30 days or more) FCAT reading and writing scores</td>
<td>Reading and writing instructions will be delivered through the implementation of Academic Workout Kits published by Curriculum and Associates and Reading Intervention Kits by SRA-McGraw. Computer-assisted instruction will be facilitated through the use of Brain Child, Study Buddies and FCAT Explorer.</td>
<td>Individual student FCAT reading scores, Spring 2012 (pre) and Spring 2013 (post), curriculum assessment tools, report card grades Pre-enrollment FCAT reading scores; pretest scores from curriculum assessment tools</td>
<td>Data will be collected by Site Coordinator and maintained in a project database. Scores will be obtained from the partner school.</td>
<td>FCAT scores - Spring Curriculum - monthly</td>
<td>The external evaluator will review student performance data from the FCAT reading and compare to comparable, non-participating students to determine academic impact of project. (Summative)</td>
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<td>To increase the number of books read by 80% of regularly participating students (attending the program 30 days or more)</td>
<td>Book studies will be conducted, requiring each participant to read at least three novels during the academy, one of which will be a common novel read by all students. The book studies will include book reports, presented through non-traditional ways such as book covers, commercials, quilts and character studies. Independent student book logs. Accelerated Reader reports Independent reading logs will be established.</td>
<td>Teachers will maintain the log of books read by each student. Data will be provided to the Site Coordinator.</td>
<td>Logs will be collected bi-monthly.</td>
<td>Reading logs will be reviewed bi-monthly to monitor progress. Accelerated Reader reports will be monitored. (Summative)</td>
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<tr>
<td>To improve 70% of regularly participating students (attending the program 30 days or more) FCAT math scores</td>
<td>Math instruction will be delivered through the implementation of Florida Strategy Specific Math published by Curriculum and Associates. Computer-assisted instruction will be facilitated through the use of BrainChild, Study Buddies and FCAT Explorer.</td>
<td>Individual student FCAT math scores, Spring 2011 (pre) and Spring 2012 (post), curriculum assessment tools, report card grades Pre-enrollment FCAT math scores; pretest scores from curriculum assessment tools</td>
<td>Data will be collected by Site Coordinator and maintained in a project database. Scores will be obtained from the partner school.</td>
<td>FCAT scores will be collected upon student enrollment and after student enrollment. Curriculum assessments will be administered monthly.</td>
<td>The external evaluator will review student performance data from the FCAT math and compare to comparable, non-participating students to determine academic impact of project. (Summative)</td>
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<tr>
<td>To improve 70% of regularly participating students (attending the program 30 days or more) science scores and knowledge</td>
<td>Science instruction will be delivered through the implementation of Student Technology Literacy Certification Program published by TechYes. Computer-assisted instruction will be facilitated through the use of BrainChild, Study</td>
<td>Individual student weekly assessments, report card grades Pretest scores from curriculum assessment tools</td>
<td>Data will be collected by Site Coordinator and maintained in a project database. Scores will be obtained from the SMART Academies staff.</td>
<td>Curriculum assessments will be administered monthly.</td>
<td>The external evaluator will review student performance data from the report card grades and compare to comparable, non-participating students to determine academic impact of project. (Summative)</td>
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<tr>
<td><strong>To improve 70% of regularly participating students (attending at least 30 days) behaviors in health wellness</strong></td>
<td><strong>Buddies and FCAT Explorer.</strong></td>
<td><strong>Pre and post health/wellness checks</strong></td>
<td><strong>The SMART Academies' staff will maintain summaries and provide data to the Site Coordinator who will provide data to the external evaluator</strong></td>
<td><strong>September 2012 (pre) and May 2013 (post)</strong></td>
<td><strong>Health/wellness checks will be administered and comparisons made to determine whether students' awareness of health/wellness habits. Data will be included in the Summative Evaluation Report.</strong></td>
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<td>The project will infuse activities such as dance, martial arts, team sports, lifetime sports and fitness activities into the program each day. At least thirty (30) minutes of physical activity will be planned for all students. Local health departments, hospitals and clinics will be providing awareness activities throughout the summer. The teacher student ratio for physical education and recreational activities will be 1:15.</td>
<td>Pretest scores from health/wellness checks</td>
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<td><strong>To increase the number of participation by 60% of regularly participating students (attending at least 30 days) attendance of the health expos hosted during</strong></td>
<td><strong>Sign-in sheets and surveys</strong></td>
<td><strong>Surveys will be administered by consults and volunteers then provided to the Site Coordinator</strong></td>
<td><strong>October 2012 December 2012 February 2013 April 2013</strong></td>
<td><strong>The Site Coordinator will document participation during SMART activities. Attendance will be shared in the reports to project leadership. (Formative)</strong></td>
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<td>Academy Showcases</td>
<td>and distribute during Academy Showcases.</td>
<td>To increase the number of participation by 60% of regularly participating students (attending at least 30 days) adult family members attending at least three (3) trainings.</td>
<td>Parent training sessions will be provided based on survey results. The Parent Resource Mobile Unit will make at least three (3) visits to communities to share information. The services will be offered at least three (3) times during the project period.</td>
<td>Sign-in sheets and surveys Surveys completed by participants</td>
<td>Surveys will be administered by consultants and volunteers then provided to the Site Coordinator</td>
</tr>
<tr>
<td>Academy Showcases</td>
<td>and distribute during Academy Showcases.</td>
<td>To increase the number of participation by 60% of regular participating students' adult family members attending at least three (3) special programs.</td>
<td>Events will include sport activities, SMART Presentations, sports activities/events will be facilitated through community partners such as the YMCA. SMART Academies' staff members will plan and facilitate student presentations of skills learned and knowledge acquired. Only adult family members of participating SMART Academies' students will be served.</td>
<td>Sign-in sheets and surveys Surveys completed by participants</td>
<td>Surveys will be administered by consultants and volunteers then provided to the Site Coordinator</td>
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10. Dissemination Plan

Program brochures and Fact flyers will be disseminated through the partner school, FAMU DRS. Cooperating organizations, businesses, community organizations and faith-based assemblies will be asked to disseminate information regarding the program. The brochure will be updated annually to include real-time project data. Brochures will also be placed in the school office and strategically on the university campus for successfully. Presentations will be made during Open Houses at the beginning of the school year and brochures will be disseminated at these presentations. Other presentations will be made at churches, civic clubs and PTA meetings. The project will maximize the use of the media to include local newspapers to inform the community of the SMART Academies' activities and availability.

A SMART Academies web link will be posted on the web page at the DRS and Florida A & M University. The link will contain general information about SMART Academies 21st CCLC project, as well as monthly updates on the activities in which participants and their families are engaged. An activities calendar will also be shared via the link. FAMU and the DRS will work collaboratively to develop and maintain the web link, through the Principal Investigator/Program Director and the Site Coordinator. The link will be active no later than one month after notification of the award.