

**Request for Proposal (RFP)
for Discretionary, Competitive Projects**

Project Year 2020-21

Bureau / Office
Bureau of Family and Community Outreach

Program Name
**Nita M. Lowey 21st Century Community Learning Centers
Program (21st CCLC) Expanded Learning Programs**

TAPS Number
21B036



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

Released: March 6, 2020
Intent to Apply Due Date: April 3, 2020
Application Due Date: 5:00 p.m. EDT, May 1, 2020

***Note: Applicants are strongly encouraged to read this entire document prior to beginning their proposal. Please consider all requirements for eligibility, funding methods, disqualification, licensing and evaluation prior to submitting a proposal.**

Table of Contents

Section 1: General	4
1.1 Bureau/Office	4
1.2 Program Name	4
1.3 Specific Funding Authority	4
1.4 Funding Purpose/Priorities	4
1.5 Target Population(s)	4
1.6 Eligible Applicant(s)	5
1.7 Application Due Date	5
1.8 Total Funding Amount/Approximate Number of Awards	5
1.9 Matching Requirement	5
1.10 Budget/Program Performance Period	5
1.11 Contact Persons	5
1.12 Assurances	6
1.13 Risk Analysis	7
Section 2: Fiscal and Administrative Requirements	7
2.1 Program Income	7
2.2 Funding Methods	7
2.3 Project Disbursement Report (DOE 399)	8
2.4 Required Deliverables	8
2.5 Financial Consequences	9
2.6 Allowable Expenses	9
2.7 Unallowable Expenses	10
2.8 Contractors	10
2.9 Supplement, Not Supplant	11
2.10 Executive Order 11-116 (Supersedes Executive Order 11-02)	11
2.11 Intellectual Property	11
2.12 Records Retention	12
2.13 Grants Fiscal Management Training Requirement	12
2.14 Equipment	13
2.15 Administrative and Indirect Cost	13
2.16 Program Evaluation Costs	15
2.17 Procurement Services	15
2.18 Project Performance Accountability and Reporting Requirements	15
2.19 General Education Provisions Act (GEPA)	15
Section 3: Scope of Work/Narrative and Scoring Criteria	15
3.1 Project Model Description (0 points - Fixed Requirement)	16
3.2 Applicant's Experience and Capacity (5 points)	18
3.3 Needs Assessment (10 points)	18
3.4 Program Objectives (10 points)	19
3.5 Approved Program Activities (20 points)	23
3.6 Staffing, Collaboration and Professional Development (10 points)	22
3.7 Partnerships (10 points)	16
3.8 Community Notice, Recruitment and Dissemination (5 points)	24
3.9 Facilities (5 points)	29
3.10 Safety and Student Transportation (5 points)	30
3.11 Sustainability (5 points)	32
Section 4: Project Budget	32

Project Budget (15 points)	33
Section 5: Priority Points	33
Section 6: Proposal Submittal Requirements	34
6.1 Notice of Intent-to-Apply	34
6.2 Method of Answering Frequently Asked Questions (FAQs) or Providing Changes	34
6.3 Conditions for Acceptance/Substantially Approvable Form	34
6.4 Method of Review	36
Section 7: 2020-21 Deliverables and Financial Consequences	38
Appendix A – Glossaries	48
Resources and Links	52

Section 1: General

1.1 Bureau/Office

Bureau of Family and Community Outreach (BFCO)

1.2 Program Name

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

1.3 Specific Funding Authority

Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C

1.4 Funding Purpose/Priorities

The purpose of the 21st CCLC program is to provide opportunities for communities to establish or expand community learning centers that:

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

This RFP is designed for expanded learning program activities to support those enrichment and engaging academic activities that:

- (A) are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- (B) supplement but do not supplant regular school day requirements.

1.5 Target Population(s)

The target population for 21st CCLC ELP is as follows:

- Students attending pre-kindergarten through grade 12 in Florida schools that are identified as Targeted Support and Improvement (TS&I) or Comprehensive Support and Improvement (CS&I) AND Title I eligible or
- Students attending pre-kindergarten through grade 12 in schools in need of support as identified by their local education agencies (LEAs) AND Title I eligible

Listings of eligible schools can be found at the following link:

<http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>.

1.6 Eligible Applicant(s)

Eligible applicants are local educational agencies, community-based organizations, other public or private entities, or an educational consortium of two or more of such agencies, organizations or entities.

All public schools, including charter schools, must apply through the school district. See Section 1002.33, Florida Statutes (F.S.) - (1) AUTHORIZATION.—Charter schools shall be part of the state’s program of public education. All charter schools in Florida are public schools. <http://www.flsenate.gov/laws/statutes/2017/1002.33>.

An entity may not apply on behalf of another. The agency completing the Project Application Form (DOE 100) must be the operator of the 21st CCLC program.

All programs must be housed at the target school.

1.7 Application Due Date

Applications are due on or before 5:00 p.m. on May 1, 2020.

The due date refers to the date of receipt in the Office of Grants Management. For federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

1.8 Total Funding Amount/Approximate Number of Awards

The total funding to be released for this funding opportunity is contingent on Florida’s 2020-21 Federal Award.

The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification and the number of quality proposals approved. The FDOE will not obligate any funds for Project Year (PY) 2020 grants until federal funds are appropriated, and the Florida Department of Education has received its federal award notification from the USED.

The maximum single award is \$150,000 per year. The minimum award is \$75,000 per year. **Subgrants will be awarded for up to three years**, contingent on availability of funds and program performance.

1.9 Matching Requirement

None

1.10 Budget/Program Performance Period

August 1, 2020 to July 31, 2021

1.11 Contact Persons

Program Contact

Kimberly Berry
Bureau of Family and Community Outreach
Kimberly.Berry@fldoe.org
850-245-0821

Grants Management Contact

Alejandra Nirenberg
Office of Grants Management
Alejandra.Nirenberg@fldoe.org
850-245-0035

1.12 Assurances

The FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the FDOE Green Book.

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the *General Terms, Assurances and Conditions for Participation in Federal and State Programs* by submitting the certification of adherence page, signed by the agency head with each application.

21st CCLC Subrecipient Assurances

All applicants must review and agree to the 21st CCLC Subrecipient Assurances. This document describes many of the requirements governing the operation of a 21st CCLC program in Florida. (Applicants must be in good standing in order to reapply.)

Equitable Services to Private School Assurances

All applicants must review and agree to the Equitable Services to Private School Assurances. The questions must be completed and the document signed **by the agency head or appropriate designee and included as an attachment to each application.**

For Federal Programs – Equitable Services for Private School Participation – If Applicable

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local educational agency(ies) service area. For details, refer to:

<https://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>.

1.13 Risk Analysis

Every agency must complete a Risk Analysis form (DOE 610 or DOE 620). Completion of the appropriate form will be required prior to a project award being issued. Instructions regarding completion of the risk assessment will be provided for applicants who are recommended for funding.

- School districts, state colleges, state universities, and state agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The appropriate Risk Analysis form, DOE 610, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>.
- Governmental and non-governmental entities (except state agencies) must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form, DOE 620, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi620.xls>.

Section 2: Fiscal and Administrative Requirements

The fiscal and administrative management requirements for 21st CCLC programs are defined by the Education Department General Administrative Regulations (EDGAR) and other applicable federal, state and local laws and regulations. The organizations funded through this RFP are designated as subrecipients of federal funds.

Funded programs and any amendments to the approved application are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

Subrecipients are responsible for compliance with all the requirements included in the RFP and all the applicable rules and regulations governing the operation of a 21st CCLC program.

2.1 Program Income

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to students in need and their families. All income resulting from the collection of fees is deemed program income and is not allowable under this RFP.

2.2 Funding Methods

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through Florida Grants System (FLAGS). Supporting documentation for expenditures must be kept on file at the agency.

Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements. Any of these items must be available upon request. Agencies eligible to receive Federal Cash Advance must maintain all program deliverables up to date. The FDOE reserves the right to restrict access to advances if agency fails to comply with the reporting requirements of the 21st CCLC program.

Reimbursement with Performance

Reimbursement with performance applies to community- and faith-based organizations and any other non-public district entities. Payment is rendered upon submission of documented allowable disbursements, plus documented completion of specified performance objectives. Requests for reimbursement with the appropriate backup documentation must be submitted. Examples of such documentation include, but are not limited to payroll records, timesheets, contracts, invoices with service dates and student attendance, check numbers verifying payment and/or bank statements, as well as evidence of activities that meet specified performance objectives. **Agencies with Reimbursement with Performance projects must submit reimbursement requests to the Comptroller's Office at least once a month for the preceding month's expenditures utilizing the appropriate reporting form (DOE 399).**

Failure to submit fiscal reports in the timeframes stipulated renders the program out of compliance and may result in early termination and ineligibility for future funding. It is recommended that agencies have at least three months of working capital available in order to operate while awaiting reimbursement.

2.3 Project Disbursement Report (DOE 399)

All subrecipients must report program expenditures using the Project Disbursement Report. These reports must be submitted to the FDOE Office of the Comptroller. The final report is due as indicated on the Project Award Notification.

All 21st CCLC subrecipients must report program expenditures monthly as follows:

- Agencies funded through a Federal Cash Advance (Public Entities only as authorized by the FDOE) should report expenditures as they occur (Section C of the FDOE Green Book).
- Agencies funded with Reimbursement with Performance must submit requests for reimbursement at least **once a month** for the preceding month's expenditures utilizing the appropriate reporting form (DOE 399).

The Florida Grants System (FLAGS) provides users a single access location for the management and tracking of grants and the distribution of funds. The functionality of the Cash Advance and Reporting of Disbursements System (CARDS) and the Grants Management System have been combined to facilitate communication between the Comptroller's Office, the Grants Management Office and the subrecipient agencies. More information on FLAGS can be found at <http://fldoe.org/finance/contracts-grants-procurement/grants-management/>.

2.4 Required Deliverables

All funded subrecipients are required to submit evidence of completion of activities that directly relate to the goals and objectives of the program, commonly referred to as deliverables. A complete list of required program deliverables can be found in Section 7. The deliverables include an array of reports, evaluation data, daily attendance or activity

reporting, and other documentation as appropriate for the 21st CCLC program. Daily attendance reporting is required every month. The deliverables are due on the 15th day of each month. Deliverables will be reviewed and monitored to determine compliance with the program requirements.

The timeliness, quality and accuracy of the submission of deliverable documentation will be considered in determining subrecipient risk and performance.

2.5 Financial Consequences

In accordance with s. 215.971(c), F.S., financial consequences will apply if the subrecipient does not achieve the minimum performance standards as described in this RFP. Financial consequences are fully described in Section 7.

2 C.F.R. Part 200.338 identifies the following regarding remedies for non-compliance: "If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) Take other remedies that may be legally available."

Projects identified as high risk by FDOE may be subject to additional conditions as identified in Section G of the FDOE Green Book.

2.6 Allowable Expenses

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

In accordance with 2 CFR 200.403, costs must meet the following general criteria in order to be allowable under federal awards:

- be necessary and reasonable for the performance of the 21st CCLC program
- be allocable to the 21st CCLC program
- conform to any limitations or exclusions set forth 2 CFR 200, Subpart E, Cost Principles or in the Federal award as to types or amount of cost items
- be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the subrecipient

- be accorded consistent treatment (A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.)
- be determined in accordance with generally accepted accounting principles (GAAP)
- not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period
- be adequately documented

2.7 Unallowable Expenses

Expenditures that do not comply with all the criteria described above are not allowable.

The following is a list of some items of costs that are unallowable under this RFP. These costs may not be charged to the grant directly or indirectly.

- Proposal preparation including the costs to develop, prepare or write the 21st CCLC proposal, the pre-application needs assessment, and planning activities
- Pre-award costs
- Entertainment, including celebrations, parties or socials whether they are for the students, their adult family members, agency staff or others.
- Meals, refreshments or snacks
- Game systems and related equipment (e.g., Xbox, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g., retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners, give-a-ways)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture (e.g., tables, chairs, desks)
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition and scholarships
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing, pre-made costumes or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at www.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE 21st CCLC program office with questions regarding allowable costs.

2.8 Contractors

21st CCLC programs may use contracts to fulfill some of the needs of the program. Contractors can provide ancillary services to the program but cannot provide or be

responsible for the program. Contracts may be an allowable expense but **cannot account for more than 25 percent of the total budget amount.** Individual subcontracts with certified teachers and transportation costs are exempt from this limitation. These exempt subcontracts must be clearly labeled in the budget. Applications that exceed this cap will be disqualified from the competitive RFP process.

21st CCLC subrecipients cannot further subgrant the 21st CCLC program or any part thereof. Prior to entering into a relationship with any outside entity, funded agencies should complete a subrecipient and contractor determination as described in 2 C.F.R. Part 200.330 and maintain documentation to support that the determination was completed prior to engaging the outside entity.

All relationships with contractors must be based on a written agreement that clearly identifies the scope of work to be completed by the contractor; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations. Contracts that exceed \$5,000 must have a cost analysis included in the application.

2.9 Supplement, Not Supplant

21st CCLC awards include the federal “supplement, not supplant” provision. Supplement typically means ‘create something to add to a program’; supplant typically means ‘to replace something that already exists.’

21st CCLC funds can only be used to start a new program as prescribed in this RFP or to supplement an existing non-21st CCLC program. As such, 21st CCLC funds may not be used to supplant existing programs that are similar to 21st CCLC programs or funding that is used for programs that are similar to 21st CCLC programs. Any expenditure that supplants existing programs or funding is **not allowable**. Applicants seeking to supplement an existing 21st CCLC-like program must clearly describe how the 21st CCLC funds will supplement and not supplant other funds.

2.10 Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the contract term, (b) require that contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

2.11 Intellectual Property

The awarded agency is subject to the following additional provisions:

- Anything by whatsoever designation it may be known that is produced by or developed in connection with, this grant shall become the exclusive property of the State of Florida and may be copyrighted, patented or otherwise restricted as

- provided by Florida or federal law. Neither the subrecipient nor any individual employed under this subgrant shall have any proprietary interest in the product.
- With respect to each deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.
 - In the event it is determined as a matter of law that any such work is not a "work for hire," subrecipient shall immediately assign to the department all copyrights subsisting therein for the consideration set forth in the grant and with no additional compensation.
 - The foregoing shall not apply to any pre-existing software, or other work of authorship used by subrecipient, to create a deliverable but which exists as a work independent of the deliverable, unless the pre-existing software or work was developed by subrecipient pursuant to a previous grant with the department or a purchase by the department under a State Term Contract.
 - The department shall have full and complete ownership of all software developed pursuant to the grant including without limitation:
 - The written source code;
 - The source code files;
 - The executable code;
 - The executable code files;
 - The data dictionary;
 - The data flow diagram;
 - The work flow diagram;
 - The entity relationship diagram; and
 - All other documentation needed to enable the department to support, recreate, revise, repair or otherwise make use of the software.

2.12 Records Retention

All subrecipients must maintain appropriate and sufficient documentation to show evidence of compliance with federal, state and local regulations. It is the responsibility of the subrecipient to retain all financial and program records in an auditable manner to be accessed and provided to the USED, FDOE, the Florida Department of Financial Services, the Florida Auditor General, or their designees at any time.

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for five (5) years from the last program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff.

2.13 Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs) and other private not-for-profit organizations that are recipients or subrecipients of FDOE grants are required to complete Grants Fiscal Management Training offered by the FDOE

within 60 days of the signature date of the DOE 200. **The Grants Fiscal Management Training and Assessment Test must be completed by the agency head/CEO or CFO/Head of Finance.** The training and assessment can be found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/>.

Note: It is highly recommended that prospective applicants review this training prior to starting an application. This training will help applicants understand a number of the requirements involved in the administration of a federally-funded program.

2.14 Equipment

Federal Requirement

Any equipment purchased under this program must follow the Uniform Guidance. The Uniform Guidance, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

State Requirement

According to Rule 69I-72.002, F.A.C., "All tangible personal property with a value or cost of \$1,000 or more and having a programmed useful life of one year or more shall be recorded in the state's financial system as property for inventory purposes." According to Rule, 69I-72.003, *Recording of Property*, "A physical inventory of the property must be taken and the results reconciled with the property records at least once yearly."

21st CCLC Program Requirement

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$1,000 or more on the Budget Narrative Form (DOE 101). All additional equipment purchases with a unit cost of \$1,000 or more and not listed on the original budget approved by the FDOE, require an amendment submission and approval by the FDOE prior to purchase.

21st CCLC programs must also record and track all "attractive" items purchased with 21st CCLC funds. Attractive items are those that can be easily removed from the program and repurposed. Examples of attractive items include cameras, laptops, tablets and other electronics.

LEA or Agency Requirements

If the LEA or agency/organization threshold requirements are lower than the state's \$1,000, the LEA or agency/organization must adhere to and use the lower threshold.

All 21st CCLC programs must have a process to secure all program equipment and supplies.

2.15 Administrative and Indirect Cost

For 21st CCLC programs, administrative costs are capped at 10 percent of the award amount. Administrative costs include both indirect costs and general administrative costs. For example, a \$200,000 program could spend up to \$20,000 in the administration of the program.

Any cost that is included in the calculation to determine the restricted indirect cost rate cannot also be included as a directly charged administrative cost.

School Districts

The FDOE has been given the authority by the USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the FDOE's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the subrecipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

General and Administrative Costs

Administrative costs are costs related to the management and administration of a program. For organizations that do not have a negotiated restricted indirect cost rate or chose not to use such a rate, this cost category would also include those costs traditionally included in the indirect costs. General and administrative costs are directly charged to program. This means that they are included in the budget by type (e.g., salary, supplies) and identified as an administrative cost.

Some examples of the types of costs typically considered administrative in nature are:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties (overall human resources, agency purchasing, clerical, compliance with rules)
- Audit costs
- Legal fees
- Equipment associated with administrative tasks or positions
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks
- Housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices
- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities and property insurance, if approved by FDOE
- Liability insurance
- Payroll processing fees

2.16 Program Evaluation Costs

21st CCLC projects must complete an independent evaluation of the program. No more than 3 percent of each year's budget may be spent on costs related to the evaluation of the program. **While 3 percent is the evaluation cap, it is not encouraged that programs spend 3 percent of their award solely on an evaluator.**

Evaluation costs include the costs associated with the evaluation of the program including the cost of the purchase of assessment tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, report writing and any other activities related to the evaluation of the 21st CCLC program.

Please note that the contractor requirements in Section 2.8 and the procurement services requirements in Section 2.17 apply to evaluation contracts.

2.17 Procurement Services

Applicants must comply with federal and state procurement rules and regulations and the procurement policies of their agency. When a conflict exists among these sources, the more restrictive requirement governs.

2.18 Project Performance Accountability and Reporting Requirements

The department's program managers will track each program's performance based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by s. 215.971 and 287.058(1)(d-e), F.S. For all 21st CCLC programs, the department's program managers will verify that the program's activities/deliverables are progressing in a satisfactory manner, consistent with the program narrative and performance expectations, as required by Florida Statutes.

2.19 General Education Provisions Act (GEPA)

Students with special needs must be afforded the same opportunities as students in the general population. Students with special needs include those who may be identified as English language learners (ELLs), homeless, migrant, or with a physical, developmental, psychological and sensory or learning disability, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and may require more structured supervision. Students 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. Applicants must provide a concise descriptive narrative of the process the applicant will use to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. A signed GEPA statement is required to be on file for each agency that has an awarded project.

Section 3: Scope of Work/Narrative and Scoring Criteria

This section describes the areas that should be included in the narrative section of the application. Each section begins with a description and requirements of the narrative component. The next section has the instructions for completion of the narrative component. The final section has the review criteria that peer reviewers will use to evaluate the quality of each section and score the proposal.

Section	Points
Project Model Description	0
Applicant's Experience and Capacity	5
Needs Assessment	10
Program Objectives	10
Approved Program Activities	20
Staffing, Collaboration & Professional Development	10
Partnerships	10
Community Notice, Recruitment & Dissemination	5
Facilities	5
Safety and Student Transportation	5
Sustainability	5
Program Budget	15
TOTAL Possible Points	100

3.1 Project Model Description (0 points - Fixed Requirement)

Each 21st CCLC ELP project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. Each element of programming must be listed and the program activities for all participants must be outlined. The abstract must include the number of students and families served in each element.

Instructions

Use the dropdown menu to build a short statement (about 100 words) that briefly identifies the model that the project will use for the expanded learning program. Identify which of the components of program service that the program will offer: expanded learning opportunities, health and support services and/or families and communities as assets. Then select at least three elements for each component from each section.

Expanded Learning Opportunities (ELOs)	Health and Support Services	Families and Communities as Assets
Select at least three elements for your expanded learning program from each section.		
<ul style="list-style-type: none"> engaging instructional enhancements out of school time programming youth development programming college, career and citizenship programming special populations programming; e.g., SWD or ELL 	<ul style="list-style-type: none"> physical and mental health needs family support initiatives feeding programs substance abuse prevention programming crisis intervention and counseling programs 	<ul style="list-style-type: none"> family engagement initiatives home visits adult education (ESOL, job training, GED) community arts and cultural programming parent engagement in advocacy and school decisionmaking community service learning

3.2 Applicant's Experience and Capacity (5 points)

Applicants should have experience in providing programming using public funds. In addition to the experience managing public funds, applicants should have the capacity within their organizations to create accounting systems to properly account for budgeted funds as well as track expenditures.

The Uniform Guidance requires that programs receiving federal funds develop policies procedures in the following areas: cash management, allowability, time and effort,

procurement, travel, property management, records retention and conflict of interest. Applicants should also have the leadership and organizational structure needed to implement the policies in the areas mentioned above with fidelity.

Applicants should have capacity and/or experience in providing services to students in line with the goals and objectives of the program and be able to evaluate their effectiveness in providing services based on data and other supporting evidence. The Measures of Effectiveness for programming should be used to improve program quality. Applicants should also have the capacity to coalesce organizations to provide integrated supports to students and their families in order to ultimately support increases in academic achievement.

Instructions

Describe the applicant's experience managing public funding, specifically federal funding. Describe the administrative capabilities of the agency(ies) including its major management systems and policies and its ability and experience to comply with pertinent rules and regulations. Describe the outcome of all monitoring and audit activities for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable.

Describe the qualifications of the applicant's leadership and the organizational structure available to support the program. Include an organizational chart that mirrors the structure in the required attachments submitted with this application.

Describe the applicant's experience in providing services in line with the 21st CCLC ELP goals, objectives and approved activities. Include information on the number of years, the types of program(s), documented performance, and any other information to support the capacity of the applicant and its major partners to operate a program.

Describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data. Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality.

Review Questions

Does the section:

- describe what experience the applicant has in managing public funding and specifically, federal funding?
- describe the administrative capabilities of the agency(ies)?
- describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable?
- describe the qualifications of the applicant's leadership and the organizational structure available to support the 21st CCLC ELP?
- have an organizational chart attached that aligns with the experience described?
- describe what experience the applicant has providing services in line with the 21st CCLC program goals, objectives and approved activities?
- include information on the number of years, the types of program(s), documented performance, and any other information to support the capacity of the applicants and its major partners to operate a 21st CCLC ELP program?

- describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data?
- describe what processes are in place to support the evaluation activities required?
- describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality?

3.3 Needs Assessment (10 points)

In accordance with ESEA Sec. 4205(b)(1)(A), a 21st CCLC program must meet the Measures of Effectiveness required in the law by being “based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.” Each 21st CCLC program should conduct a needs assessment that uses quantitative and qualitative data from a variety of sources to identify the need for the program overall and the academic and personal enrichment needs of the students and their family members.

In accordance with ESEA Sec. 4204(b)(2)(D), the 21st CCLC program must be designed and carried out in collaboration with the schools attended by the students served. Within the needs assessment, programs should also review the School Improvement Plan of each of the target schools and identify ways the 21st CCLC program may support the improvement plan. The School Improvement Plan for schools in Florida can be found at <https://www.floridacims.org/districts>. All 21st CCLC programs must be developed in active collaboration with the schools the participating students attend. Collaboration means that both the applicant and the target school will work together to reach the program’s goals and objectives. Applicants should work with the target school(s) to inform them of the intent to submit a proposal to work with the students attending the target school(s).

The needs assessment should also include consultation with eligible private schools. The USED defines consultation as involving communications and discussions between the applicant and private school officials on “key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in” the 21st CCLC program. Consultation must be “meaningful,” meaning it provides the opportunity for all parties to present their views, have those views seriously considered, and allow for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel.

Instructions

Use the application to identify the needs of the local community in each program area. Discuss the fidelity of the source of the data that you used to identify your need. Clearly link the data to the need specified in each program area. Discuss the opportunities for programming that could mitigate the gap between the need and the solution.

Review Questions

Does the section:

- describe the demographics of the proposed service areas and targeted population as it relates to risk factors?
- describe the availability and accessibility of the components proposed (if any) for the targeted population?
- identify and describe the demand or need for the proposed services?

- identify and describe community resources and supports that are available to meet these needs or that could be aligned with the proposed program services?
- describe how the program plans to close the gaps in services where the resources currently available are insufficient to meet the needs of the community?
- include a description of the consultation with all stakeholders needed in order to develop a successful program?

3.4 Program Objectives (10 points)

In accordance with ESEA Sec. 4205(b), programs must meet the Measures of Effectiveness by complying with the following criteria:

- “(C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- (D) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
- (E) collect the data necessary for the measures of student success described in subparagraph (D).”

In accordance to the USED’s requirements, each agency implementing a 21st CCLC program must input information and data annually into the 21st CCLC Annual Performance Report (21APR) federal data collection system regarding their approved and funded 21st CCLC grants. The 21APR requires the following data:

- General program information
- Student enrollment and attendance
- A list of all feeder schools attended by students enrolled in the program for each center
- Detailed information on each activity provided at each center
- Information on staffing levels and types used by the program in serving students
- A list of each partner involved with the subgrant for each center
- Number of regularly participating students whose mathematics and English grades improved from fall to spring
- Tabulated results of teacher surveys provided to regular school day teachers of regularly participating students
- Number of regularly participating students whose regular school day teacher reported improvements in homework completion, class participation, and behavior

Additional reporting requirements may be implemented.

3.4.a. Expanded Learning Opportunities Objectives

Applicants are required to have at least one objective with one assessment per academic objective in the domains of English language arts, mathematics and science according to the standard language and methods shown in Table 1, Core Academic Subjects Objectives.

Academic report card grades are used as measures for assessing performance on student academic objectives. Academic report card grades will be used for examining

progress toward achieving academic objectives and for measuring end-of-year performance.

Table 1. Core Academic Subjects Objectives

	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Objective Assessment: Grades	_____ % of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C
Indicate the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Justify the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Person(s) Responsible for Data Collection	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Plan for Obtaining Data	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Data Collection Points	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4

(1) Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more.

3.4.b. Health and Support Services Objectives

Applicants must specify the details of their proposed objective assessment plans for health and support services objectives.

For each of the applicant specified objectives, applicants must minimally specify and provide a rationale for each of the following:

- **Objective domain areas to be assessed.**
- **Grade levels served by the program for each domain area.**
- **Measures:** names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.
- **Content area for each measure:** primary student performance area targeted (e.g., peer interactions, classroom behaviors, grade promotion, or healthy eating).
- **Benchmark for each measure:** the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).
- **Benchmark justification:** rationale for selecting the benchmark percentage. The justification needs to be based on existing data that supports the selection of the benchmark for the population to be served and assessed.
- **Intended program impact for each measure:** direction or kind of change expected (e.g., improve social skills, decrease classroom behavior problems, reduction in adverse childhood experiences).
- **Mid-Year Progress for each measure:** method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure:** method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure:** plan for when and how the data will be collected and who will provide the data.

3.4.c. Families and Communities as Assets Objectives

Applicants must specify the details of their proposed objective assessment plans for families and communities as assets objectives.

For each of the applicant specified objectives, applicants must minimally specify and provide a rationale for each of the following:

- **Objective domain areas to be assessed.**
- **Measures:** names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.

- **Content area for each measure:** primary family performance area targeted (e.g., GED completion, parent attendance at school events or family literacy).
- **Benchmark for each measure:** the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).
- **Benchmark justification:** rationale for selecting the benchmark percentage. The justification needs to be based on existing data that supports the selection of the benchmark for the population to be served and assessed.
- **Intended program impact for each measure:** direction or kind of change expected (e.g., increase parent engagement, decrease crime in community).
- **Mid-Year Progress for each measure:** method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure:** method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure:** plan for when and how the data will be collected and who will provide the data.

Instructions

Build an objective for each program element using the buildable objectives workbook. In the evaluation section, write a narrative that includes an evaluation plan for how the data will be collected and analyzed for the required objectives as well as the federal data collection requirements. Describe how the evaluation data will be used for program improvement and shared with the community.

Review Questions

Does the section:

- describe the activities included in the evaluation of the program and the proposed timeline for these activities?
- describe the process that will be put in place to ensure accurate data is collected, maintained and reported?
- explain how evaluation activities will be coordinated with program staff, students, adult family members and others, as applicable?
- explain how the evaluation design and data collection plan allow for examining the intended impact of the program?
- describe how the evaluation results will be used?
- describe how the evaluation results will be shared with the community?

3.5 Approved Program Activities (20 points)

ESEA Sec. 4205(a) identifies the approved activities for a 21st CCLC program. This section states, “Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including:

- “(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
- (A) the challenging State academic standards and any local academic standards; and
 - (B) local curricula that are designed to improve student academic achievement;
- (2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

- (3) literacy education programs, including financial literacy programs and environmental literacy programs;
- (4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- (5) services for individuals with disabilities;
- (6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- (7) cultural programs;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) parenting skills programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- (12) drug and violence prevention programs and counseling programs;
- (13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- (14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce."

Homework assistance and tutoring should be offered as part of the afterschool programming. If a classroom, school, or district does not give homework to students, an alternate academic enrichment activity should be scheduled in the absence of homework. Furthermore, the state of Florida has determined the minimum number of activity focus areas that each proposal should have based on student achievement benchmarks in the state of Florida.

Instructions

Based on the community needs and objectives, outline monthly strategic activities for each program element. **The number of activities submitted must align with the number of elements proposed.**

Activities				
Program Area	Program Element	ESSA Approved Activity (1-14)	Type of Staff	Description of Activity
(ELO, HSS, FCA)				

Each activity must include the following

- the program area under which the activity falls (expanded learning opportunity, health and support services, families and communities as assets),
- the program element under the area

- identify an ESSA-approved activity that correlates with the sample activity,
- identify the type of staff leading the activity,
- describe the activity expected to improve student academic achievement or the overall student success as required by ESEA Sec. 4204(b)(2)(B) *that is related to the needs assessment data and objective described,*

Review Questions

Does this section and the activity plan include:

- activities likely to improve student outcomes?
- activities that support the objectives of the program and align with the results of needs assessment of the targeted students?
- staff whose qualifications are appropriate for the activity?
- activities that describe a wide range of strategies to support the different learning styles of students and families?
- activities that support the regular school day?
- activities that follow best practices including research and evidence-based practices?
- activities that are likely to encourage continued student attendance?

3.6 Staffing, Collaboration and Professional Development (10 points)

3.6.a. Staffing and Collaboration

A well-developed and trained staff is key to the success of a 21st CCLC program. All programs are required to have an organizational structure that can support both high program quality and compliance with federal, state, and local rules and regulations as well as 21st CCLC program requirements.

Each site should have a leadership team led by a Integrated Services Coordinator (ISC).

The Integrated Services Coordinator will be responsible for the daily operation, coordination and delivery of services at their respective program site. This coordinator will also serve as the collaboration liaison within the school (ensuring that active collaboration occurs in program planning and implementation. In accordance with ESEA Sec. 4204(b)(2)(D), 21st CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities. Collaboration means that both the applicant and the target school will work together to reach the program goals and objectives. To achieve active collaboration, funded programs are required to maintain constant communication with the schools the participating students attend to ensure that program activities support the learning that occurs during the regular school day.

The Integrated Services Coordinator must be housed at the school. This should be a school-based position solely charged with coordinating the resources needed to implement the Expanded Learning Program at the school. This position is designed to provide universal and supplemental supports (Tier I and II) to the students and families at the school site. Qualifications for the position may include a bachelor's level degree in social work, social services or a related field with experience in community-based organizations. The ISC should also work with the district's Student Support Services office to provide supplemental support to that office at the school level.

Academic enrichment must be supervised by a certified teacher, defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate (see SBE Rule 6A-4.001). Academic enrichment activities are those that are designed and implemented to improve the student's performance in the core subjects (e.g., mathematics, English language arts, science) as well as homework assistance and tutoring.

21st CCLCs shall maintain at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. In order to meet this requirement, programs should ensure that at least two staff members are certified per site.

Background Screening

All staff and contractors working in out of school time must be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S.

Instructions

Describe how the program will be staffed to achieve both the program and administrative duties. Discuss staff qualifications, certifications and experience, and how these support the program goals and objectives. If applicable, explain which tasks will be completed by applicant staff versus contractors.

Describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Include the 21st CCLC organizational chart for the proposed 21st CCLC program that identifies the reporting structure and the staff carrying out the required functions.

Review Questions

Does this section:

- identify the required staff members listed above?
- describe what strategies the applicant has developed to continue meaningful collaboration with the schools attended by the targeted students?
- identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels?
- include the appropriate staff, both in numbers and qualifications, as needed for the proposed activities?
- include program organizational charts in the attachments?

3.6.b. Professional Development

Each program must have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities. All

trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application.

The FDOE will provide a statewide training during the Fall of 2020. Each program must include in their application (both the narrative and budget) a commitment to send at least one school staff and the community services coordinator to the training. The plan must also include a process to disseminate the information received to other program staff.

Professional development plans may include attendance to other conferences and trainings, but these must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the proposal and may require prior approval by the FDOE 21st CCLC program office. Attendance to conferences and trainings should be accompanied by a plan to disseminate the information learned to other 21st CCLC staff. Trainings that are agency-required and not linked to the expanded learning program cannot be included in the professional development plan.

Instructions

Describe the professional development plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

Review Questions

Does this section:

- describe the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities described?
- include professional development in line with the program activities and the students to be served by the proposed program?

3.7 Partnerships (10 points)

In accordance with ESEA Sec. 4204(b)(2)(C), applicants must demonstrate how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Applicants may use partners to help coordinate the use of resources and implement components of programming that are not paid for with 21st CCLC funds. Partnerships are vital to the success of a 21st CCLC program as resources from the local community are necessary to drive the activities of a holistic 21st CCLC program.

At a minimum, all programs that operate outside of the school day should have a partnership or agreement that ensures that snacks and meals are provided to all students. Since 21st CCLC funds can not be used to purchase snacks or meals, directly or indirectly, programs must establish partnerships with other agency departments or external providers to provide snacks and meals to students enrolled in the program. 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Students or their families cannot be charged for any costs associated with supplemental snacks/meals directly (e.g. fees) or indirectly (e.g., requests for donations).

In addition to meals, partnerships through public and private community agencies should be developed to help carry out the activities identified in the needs assessment and in the development of a well-rounded community learning center that offers diversity in programming.

Instructions

Identify any partnerships the applicant has secured to support the proposed program. Identify each partner and describe their tangible contribution to the program. Include each partner in the Partners Table attachment.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. *Letters that indicate just general support for the program will not be considered in the scoring.*

Review Questions

Does the section:

- describe any partnerships the applicant has secured to support the proposed program?
- identify each partner and describe their contribution to the program and how the partnership will work?
- contain a completed Partners Table?
- contain documentation such as Letter of Commitment or Memorandum of Understanding (MOU) from the proposed partners identifying contributions and do these letters clearly articulate their support of the program and identify their tangible contributions?

3.8 Community Notice, Recruitment, and Dissemination of Information (5 points)

In accordance with ESEA Sec. 4204(b)(2)(L), the community to be served must be advised of the applicant's intent to submit an application for a 21st CCLC program and must have access to the proposal after it is submitted. ESEA and the Education Department General Administrative Regulations (EDGAR) require that 21st CCLC-funded programs provide equitable services to eligible private school students, teachers and other education personnel. Consultation to private schools must be "timely," meaning adequate notice of the consultation is provided allowing all parties to be well-prepared for the consultation. The consultation should occur with sufficient time for the applicant to consider the items identified in the consultation and include them in their proposal as appropriate.

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local educational agency(ies) service area. For details, refer to:
<https://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Community notice involves efforts to notify the community of the intent to submit a proposal. This notice should include the target schools, the private schools in the surrounding area and the local community. Programs must also disseminate

understandable and accessible information about the program including a description of the services and the program location (ESEA Sec. 4204(b)(2)(A)(iii)). The dissemination plan should include informing the community of promising practices and data-based successes of the 21st CCLC program.

21st CCLC programs must maintain a program web page. The program's web page must include program information including a program description, the program's address, the target schools, hours of operation and contact information for the site coordinator. A copy of the approved grant narrative must be posted on the web page. A section of the web page must be devoted to reporting ongoing progress towards the proposed goals and objectives. The web page shall be updated at a minimum twice a year or if the required program information changes. The web page must be active within one month of the beginning of the program.

In accordance with ESEA Sec. 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools that meet the criteria in Section 1.5 of this RFP. **Applications that include non-eligible schools will be disqualified.** Each proposal may propose a maximum of four sites.

Students enrolled in 21st CCLC programs must be enrolled in the target school(s). Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement in the program. Students are expected to participate in 21st CCLC programs on a regular basis. Regularly participating students are those students that participate in the 21st CCLC program for 30 days or more. Positive outcomes for students are strongly linked to higher number of days of participation in a quality program. Programs must implement strategies to maximize the number of participation days for each student.

Activities must be recorded and reported for each student served. All programs must record the attendance of students and families of each activity individually. **All 21st CCLC programs must report activities using the online application provided by Florida's 21st CCLC Administrative Project.**

Instructions

Describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Identify the schools that the target students attend. If priority will be given during enrollment to any specific students and families, fully describe the priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach students and their families to recruit their participation in the 21st CCLC program. Describe how the 21st CCLC program will disseminate information about the program to the community in an understandable and accessible manner. Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC

program. Describe how the program will engage the adult family members of the students attending the program.

Review Questions

Does the section:

- describe how the applicant informed the community of their intention to submit a proposal in response to this RFP?
- describe how the proposal will be available to the community following its submittal?
- identify what information will be available through the 21st CCLC web page and who will be responsible for its maintenance and update?
- describe any priority given during enrollment to any specific students, and if so, the priority and how it will be applied; e.g., certain students or certain grade levels?
- describe what strategies will be used to reach those students and enroll them in the 21st CCLC program?
- include a detailed description of the formats used for dissemination of information and the timeline of dissemination?
- describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program?
- include information on how their families will be reached and engaged in programming?

3.9 Facilities (5 points)

The 21st CCLC program centers operating out of school time programs must comply with s. 402.26-402.319, F.S. This Florida Statute, together with Rule 65C-22.008, F.A.C., define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. Five counties operate their own local licensing agency: Broward, Hillsborough, Palm Beach, Pinellas and Sarasota. These local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements.

Programs operated by a public or a non-public school at their centers and serving children in kindergarten (5-year-olds) and grades one or above, shall not be deemed to be child care per s. 402.3025, F.S., and as such will not need to provide licensing information or documentation.

All other applicants must describe how they will meet the requirements of licensing for each proposed center and provide documentation to support compliance as follows:

- Provide a copy of the valid child care license for each proposed site. The terms of the license must be in line with the application. For example, the number of children to be served must be the same or less than the number identified in the license, and the license must be in the name of the agency applying under this proposal.

OR

- Provide a copy of the valid exemption from the DCF or their local licensing agency. The copy of the exemption must include a copy of the licensing survey as provided to the licensing agency. The terms of the exemption must be in agreement with the application.

If the operation of the program changes in order to comply with the 21st CCLC program after the exemption was granted by the DCF, the program must be re-evaluated by the DCF to determine if licensure would be required based on these changes.

Applicants in the process of securing the required documentation must fully describe the status of the process at the time of the application including the projected date when the documentation (i.e., license(s) or exemption letters) will be available.

A valid license or exemption must be received by the 21st CCLC program office by **July 31, 2020**. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2020, will not receive an award under this RFP.

The FDOE does not make licensing determinations or provide exemptions or waivers. Only the DCF or the appropriate local licensing agencies have the legal authority to do so. The FDOE reserves the right to confirm the accuracy of the information and documentation provided with the DCF or the appropriate local licensing agency.

Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment.

If the applicant meets this criteria and does not have a license or exemption letter, please provide a plan for the program to be licensed by the July 31, 2020 deadline.

Review Questions

Does the section :

- describe in detail, the facility including both the indoor and outdoor areas including size and amenities (e.g., eating area, library, basketball court) and how they would be used for the proposed program activities?
- include where the facility is located in relation to the students' schools and their homes?
- include how students and their adult family members can access the facility(ies)?
- include information on whether the center has a license or exemption from DCF, if applicable?

3.10 Safety and Student Transportation (5 points)

In accordance with ESEA Sec. 4204(b)(2)(A), 21st CCLC students must be able to travel safely to and from the program center and home. Student safety is paramount to FDOE and 21st CCLC programs must be designed and delivered in a manner that safeguards students. Programs must also have a clear strategy for the safe transportation of students to and from the school, the 21st CCLC facility (if off-site), and their home.

Instructions

Describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, fieldtrips, or other situations as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

Review Questions

Does the section:

- describe what processes will be in place to ensure student safety including appropriate supervision, staff screening, background checks and qualifications and professional development activities?
- describe how the students will travel from the school to the 21st CCLC center and from there to their homes?
- describe the plan in place to ensure the safety of the vehicles?
- describe the qualifications of the transportation staff?
- describe a safety plan for emergencies, field trips, etc.?

3.11 Sustainability (5 points)

In accordance with ESEA Sec. 4204(b)(2)(K), the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends. Programs should plan to sustain their 21st CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program.

In order to ensure broad-based community, school and student involvement and support, all 21st CCLC programs are required to establish a local 21st CCLC Advisory Board comprised of at least two (2) parents, two (2) students (if middle and/or high school students are served), one (1) regular school day teacher from each target school, and a diverse group of members of community agencies and the private sector. The optimal size is 10 to 15 members. The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded. The focus of the advisory board meetings should include at a minimum current or future program needs and/or concerns, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan.

Instructions

Describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

Review Questions

Does the section:

- describe the agency's plan for continued sustainability of the 21st CCLC program?
- describe the proposed members of the advisory board and the methods they will use to implement the sustainability plan?
- describe the frequency of the advisory board meetings?
- describe what strategies are in place to develop continued support after the funding ends?

Section 4: Project Budget

Senate Bill 2386 was enacted during Florida's 2010 Legislative Session and relates to the oversight of financial matters. Portions of this bill impact many Florida Department of Education subrecipients of discretionary contracts, programs, grants and agreements with amounts of \$35,000 or more executed on or after July 1, 2010. Specific guidance related to the implementation of these provisions was received from the Florida Department of Financial Services at the end of June 2010. Below is a summary of these requirements and their implementation.

Section 215.971, F.S., Agreements funded with federal and state assistance, and s. 287.058, F.S., Contract documents require that agreements funded with federal dollars of \$35,000 or more include the following elements:

- A scope of work that clearly establishes all of the tasks required to be performed;
- Maintenance of documentation by the subrecipient to evidence the completion of tasks;
- Specific deliverables, to be accepted prior to payment, that:
 - are directly related to a task specified in the scope of work.
 - identify the minimum level of service to be performed.
 - are quantifiable, measurable and verifiable;
- Criteria that will be used by the Florida Department of Education to determine successful performance;
- The FDOE's receipt and acceptance of deliverables in writing prior to payment;
- Financial consequences that will be applied if the contractor/subrecipient fails to perform; and
- Addressing the property rights of intellectual property related to the contract (grant) and specific rights of the State if the contracted (subrecipient) fails to provide the services or is no longer providing services.

Section 9, Chapter 2010-151, Laws of Florida, amending s. 216.3475, F.S., Maximum rate of payment for services funded under General Appropriations Act or awarded on a noncompetitive basis, requires the department, for agreements of \$35,000 or more, to maintain records to support a cost analysis, including the detailed budget submitted by the entity to be funded and the agency's documented review of individual cost elements to determine if they are:

- Allowable
- Allocable
- Reasonable
- Necessary

In accordance with ESEA Sec. 4204(b)(2)(G), grant funds must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.

Applicants must use form DOE 101, Budget Narrative, for the budget. The document includes instructions on how to complete the form. There is no page limit for the budget.

Budget Narrative (Column 3) must include a thorough description of each expense as well as a funding formula that details how the line item total was derived.

The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the funding request guides

and add the totals to generate a total award request to be entered into DOE Form 100. This amount should be used as the base amount of the total budget not to exceed \$500,000.

Project Budget (15 points)

Instructions

Complete a funding request guide based on program components completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101 form that adds up to the sum totals of the funding request guide, not to exceed \$500,000.

Review Questions

- Is the budget thorough, specific and supports the proposed program?
- Does the proposed program budget present expenses that appear to be allowable, allocable, reasonable and necessary to achieve the objectives of the proposed 21st CCLC program?
- Does the budget reflect an appropriate balance between administrative and direct service costs?
- Are the costs clearly supported by the proposed program and clearly linked to the proposed activities?
- Are the required personnel, professional and technical services, and/or travel for the proposed program clearly and adequately explained and appropriate for the proposed program?
- Are the justifications for expenditures reasonable and clearly supported by the description?
- Is the overall program cost reasonable for the proposed services?

Section 5: Priority Points

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

It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points. Evidence of eligibility for priority points must be included with the submission of certain priority points. Applicants that do not submit documentary evidence supporting the application qualifies for priority points will not be awarded priority points.

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

Applications that target only high need schools.

Criteria	Points
All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:	
1.a. over 65% of the student body receives free/reduced price meals	Maximum 3 points
1.b. over 80% of the student body receives free/reduced price meals	Maximum 5 points

Priority 2: Evidence that the proposal involves a partnership targeting schools in Comprehensive Support & Improvement classification (3 points)

Applications submitted by a partnership between a Local Educational Agency (LEA), a community-based organization, and another public or private entity that propose to serve only students who attend schools in Comprehensive Support and Improvement.

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

Priority 3: Evidence that the application serves a population that has a high student services to students ratio (5 points)

Below is the listing of counties that have a ratio greater than one school counselor, psychologist or social worker for every 350 students.

Alachua	Duval	Hendry	Lee	Okeechobee	Union
Baker	Escambia	Highlands	Levy	Orange	Volusia
Calhoun	Flagler	Holmes	Liberty	Putnam	Wakulla
Columbia	Franklin	Indian River	Madison	Seminole	Walton
DeSoto	Glades	Jefferson	Martin	Suwannee	
Dixie	Hardee	Lafayette	Okaloosa	Taylor	

Section 6: Proposal Submittal Requirements

6.1 Notice of Intent-to-Apply

Providing the Notice of Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Organizations that file a Notice of Intent-to-Apply, and then decide not to submit an application, will not be penalized and will be able to fully participate in any future funding opportunities.

The Notice of Intent-to-Apply is due April 3, 2020.

The Notice of Intent-to-Apply may be sent via email to 21stCCLCRFP@fldoe.org.

6.2 Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Applicants will be able to ask questions regarding the RFP via email to 21stCCLCRFP@fldoe.org.

The last day to submit questions is April 3, 2020.

Questions **will not** be answered individually or via phone. All questions and responses will be posted weekly at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>.

6.3 Conditions for Acceptance/Substantially Approvable Form

All forms necessary for completion will be available at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.stml>.

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within the FDOE no later than 5:00 p.m. EDT on the due date.
- Application includes **ALL** the required forms as listed and submitted as identified in the table below.

Form	Description and Requirements	Submission
1. DOE 100 Application Form	<ul style="list-style-type: none"> • Download Form • Requires original signature: <ul style="list-style-type: none"> – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. 	Upload to online system
2. GEPA Statement	<ul style="list-style-type: none"> • Download Form • No page limit • Requires original signature: <ul style="list-style-type: none"> – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. 	Upload to online system
3. General Assurances for Participation in Federal and State Programs	<ul style="list-style-type: none"> • Download Form • Review and sign <ul style="list-style-type: none"> – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. 	Upload to online system
4. 21st CCLC Subrecipient Assurances	<ul style="list-style-type: none"> • Download Form • Review, initial each page and sign on last page <ul style="list-style-type: none"> – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. 	Upload to online system

Form	Description and Requirements	Submission
5. Private School Assurance and Equitable Services Participation	<ul style="list-style-type: none"> • Download Form • Complete form, review and sign. 	Upload to online system
6. DOE 101S, Budget Narrative	<ul style="list-style-type: none"> • Download Form • Complete form 	Upload to online system
7. Scope of Work Narrative	<ul style="list-style-type: none"> • Complete sections in application 	Submit in online system
8. Objectives Table	<ul style="list-style-type: none"> • Complete form in application 	Submit in online system
9. Activity Plans	<ul style="list-style-type: none"> • Complete form in application 	Submit in online system
10. Funding Request Guide	<ul style="list-style-type: none"> • Complete form in application • One form per site 	Submit in online system
11. Priority Points Preference Form	<ul style="list-style-type: none"> • Complete form in application • Attach supporting documentation 	Submit in online system
12. Partners' Table	<ul style="list-style-type: none"> • Complete form in application 	Submit in online system
13. Letters of Commitment from Partners	<ul style="list-style-type: none"> • Develop letters with partners 	Upload to online system
14. Attachments <ul style="list-style-type: none"> – Agency-wide Organizational Chart – Proposed 21st CCLC Program Organizational Chart – Childcare License(s) or Exemption (if applicable) – Cost Analysis (if applicable) 	<ul style="list-style-type: none"> • Develop outside of system and convert to electronic form 	Upload to online system

6.4 Method of Review

A peer review process will be used to evaluate the 21st CCLC proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations.

Project proposals are screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed.

Proposals that meet all state, federal and RFP requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is independently reviewed and scored by three qualified reviewers representing experienced out-of-school time educational programs, educational professionals and stakeholders from Florida and, when applicable, around the country.
- The scores from the three reviewers are averaged to determine the proposal score.
- Proposals with a final average score of less than 70 are not eligible for funding consideration.
- Proposals that score 70 or above are considered eligible for priority points.
- FDOE staff reviews the priority point documentation for proposals scoring 70 or above and adds eligible priority points to the average score.
- The 21st CCLC program office ranks the proposals in order from highest to lowest score.
- The department approves the ranking of the proposals.
- FDOE staff review the proposals for compliance with the programmatic and fiscal policies of the program.
- Awards are subject to the availability of funds.

The department reserves the right to negotiate with all responsive applicants, serially or concurrently. The ranking of the proposals indicates the perceived overall benefits of the application, but the department retains the discretion to negotiate with other qualified applicants, as deemed appropriate.

Applications must be submitted by the due date and time to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400**

Section 7: 2020-21 Deliverables and Financial Consequences

Deliverables

The applicants will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students at a minimum of 10 hours/week for programs serving Pre-K and elementary students and/or eight (8) hours/week for programs serving middle or high school students during non-school hours at the approved site(s). Applicants may have one or multiple sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from August 1, 2020 – July 31, 2021. The purposes of the 21st CCLC program are as follows:

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

To accomplish these purposes, 21st CCLC subrecipients must provide a broad array of high-quality services that support student learning and development. Program organizational types include school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

Financial Consequences

The Uniform Grant Guidance, 2 C.F.R. Part 200.338. Remedies for noncompliance, indicates:

“If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) Take other remedies that may be legally available.”

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE's Green Book, Section G.

Documentation submitted to support the completion of tasks will be reviewed on a monthly basis within five (5) days of submittal or the listed due date. Financial consequences will be applied as follows:

- Programs that do not submit the required evaluation deliverables or federally required data in an approvable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence.
- Programs that do not submit the Formative Evaluation Summary, in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 21st CCLC program office.

Demonstrated performance of the required deliverables, as well as the timely submission of the documentation to evidence the completion of tasks, will be considered in the development of funding recommendations for subsequent years – years two (2) through five (5) of this project – and funding recommendations for other 21st CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Sep. 15, 2020		<p>August 1 – 31, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="514 581 1150 803"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Activities Submission (each site) <ul style="list-style-type: none"> – If there are no student services in August, submit Subgrant Activity Report <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> • Evidence of provision of Supplemental Snacks/Meals Requirement • Letter outlining screening and training of all staff and volunteers <p>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</p> <ul style="list-style-type: none"> • A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption) • Occupant load certificate
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Oct. 15, 2020		<p>September 1 – 30, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="516 545 1148 768"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Activities Submission (each site) <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> • Website and documentation supporting the dissemination of information about the 21st CCLC program
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					
Nov. 15, 2020		<p>October 1 – 31, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="516 1149 1148 1372"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Activities Submission (each site) <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> • Documentation of teacher certifications
Component	Number of Participants	Number of Days/Activities																			
Before School																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Dec. 15, 2020		<p>November 1 – 30, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> – Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="516 545 1148 768"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p>All subrecipients must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Monthly Activities Submission (each site) <p>In addition to the items above, all subrecipients must submit the following:</p> <ul style="list-style-type: none"> • Baseline Data • Evidence of Collaboration with Regular School-day Staff • Academic and Personal Enrichment Activities to Date
Component	Number of Participants	Number of Days/Activities																			
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Appendix A – Glossaries

Acronyms used by the 21st CCLC program

21 st CCLC	21 st Century Community Learning Centers Program The program is funded through the Every Student Succeeds Act – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
21APR	The 21 st CCLC Annual Performance Reporting system used by the US Education Department to collect program data to report to the US Congress.
ADA	Average Daily Attendance. This indicator is calculated by summing the daily attendance and dividing that sum by the number of program days in the period.
BFCO	Bureau of Family and Community Outreach at the Florida Department of Education
BEESS	Bureau of Exceptional Education and Student Services at the Florida Department of Education
CBO	Community-based organization
CEO	Chief Executive Officer
CFDA	Catalog of Federal Domestic Assistance
CFO	Chief Fiscal Officer
C.F.R.	Code of Federal Regulations. It presents the official and complete text of agency regulations in an organized fashion in a single publication. https://www.archives.gov/federal-register/cfr
DCF	Florida Department of Children and Families http://www.myflfamilies.com/
EDGAR	Education Department General Administrative Regulations http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
EOC	End-of-Course, typically referring to a standardized assessment of student knowledge applied once the student finishes the course work. For example, Algebra I End-of-Course exam.
ESEA	Elementary and Secondary Education Act, as amended – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C Also known as the No Child Left Behind Act (NCLB). http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html
ESSA	Every Student Succeeds Act. Also known as the Elementary and Secondary Education Act, as amended. http://www2.ed.gov/documents/essa-act-of-1965.pdf
ELA	English Language Arts
ELL	English Language Learners
FAC	Florida Administrative Code is the official compilation of the administrative rules and regulations of state agencies. https://www.flrules.org/
FBO	Faith-based organization
FDOE	Florida Department of Education http://www.fldoe.org/

FRG	Funding Request Guide
FRP	Free and Reduced Price Meals
F.S.	Florida Statutes http://www.leg.state.fl.us/statutes/
FSA	Florida Standards Assessments http://www.fsassessments.org/
GEPA	General Education Provisions Act
LEA	Local Educational Agency In Florida, the school districts function in this role.
OMB	Office of Management and Budget at the White House
PBL	Project or Problem-based Learning
PDS	Program Development Specialist
PY	Project Year as defined in the request for proposals/applications
RFA	Request for Applications This is the process used by the Florida Department of Education to issue non-competitive grants and subgrants.
RFP	Request for Proposals This is the process used by the Florida Department of Education to request and receive applications for competitive grants and subgrants.
SEA	State Education Agency In Florida, the Florida Department of Education functions in this role.
SPW	Site Profile Worksheet
STEM	Science, Technology, Engineering and Mathematics
SWP	School-wide program
SBE	State Board of Education
TAPS	Tracking Applications These are unique (tracking) numbers assigned to Requests for Proposals (RFPs) or Requests for Applications (RFAs) to correspond with applications submitted to the Florida Department of Education. The Office of Grants Management staff assigns these numbers.
UGG	2 C.F.R. 200, Uniform Grant Guidance (also known as Uniform Guidance) http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html
USDA	United States Department of Agriculture http://www.usda.gov/wps/portal/usda/usdahome
USED	United States Department of Education http://www.ed.gov/

Glossary of terms used by the 21st CCLC program

Amendment	A change to the original approved application. All amendments for 21 st CCLC programs require approval by the FDOE.
Applicant	Agency or organization submitting an application in response to the RFP/RFA.
Center/Site	The physical location where students attend the 21 st CCLC program. All licenses, inspections and certification required to operate a 21 st CCLC program must be for this location. The center may be a public school, a community-based location, a recreation facility, or other location that complies with the requirements identified in the RFP/RFA.
Cohort	Group of 21 st CCLC programs funded on the same year and with similar 5 year period.
Equitable	Comparable. Similar in nature.
Green Book	Project Application and Amendment Procedures for Federal and State Programs. This publication describes the project application and amendment procedures for state and federal projects administered by the Florida Department of Education.
Liquidation	The process of discharging, meaning paying or settling, all outstanding liabilities related to the 21 st CCLC program.
Meaningful	Having a serious, important or useful quality or purpose.
Performance Period	The time period when the program can be implemented and its performance is evaluated.
Procurement	The act to obtain or secure materials, supplies, and equipment. Procurement involves the process of selecting vendors, establishing payment terms, strategic vetting, selection, the negotiation of contracts and actual purchasing of goods.
Recipient	The Florida Department of Education is the recipient of the 21 st CCLC grant from the U.S. Department of Education.
Red Book	Financial & Program Cost Accounting & Reporting for Florida Schools. This manual provides Florida school districts and charter schools with a uniform chart of accounts for financial, cost and budgetary reporting.
Subrecipient	Agency or organization that receives funding from FDOE to operate a 21 st CCLC program.
Target School	The school where students served by a 21 st CCLC program attend during the regular school day. Target schools must meet the eligibility requirements identified in the RFP/RFA and be clearly identified in the approved application. Serving students not attending a target school is considered serving non-eligible students.

Glossary of Forms

DOE 100A	Project Application Form This form must be signed by the agency head and its original must be submitted as described in the RFP/RFA.
DOE 101S	Budget Narrative for Discretionary Projects of \$35,000
DOE 150	Project Amendment Request
DOE 151	Project Amendment Narrative Form
DOE 200	Project Award Notification
DOE 399	Project Disbursement Report This form is used by the Department's grantees and subrecipients to request reimbursement for allowable program expenditures.
DOE 610	Risk Analysis Federal and State Grant Funding Florida School Districts, State Colleges, State Universities and State Agencies
DOE 620	Risk Analysis Federal and State Grant Funding Governmental and Non-Governmental Agencies
DOE C676	Voucher for reimbursement of travel expenditures. 21 st CCLC programs must use this form for all overnight travel.

Resources and Links

Content Area Resources

- Just Read, Florida! <http://www.fldoe.org/academics/standards/just-read-fl/>
- CPALMS: <http://www.cpalms.org/Public/>
- Florida Students: <http://www.floridastudents.org/#>
- You for Youth (Y4Y): www.y4y.ed.gov/teach/stem/
- FDOE Science, Mathematics & Instructional Technology: <http://www.fldoe.org/academics/standards/subject-areas/math-science/>
- Afterschool Training Toolkit: <http://www.sedl.org/afterschool/toolkits/index.html>
- Center on Enhancing Early Learning Outcomes: <http://ceelo.org/>
- FDOE Office of Early Learning: <http://www.floridaearlylearning.com/>

College and Career Readiness

- Graduation Requirements: <http://www.fldoe.org/academics/graduation-requirements/>
- College and Career Readiness: www.fldoe.org/fcs/collegecareerreadiness.asp
- College & Career Planning: www.fldoe.org/workforce/programs/cd_home.asp
- FloridaShines: <https://www.floridashines.org/>
- Office of Student Financial Assistance: <http://www.floridastudentfinancialaid.org/>
- Federal Student Aid: <https://studentaid.ed.gov/sa/>
- The College Board: <https://www.collegeboard.org/>
- College & Career Readiness & Success Center: <https://ccrcenter.org/>
- Industry Certification: <http://www.fldoe.org/academics/career-adult-edu/industry-certification>
- Career and Adult Education: <http://www.fldoe.org/academics/career-adult-edu/>
- Division of Florida Colleges: <http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

Dropout Prevention

- National Dropout Prevention Center: www.dropoutprevention.org/effective-strategies
- FDOE Bureau of Family and Community Outreach, Dropout Prevention: <http://www.fldoe.org/schools/family-community/activities-programs/dropout-prevention>

Personal Enrichment Activities

- The Collaborative for Academic, Social, and Emotional Learning (CASEL): <https://casel.org/>
- National Institute on Out-of-School Time: www.niost.org/index.php
- Healthy Eating and Physical Activity (HEPA) Standards: http://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf
- Florida Department of Education Office of Healthy Schools: <http://www.fldoe.org/schools/safe-healthy-schools/healthy-schools/>
- Drug and Alcohol Prevention: <https://y4y.ed.gov/tools/drug-and-alcohol-prevention-resources/>
- Financial Literacy <https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/>
- Afterschool Alliance: www.afterschoolalliance.org/
- National Afterschool Association: <https://naaweb.org/>
- Foundations, Inc.: <http://www.foundationinc.org/>

Students with Special Needs

- Bureau of Exceptional Education and Student Services: <http://www.fldoe.org/academics/exceptional-student-edu/>

- Council for Exceptional Children: www.cec.sped.org
- Title IX: Homeless Education Program <http://www.fldoe.org/policy/federal-edu-programs/title-x-homeless-edu-program-hep.stml>
- English Language Learners: <http://www.fldoe.org/academics/eng-language-learners/>

Equitable Services

- USED Non-Regulatory Guidance Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel as revised on March 2009: <http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc>.

Food and Nutrition

- USDA Child and Adult Care Food Program-Afterschool Meals: <https://www.fns.usda.gov/cacfp/afterschool-meals>
- Florida Department of Health Afterschool Meals Program: <http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/afterschool-meal-program.html>
- Florida Department of Health Safety and Sanitation Information www.myfloridaeh.com/community/food/index.html
- USDA's Summer Food Service Program <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>
- Florida Department of Agriculture and Consumer Services Summer Food Service Program: <https://www.freshfromflorida.com/Divisions-Offices/Food-Nutrition-and-Wellness/Summer-Food-Service-Program>

Collaboration with the School Day

- Florida School and District Improvement Plans: <https://www.floridacims.org/districts>.
- FDOE Differentiated Accountability Lists: <https://www.floridacims.org/downloads?category=da-lists>
- FDOE Bureau of Standards and Instructional Support: <http://fldoe.org/academics/standards/>

Parental Involvement

- Florida Students Achieve: <https://www.floridastudentsachieve.org/>
- FDOE Office of Family Engagement: <http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml>

Background Screening

- Florida Department of Children and Families Background Screening: <http://www.dcf.state.fl.us/programs/backgroundscreening/index.shtml>

Child Care Licensing

- Florida Department of Children and Families Office of Child Care: <http://www.myflfamilies.com/service-programs/child-care>