



**FLORIDA DEPARTMENT OF EDUCATION**

**Request for Proposal (RFP) Discretionary**

**Bureau / Office**

Bureau of Family and Community Outreach

**TAPS Number**

27B030

**Program Name**

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) – 2026-27 Statewide

**Specific Funding Authority(ies)**

Assistance Listing Number (ALN) 84.287, Public Law (P.L.) Number 114–95, Elementary and Secondary Education Act as amended by Every Student Succeeds Act-Title IV, Part B.

**Funding Purpose / Priorities**

This program supports the creation of 21st CCLC programs that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state academic standards in core academic subjects, such as English Language Arts (ELA) and mathematics; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

**Total Funding Amount**

The total funding amount available is \$25,000,000 contingent on the Florida Department of Education’s (FDOE) allocation from the U.S. Department of Education (USED). The funding minimum for an individual award is \$75,000. The funding maximum is \$500,000 per single award. The estimated number of awards ranges from 20 to 30.

**Type of Award**

Discretionary Competitive

Research and Development (R&D)     Yes or     No

**Budget / Program Performance Period**

The program performance period is for four (4) years from August 1, 2026, to July 31, 2030. Awards are issued annually contingent upon demonstrated successful implementation consistent with approved performance expectations, adherence to all fiscal and programmatic requirements, and that funding for this purpose remains available. The first budget for programs recommended for funding will be issued for a budget period of August 1, 2026, to July 31, 2027, contingent upon a successful budget and technical review.

### **Target Population(s)**

The eligible target population is students in grades prekindergarten through 12 and the adult family members of those students. Priority is placed on students in schools identified as in need of Comprehensive Support and Intervention (CSI), Targeted Support and Intervention (TSI), Additional Targeted Support and Improvement (ATSI) or schools identified by their local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes.

### **Eligible Applicant(s)**

Eligible applicants are LEAs, community-based organizations, Indian tribe or tribal organizations (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), other public or private entities (including a faith-based or for-profit private entities) or a consortium of two or more such agencies, organizations or entities. (ESEA Section 4201(b)(3)).

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

### **Application Due Date**

April 27, 2026 by 12 p.m. EDT

**The due date refers to the date of receipt in OGM.**

**For Federal programs, the project effective date will be the date that the application is received within meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

### **Matching Requirement**

None

### **Contact Persons**

#### **Program Contact**

Contobia Horsey-Adams  
21st CCLC State Director  
850-245-9209  
[Contobia.HorseyAdams@fldoe.org](mailto:Contobia.HorseyAdams@fldoe.org)

#### **Grants Management Contact**

Michael Lesley  
Office of Grants Management  
850-245-0717  
[Michael.Lesley@fldoe.org](mailto:Michael.Lesley@fldoe.org)

### **Assurances**

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

2 Code of Federal Regulations (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 FDOE, 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 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 indefinitely. The certification does not need to be resubmitted with this application, 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 Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 C.F.R. Part 80), A-110 (former 34 C.F.R. Part 74), A-21, A-87, A-122, A-133, A-50. For FDOE, this means the requirements in the U. S. Department of Education General Administration Regulations ,EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings are available at The Chief Financial Officers Council website at <https://cfo.gov/cofar>.

## **Risk Analysis**

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. The Risk Analysis must be submitted with the application. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

**School Districts, State Colleges, and 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 DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>.

**Governmental and Non-Governmental Entities** 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 may be found at <https://www.fldoe.org/core/fileparse.php/5625/urlt/doi620.xlsx>.

## **Grants Management Training**

Non-public entities are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency's chief financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200 form, Project Award Notification. Training and assessment can be found at <https://portal.fldoeso.org/PORTAL/Sign-On/SSO-Home.aspx>. Access to the training requires users to input a valid email to log in via the Department's Single Sign-On portal.

Non-participation in the training program may result in termination of payment(s) until training is completed.

## **Funding Method**

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

Federal cash advances will be made by State warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For Federal-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

## **Reimbursement with Performance**

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

## **Fiscal Records Requirements and Documentation**

Applicants must complete a Budget Narrative form, DOE 101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line-item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. 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, bank statements, time and effort logs for staff, and/or salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments 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://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

To report expenditures, all project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

## **Reporting Outcomes**

Applicants who are awarded are expected to report on project outcomes through the submission of monthly deliverables. Deliverable submissions are due on the 5th of each month. Deliverables include attendance and participant data.

## **Financial Consequences**

The grant manager shall periodically review the progress made on the activities and deliverables listed. If the subrecipient fails to meet and comply with the activities/deliverables established in the grant or to make appropriate progress on the activities and/or toward the deliverables and they are not resolved within two weeks of notification, the grant manager may approve a reduced payment or request the sub-recipient redo the work or terminate the grant.

Failure to serve the number of students for which the applicant is funded may result in a decrease in funding for the following year to the number of students served. The number of students served will be calculated using the average daily attendance of the number of students attending the program from October to April for programs operating during the school year and from June to July for programs operating during the summer.

The grant manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.

## **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 Federal and State laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, non-branded t-shirts, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

In accordance with 2 C.F.R. 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 C.F.R. 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.

#### **Unallowable Expenses:**

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of FDOE, and shall promptly notify FDOE in the event that an agent, employee or representative of FDOE attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not a comprehensive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks except for intentionally designed activities for participating students and their families
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, 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)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Uniform and Clothing
- Costs for items/services already covered by indirect costs allocation

- Costs not allowable for Federal programs per EDGAR, which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at [https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337\\_6](https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6).

### **Equipment Purchases**

Any equipment purchased under this program must follow the UGG at [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) and the Reference Guide for State Expenditures at [https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337\\_6](https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6).

Any equipment purchases not listed on the original budget approved by FDOE require an amendment submission and approval prior to purchase by the agency awarding the funds.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at <https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf>.

### **Administrative Costs including Indirect Costs**

#### **School Districts**

FDOE has been given the authority by 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 FDOE's Comptroller. **Indirect costs shall only apply to Federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

#### **State Agencies, Public Universities and State Colleges**

FDOE 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 recipient'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 \$50,000, stipends, tuition and related fees, and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by FDOE. This rate is intended to be all-encompassing 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, FDOE will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as rental of office space when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to Federal programs.**

Section 1010.06 Florida Statute (F.S.) Indirect cost limitation – State funds appropriated by the Legislature to the Division of Public Schools (DPS) within FDOE may not be used to pay indirect costs to a university, state university, school district or any other entity.

### **State of Florida, Executive Order 11-116**

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 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>. More information can be found at <https://www.fldoe.org/core/fileparse.php/7736/urlt/EC-11-116-EVerify.pdf>.

## **State of Florida, Executive Order 20-44**

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities, through contract or other agreement with the State, annually receive 50% or more of their budget from the State, or from a combination of State and Federal funds, shall provide to FDOE an annual report in the format required by FDOE. Email [exorder@fldoe.org](mailto:exorder@fldoe.org) to obtain the form. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year to [exorder@fldoe.org](mailto:exorder@fldoe.org). Executive Order 20-44 may be found at <https://www.flgov.com/eog/news/executive-orders/2020-44>.

## **For Federal Programs – General Education Provisions Act (GEPA)**

The agency head's certification of the DOE 100A serves as an attestation of compliance with the General Education Provisions Act (GEPA) requirements, incorporated herein by reference, to ensure equitable access to and participation of students, teachers and other program beneficiaries with special needs. GEPA requirements may be accessed at <https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm>.

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

In accordance with 20 U.S.C., Title IX, Part E Uniform Provisions, Subpart 1, Section 7881, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEAs service area. For details, refer to <https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIX-partE-subpart1-sec7881.htm>, or <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

## **Narrative Section**

### **Scope of Work / Narrative Components and Scoring Criteria**

The proposal must be completed in the online system used by the Department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The Department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community. Each section of the application will be weighted as follows:

<b>Section</b>	<b>Points</b>
1. Project Abstract/Summary	3
2. Applicant's Experience and Capacity	3
3. Evaluation of Community Needs	5
4. Community Notice/Dissemination of Information	5
5. Partnerships and Collaboration	10
6. Target Population, Recruitment and Retention	5
7. Times and Frequency of Service Provision	10
8. Local Level Evaluation	10
9. Authorized Program Activities	15
10. Staffing, Volunteers and Professional Learning	10
11. Facilities	3
12. Safety and Student Transportation	3
13. Program Budget	15
14. Sustainability	3
<b>TOTAL Possible Points</b>	<b>100</b>

### **Section 1: Project Abstract/Summary (3 points)**

Each 21st CCLC 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. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites.

#### Instructions

Develop a short statement (no more than 500 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides,” “serves” and “offers.”

### **Section 2. Applicant’s Experience and Capacity (3 points)**

Applicants for 21st CCLC funding should have experience in providing out-of-school time programming using public funds. Applicant capacity may be demonstrated by such characteristics as the establishment of a board of directors who oversees the activities of the agency without any vested financial interest in program operations. Applicant capacity may include the existence and implementation of policies and procedures that employ auditable systems to properly account for the use of public funds.

In addition to administrative and fiscal capacity, agencies who successfully implement a 21st CCLC program should have experience in using data to develop and implement educationally supportive programming for students and families. Applicants should be familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families.

#### Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program. If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

### **Section 3. Evaluation of the Community Needs (5 points)**

In accordance with ESEA Section 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 for the academic enrichment and extracurricular enrichment needs of the students and their family members.

In accordance with ESEA Section 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 review the School Improvement Plan of each of the targeted schools and identify ways the 21st CCLC program may support the school improvement plan. The School Improvement Plan for schools in Florida can be found at <https://www.floridacims.org/districts>.

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 equal participation of private school students, teachers and other education personnel.

### Instructions

Use the Know Your Schools portal at <https://edudata.fldoe.org/> to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Assessments-English Language Learners
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

### **Section 4. Community Notice/Dissemination of Information (5 points)**

In accordance with ESEA Section 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 Section 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.

### Instructions

In the text box, 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.

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.

## **Section 5. Partnerships and Collaboration (10 points)**

In accordance with ESEA Section 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 support the activities of the 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 cannot 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 a variety of programming.

Additionally, ESEA Section 4204 (b)(2)(D) states that 21st CCLC programs must be designed and carried out in collaboration with the regular school day attended by the students participating in 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 at a minimum monthly communication with the schools the participating students attend to ensure that program activities support the learning that occurs during the regular school day. For example, academic enrichment should reinforce the state academic standards learned in the classroom. In order to determine the pacing of state academic standards in instruction, programs should actively communicate and collaborate with schools to design 21st CCLC program activities.

21st CCLC programs must provide comparable services to private school students, teachers, and other education personnel. In general, services would be considered “comparable” if the program provides services and benefits to private school students, their teachers, and other educational personnel that are similar in both quantity and quality in comparison to the services and benefits provided to public school students, their teachers, and other educational personnel.

Programs should also be cost effective, purposeful, and utilize resources properly. Applicant expenditures should be reasonable and primarily targeted to the provision of direct service of students. Costs allocated to the 21st CCLC program must be tracked separately from other federal, state and local funds. ESSA 4204(b)(2)(C) requires a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources.

### Instructions

In the text box, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally, 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.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify each partner and describe their tangible contribution to the program.

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.

### **Section 6: Target Population, Recruitment and Retention (5 points)**

In accordance with ESEA Section 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools that meet the criteria in the Target Population section on page 2 of this RFP. Applications that include non-eligible schools will not be considered. A maximum of four schools may be targeted by each proposed center.

Students enrolled in 21st CCLC programs must attend the targeted 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. 21st CCLC programs are not drop-in programs. Students are expected to participate in 21st CCLC programs on a regular basis. Programs must implement strategies to maximize the number of participation days for each student. Programs must report student data for all students who attend 1 hour or more in the program during the program year.

Attendance must be recorded and reported for each student served. All programs must have a formal sign-in and out process that records the arrival and dismissal time of each student individually. **All 21st CCLC programs must report attendance using the state's online data collection system EZReports.**

#### Instructions

Describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day. Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

### **Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)**

21st CCLC programs must offer services during non-school hours or periods when school is not in session, including before school, after school, weekends and school breaks including teacher planning days, fall, winter, spring and summer breaks.

Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

The minimum operation requirements are as follows:

#### Afterschool (Required)

Afterschool programming is a required component of every 21st CCLC program. **Proposals that do not propose afterschool programming will be disqualified for review.** To best serve the children of working families, programs should start at the beginning of the school year. Award amounts are based on the provision of services; therefore, awards may be subject to reduction of funds based on actual operations. Early release days are included under afterschool programming.

Programs serving elementary students' afterschool must operate a minimum of:

- Ten (10) hours per week (Monday through Friday)
- Four (4) days per week (Monday through Friday)

It is recommended that elementary programs operate a minimum of two and a half hours per day, allowing at least one-half hour for homework and tutoring, one hour for academic enrichment and one hour for activities that complement the state academic standards such as Civics and Resiliency Education.

Programs serving middle and high school students' afterschool must operate a minimum of:

- Eight (8) hours per week (Monday through Friday)
- Four (4) days per week (Monday through Friday)

It is recommended that middle and high school programs operate a minimum of two hours per day, allowing at least one hour for homework, tutoring and academic enrichment and one hour for activities that complement the state academic standards such as Civics and Resiliency Education. It is recommended that all programs end by 6:00 p.m. These recommendations consider the academic needs of students and the scheduling needs of working families.

#### Summer (Recommended)

Summer programming is a recommended component of the 21st CCLC program. To best serve the children of working families, summer programs should be offered for an extended period of time. Many adult family members may make alternate summer arrangements or not enroll students at all if the summer program does not offer enough hours of coverage for working families.

Summer programs for all grade levels must operate for a minimum of:

- Four (4) hours per day (Monday through Friday)
- Four (4) days per week (Monday through Friday)

In order to engage middle and high school students, summer programming should be designed with postsecondary planning needs of the students in mind and include such topics as industry certifications, college preparation, career preparation, internships and apprenticeships.

#### Before School (Optional)

Programs may propose a before school component in addition to the afterschool component. If offered, programming must offer 21st CCLC program activities in addition to serving breakfast. Before school components should operate for a minimum of one hour.

#### Teacher Planning Days, School Breaks (Fall, Winter, Spring), Weekends and School Holidays (Optional)

Programs should provide a minimum of four (4) hours of programming per day if proposing to operate on teacher planning days, school breaks, weekends and/or holidays. Each student in the program must be afforded the full breadth of programming each week (e.g., a program cannot serve boys on Monday and girls on Tuesday). **Programs must be designed to serve the same students on a daily basis.**

#### Adult Family Member Education (Required)

In accordance with ESEA Section 4201(a)(3), 21st CCLC programs must “offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.” For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. Programming must be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals. The Adult Family Member Education schedule should include activities that help adult family members become active participants in and a strong support system for the student’s academic endeavors.

A minimum of five (5) meaningful educational activities must occur throughout the year. The first activity should include a parent information session reviewing the 21st CCLC program requirements and activities. The other four activities must occur at least quarterly. At least one of these activities must focus on Civics or Resiliency Education aligned with state academic standards. Programs are encouraged to develop a plan to serve the adult family members based on the needs of the community served which generally exceed this minimum requirement.

### Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include up to two (2) sites.

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

### **Section 8: Local Level Program Evaluation (10 points)**

21st CCLC subrecipients are required to participate and provide data as requested to FDOE which is transmitted to USED. Subrecipients are required to undergo periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success ESEA Section 4205(b)(2)(A). Subrecipients must frequently review and utilize data collected for continuous improvement for student success. Subrecipients are required to post a summative report for their partners and the public identifying the annual outcomes of the program ESEA Section 4205(b)(2)(B)(ii).

Data required to be collected includes the following Government Performance and Results Act (GPRA) indicators reported based on the schedule in the Project Performance Accountability Form.

Measure 1: Growth in reading and language arts and mathematics on state assessments

Measure 2: Grade point average improvement

Measure 3: School day attendance rate improvement

Measure 4: Decrease of in-school suspensions

Measure 5: Teacher-reported engagement in learning

Additionally, FDOE requires additional program objectives which complement the GPRA outcome measures. Data is required to be reported monthly, quarterly and annually through the state's data collection system EZReports.

Subrecipients are required to adhere to the Parents' Bill of Rights, Section 1014, Florida Statutes (F.S.) and the Student Data Privacy Act, Section 1002.222, F.S. concerning the collection of required student data.

### Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the 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 will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

### **Section 9: Authorized Program Activities (15 points)**

ESEA Section 4205(a) identifies the approved activities for a 21st CCLC program. This section states the following:

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 state 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 afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- (7) cultural programs;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) parenting skills programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students 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 Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

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. Activities for students and adult family members should also include Civics and Resiliency Education instruction.

#### Instructions

Each program must create and upload a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence.

#### **Section 10: Staffing, Volunteers, and Professional Learning (10 points)**

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 application must have a main contact to interface with the department about the community learning center project; any changes in contact must be communicated promptly to FDOE. This may be a project or grant manager. Each community learning center site must have a site coordinator working at least 30 hours per week. A full-time site coordinator is preferable. The site coordinator collaborates with the target school and community to find resources to provide enrichment to students and families in the program.

Academic enrichment programs should be overseen by a certified educator, specifically an individual holding a valid Florida Professional Educator's certificate or a temporary certificate. It is preferable that this educator is certified in the relevant grade levels and subject areas being taught. 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. Paraprofessionals, activity leaders or youth development workers can facilitate other programming. Volunteers may help support students participating in 21st CCLC programs. If the program is utilizing volunteers, it must have a plan to train, encourage and appropriately use these qualified persons (ESEA Section 4204(b)(2)(M)). Volunteers should have Resiliency Coach supplemental training, if the training is available.

All 21st CCLC staff and contractors must be cleared through a Level II background screening as described in Chapters 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 Chapters 39, 402 and 409, F.S.

21st CCLC's 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.

Each community learning center must have a professional learning plan responsive to its staff's needs. The plan should address the training needs of the staff charged with administering the program and the staff delivering the activities. All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application.

### Instructions

In the text box provided, describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff. If the community learning center is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning 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.

### **Section 11: Facilities (3 points)**

The 21st CCLC program centers operating out of school time programs must comply with Chapters 402.26-402.319, F.S. This Florida Statute, together with Rule 65C-22.008, F.A.C., defines childcare and sets forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. 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 childcare per Chapter 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 childcare 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, 2026. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2026, will not receive an award under this RFP.

The FDOE does not make licensing determinations or provide exemptions or waivers. Only 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 upload a plan for the program to be licensed by the July 31, 2026, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

#### **Section 12: Safety and Student Transportation (3 points)**

In accordance with ESEA Section 4204(b)(2)(A)(ii), students must be able to travel safely to and from the 21st CCLC program center and home. Student safety is paramount to FDOE and 21st CCLC programs, which 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

In the text box, 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, field trips 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.

#### **Section 13: Program Budget (15 points)**

The budget for the community learning center should reflect expenditures that focus on direct services for the needs of the students and families in the program. These include staffing that provides direct support to students, materials and curriculum for learning and enrichment activities, transportation needs for students and professional development for staff. The infrastructure for the program should already be in place and funds should not be budgeted for unallowable and unallocable expenditures. All expenditures should be reasonable and necessary to carry out the program goals.

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. 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 nonperformance; and any other information as required by applicable federal, state, and local rules and regulations.

Section 9, Chapter 2010-151, F.S., amending Chapter 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 Section 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 the DOE 101 form, Budget Narrative, for the budget. The document includes instructions on how to complete the form. There is no page limit for the budget and add the totals to generate a total award request to be entered into the DOE 100 form. This amount should be used as the base amount of the total budget not to exceed \$500,000.

Administrative and evaluation expenditures are allowable under the grant. The administrative costs are capped at ten (10) percent of the total award. Evaluation costs are capped at three (3) percent of the total award.

**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 guide. To identify the maximum amount, applicants must complete the funding request guide and add the totals to generate a total award request to be entered into the DOE 100(s) form. This amount should be used as the base amount of the total budget not to exceed \$500,000.

#### Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed \$500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

#### **Section 14: Sustainability (3 points)**

In accordance with ESEA Section 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 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

In the text box provided, 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.

## Priority Points Section

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 of meeting 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.

*Priority 1: Evidence that the proposal targets primarily students and families from high-poverty schools (up to 5 points).*

<i>Criteria</i>	<i>Points</i>
All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population eligible for free/reduced price meals:	
Over 75% of the student body are eligible for free/reduced price meals	Maximum 3 points
Over 90% of the student body are eligible for free/reduced price meals	Maximum 5 points

*Priority 2: Evidence that the proposal includes a narrative that clearly describes the partnership targeting schools in Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classification, and the specific roles and responsibilities of each partner. The proposal must include a copy of a formal agreement, such as a Memorandum of Understanding (MOU), signed by all partners, which clearly delineates the contribution of each partner to the proposed initiative.*

<i>Criteria</i>	<i>Points</i>
Application submitted by a partnership that includes a Local Education Agency (LEA), a community-based organization, and an additional public or private entity, proposing services exclusively for students attending schools with a CSI classification.	Maximum 3 points
Application submitted by a partnership that includes a LEA, a community-based organization, and an additional public or private entity, proposing services exclusively for students attending schools with a TSI classification.	Maximum 2 points
Application submitted by a partnership that includes a LEA, a community-based organization, and an additional public or private entity, proposing services exclusively for students attending schools with an ATSI classification.	Maximum 1 point

*Priority 3: Evidence that the proposal serves students in high school (3 points).*

<i>Criteria</i>	<i>Points</i>
Applicant propose an application that solely serves students in grades 9 through 12.	Maximum 3 points

*Priority 4: Evidence that the proposal serves students within a rural district (3 points).*

<i>Criteria</i>	<i>Points</i>
Applicant will serve students that are geographically located within an eligible Title V, Part B-Subpart 2 district	Maximum 3 points

*Priority 5: Evidence that the proposal is submitted by an agency that will not have any 21st CCLC continuation projects in the 2026-27 program year (3 points).*

<i>Criteria</i>	<i>Points</i>
If this proposal is not funded, the agency will no longer have any 21st CCLC programming.	Maximum 3 points

### **Support for Strategic Plan**

Describe how the project will incorporate one or more of the FDOE Goals included in the State Board of Education's K-20 Strategic Plan, outlined at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

### **Notice of Intent-to-Apply**

**The due date to notify the contact person, Dr. Contobia Adams of intent-to-apply is April 3, 2026. Send the notification by email to [21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org). Providing the intent-to-apply is not required for an application to be considered. Conversely, eligible organizations that file an intent-to-apply are not required to apply.**

### **Method of Answering Frequently Asked Questions or Providing Changes**

Applicants will be able to ask questions regarding the RFP via email to [21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org).

**The last date that questions will be answered is April 3, 2026.** Questions will not be answered individually or via phone. All questions and responses will be posted at <http://www.fldoe.org/schools/family-community/activities-programs/21stcentury-community-learning-center/rfp.stml>.

### **Conditions for Acceptance**

For applications to be considered review, the following requirements must be met:

- 1) Submit application within the timeframe specified in the RFP.
- 2) Include DOE 100A Project Application Form and DOE 101S Budget Narrative Form in the application.
- 3) Include the assigned TAPs number (if known) in all required forms.
- 4) All required forms are signed by an authorized entity. (FDOE will accept electronic signatures from the agency head in accordance with s. 668.50(2)(h), F.S.)
  - Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A form when the application is submitted.
  - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
  - FDOE will accept an electronic signature, a scanned signature or PDF of a hardcopy signature.
  - FDOE will accept a typed signature if the document is uploaded by the individual signing the document.
- 5) The application must be submitted electronically to Survey Monkey which is an approved website application.

## **Project Performance Accountability Information, Instructions, and Form**

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.**

FDOE has a standardized process for preparing applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

### **FDOE's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance, and
- verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, FDOE's project managers will verify the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

### **Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable and verifiable. (I.e., How many, how often, duration, etc.). Effectiveness (a method demonstrating the success such as a scale goals to be attained is necessary). Evidence or proof the activity took place. (E.g., Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project, training & technical assistance and the method of provision, number of clients or individuals served, the method of providing the service and frequency). Criteria for acceptance may vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

### Project Performance Accountability Form

**Definitions**

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Dollar value of deliverables

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

Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: October 1-31, 2026</u> All subrecipients must submit via the department's online system, monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> </ul>	November 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: November 1-30, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> <li>• Quarter Grades**</li> </ul>	December 5, 2026
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: December 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> <li>• Trimester Grades**</li> </ul>	January 5, 2027
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	<u>Period: January 1-31, 2027</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> <li>• Quarter Grades**</li> </ul>	February 5, 2027

<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: February 1-28, 2027</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> </ul>	<p>March 5, 2027</p>
<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: March 1-31, 2027</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> <li>• Trimester Grades**</li> </ul>	<p>April 5, 2027</p>
<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: April 1-30, 2027</u>  All subrecipients must submit via the department’s online system, monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> <li>• Quarter Grades**</li> </ul>	<p>May 5, 2027</p>
<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: May 1-31, 2027</u>  All subrecipients must submit via the department’s online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Behavioral Referrals*</li> </ul>	<p>June 5, 2027</p>

<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: June 1-30, 2027</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> <li>• Quarter grades**</li> <li>• Trimester grades**</li> <li>• End-of-year data upload (GPA, School Day Attendance Rate, In-School Suspensions)</li> </ul>	<p>July 5,2027</p>
<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.</p>	<p><u>Period: July 1-31, 2027</u>  All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> <li>• Student attendance count.</li> <li>• Number of hours of programming per student and/or family.</li> </ul>	<p>August 5, 2027</p>

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

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



**FLORIDA SINGLE AUDIT ACT STATE PROJECT DETERMINATION CHECKLIST**

*Fillable form. Click in the applicable Word table cells (shaded areas) to enter the requested information.*

Section 215.97(2), Florida Statutes (F.S.), defines a state program as a set of special purpose activities undertaken to realize identifiable goals and objectives to achieve a state agency’s mission and legislative intent requiring accountability for state resources. This statute defines a state project as a state program that provides state financial assistance to a nonstate organization and that must be assigned a state project identifier in the Catalog of State Financial Assistance (CSFA) (i.e., the CSFA number).

State agencies must use the Florida Single Audit Act State Project Determination Checklist (Checklist) to evaluate the applicability of the Florida Single Audit Act (FSAA) to a state program and determine whether the program is a state project. A state program or budget appropriation may include more than one special purpose activity with distinctly different objectives. For each state program and distinct special purpose activity determined to be a state project subject to the requirements of the FSAA, the state agency must request the assignment of a separate CSFA number by the Department of Financial Services.

<b>State Agency</b>	...
<b>Name of State Program</b>	...
<b>State Program Authorizing Statute/ Legislative Appropriation, Proviso</b>	...

**Part A - State Program Resources**

A state program may include more than one source of support, including federal financial assistance, matching funds, and state resources. Answer the questions below to identify the state program resources. Each source of support must be considered independently.

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>	
...	...	1. Is the state program supported by federal financial assistance as defined in section 215.97(2), F.S.? If yes, note the Catalog of Federal Domestic Assistance (CFDA) number.	...
...	...	2. Is the state program supported by state matching resources, as defined by 2 CFR §200.29 and section 215.97(2), F.S., to meet the matching requirements of a federal program?	
...	...	3. Is the state program supported by state maintenance of effort (MOE) resources for a federal program? MOE refers to the federal maintenance of effort or level of effort requirements as discussed in 2 CFR 200 §306 and Appendix XI, Section 3.1-G.  If yes, note the CFDA number (if different from above).	...
...	...	4. Is the state program supported by state resources other than state matching or state MOE?	

If the answer to **both** Question 3 **and** Question 4 above are **No**, the state program **is not** a state project and should not be included in the CSFA.

## Part B - State Program Evaluation

### State MOE Resources

If the answer to Question 3 above is **Yes**, analyze the state MOE resources using the following criteria:

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>
...	...	A. Do federal regulations specify the requirements for the use of the state MOE resources, and are there no additional state requirements?
...	...	B. Does the contract(s) contain sufficient language to identify the state MOE resources and the associated federal program?
...	...	C. Do the audit requirements of 2 CFR §200.501 apply to the state MOE resources, and does the contract(s) stipulate that the state MOE resources should be tested in a 2 CFR §200.501 audit in accordance with federal program requirements?

If the answers to Questions A through C above are **all Yes**, the state program **is not** a state project and should not be included in the CSFA.

If **any** of the answers to Questions A through C above are **No**, the state program **is** a state project and must be assigned a CSFA number.

### Other State Resources

If the answer to Question 4 above is **Yes**, answer the following:

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>
...	...	Are any of the state resources provided to a nonstate organization?

If the answer is **No**, the state program **is not** a state project and should not be included in the CSFA.

If the answer is **Yes**, evaluate the state program using the following criteria:

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>
...	...	A. Does the state program establish programmatic objectives (e.g., legislative intent, programmatic outcomes or goals, or purposes related to the agency's mission) that must be met by the nonstate organization for it to receive state resources?
...	...	B. Does the state program provide resources to enhance or support the operations or programs of a nonstate organization?
...	...	C. Does the state program provide resources to a nonstate organization for providing a program service (i.e., the services provided by the organization are consistent with the programmatic objectives)?
...	...	D. Does the state program contain specific laws, guidelines, or regulations regarding allowable program expenditures?

If **any** of the answers to Questions A through D above is **Yes**, the state program **is** a state project and must be assigned a CSFA number.

## Part C - State Project Determination

Based on your analysis above and discussions with appropriate agency personnel, state your conclusion regarding the state program.

<b>Name of State Program</b>		...	
<i>Enter "X" to indicate the State Project Determination. All signatures are required.</i>			
...	<b>A State Project</b>	...	<b>Not a State Project</b>
<b>Completed By (Program Personnel)</b>			
<b>Name</b>	...	<b>Phone</b>	...
<b>Title</b>	...	<b>Email</b>	...
<b>Signature</b>	...	<b>Date</b>	...
<b>Budget Office Review</b> (Applies only to Questions 1 through 4 in Part A – State Program Resources.)			
<b>Reviewer</b>	...	<b>Phone</b>	...
<b>Title:</b>	...	<b>Email</b>	...
<b>Signature</b>	...	<b>Date</b>	...
<b>Finance and Accounting Review</b> (Applies only to Questions 3 and 4 in Part B – State Program Evaluation.)			
<b>Reviewer</b>	...	<b>Phone</b>	...
<b>Title:</b>	...	<b>Email</b>	...
<b>Signature</b>	...	<b>Date</b>	...
<b>Office of Inspector General Receipt</b>			
<b>Receiver</b>	...	<b>Phone</b>	...
<b>Title</b>	...	<b>Email</b>	...
<b>Signature</b>	...	<b>Date</b>	...

*For questions regarding the evaluation of a state program or if it has been determined that the state program is a state project and has not been assigned a CSFA number, contact your FSAA state agency liaison or the Department of Financial Services, Bureau of Auditing, at [FSAA@MyFloridaCFO.com](mailto:FSAA@MyFloridaCFO.com) or (850) 413-3060.*

*Email completed forms to the FSAA Coordinator at the Department of Financial Services, Bureau of Auditing ([FSAA@MyFloridaCFO.com](mailto:FSAA@MyFloridaCFO.com)).*

*Note: Rule Chapter 69I-5, Florida Administrative Code (F.A.C.), State Financial Assistance, incorporates this form as well as the regulations cited therein by reference in Rule 69I-5.005, F.A.C. Rule 69I-5.001, F.A.C., incorporates 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, including Subpart F - Audit Requirements, 2018 Edition, and its related Appendix XI, Compliance Supplement, April 2017 and April 2018. The form and regulations can be accessed via the Department of Financial Services' website at <https://apps.flds.com/fsaa/>.*



**FLORIDA SINGLE AUDIT ACT CHECKLIST FOR NONSTATE ORGANIZATIONS  
RECIPIENT/SUBRECIPIENT VS. VENDOR DETERMINATION**

*Fillable form. Click in the applicable Word table cells (shaded areas) to enter the requested information.*

State agencies must use the Florida Single Audit Act State Project Determination Checklist (Form DFS- A2-PD) to evaluate the applicability of the Florida Single Audit Act (FSAA) to a state program (i.e., the program is a state project as defined in section 215.97(2), Florida Statutes (F.S.)). If the state agency has not completed the required Form DFS-A2-PD, complete it before beginning the recipient/subrecipient vs. vendor determination for the nonstate organization.

For each nonstate organization receiving state project resources, the state agencies, recipients, and subrecipients disbursing such resources must complete this Florida Single Audit Act Checklist for Nonstate Organizations - Recipient/Subrecipient vs. Vendor Determination (Checklist). Completion of this Checklist assists state agencies, recipients, and subrecipients in evaluating the applicability of the FSAA to the nonstate organization and in determining whether the nonstate organization is a recipient or subrecipient or a vendor.

When a recipient or subrecipient relationship is determined to exist, state agencies, recipients, and subrecipients must include in the document that establishes the recipient or subrecipient relationship with the nonstate entity the applicable audit requirements referenced in Audit Requirements for Awards of State and Federal Financial Assistance, Form DFS-A2-CL, including Exhibit 1. State agency program personnel are responsible for notifying the state agency's finance and accounting office of awards to nonstate entities. Disbursements of state financial assistance to those nonstate entities must be coded in the Florida Accounting and Information Resource (FLAIR) system as object code 7510.

<b>Name of Nonstate Organization</b>	...
<b>Type of Nonstate Organization</b>	...
Enter type as nonprofit, for-profit, or local government. If the nonstate organization is a local government, indicate the type of local government (e.g., municipality, county commission, constitutional officer, water management district).	
<b>Awarding Agency</b>	...
<b>Title of State Project</b>	...
<b>Catalog of State Financial Assistance (CSFA) No.</b>	...
<b>Contract, Grant, or Agreement No.</b>	...

FLORIDA SINGLE AUDIT ACT CHECKLIST FOR NONSTATE ORGANIZATIONS  
RECIPIENT/SUBRECIPIENT VS. VENDOR DETERMINATION

**Part A - Relationship and Applicability of the FSAA**

For each state project identified for inclusion in the CSFA, analyze the state agency's relationship with **each** nonstate organization receiving program resources to determine the applicability of the FSAA.

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>
...	...	1. Is the nonstate organization a district school board; charter school; Florida College System institution or state university as defined in section 1000.21, F.S.; a governmental body outside the state of Florida; or a federal agency?
...	...	2. Is the relationship with the nonstate organization <b>only</b> to procure commodities (as defined in section 287.012(5), F.S.)?
...	...	3. Does the relationship with the nonstate organization consist of <b>only</b> federal resources, state matching resources, or local matching resources for federal programs?
...	...	4. Does the relationship with the nonstate organization consist of <b>only</b> state maintenance of effort (MOE) resources that meet <b>all</b> the following criteria (Questions A through C)? MOE refers to the federal maintenance of effort or level of effort requirements as discussed in 2 CFR 200 §306 and Appendix XI, Section 3.1-G.
...	...	A. The federal regulation specifies the requirements for the use of the state MOE resources <b>and</b> there are no additional state requirements?
...	...	B. The contract(s) contains language to identify the state MOE resources <b>and</b> the associated federal program?
...	...	C. The audit requirements of 2 CFR 200 §501 apply to the state MOE resources <b>and</b> the contract(s) stipulates that the resources must be tested in a 2 CFR §200.501 audit in accordance with federal program requirements?

If **any** of the answers to Part A, Questions 1 through 4, above is **Yes**, the FSAA **is not** applicable to this nonstate organization based on the state agency's relationship with the nonstate organization. However, agency responsibilities pursuant to section 215.971, F.S., and other guidelines for the management of contracts and agreements with the nonstate organization should be further evaluated by completing the recipient/subrecipient vs. vendor relationship analysis in Part B.

FLORIDA SINGLE AUDIT ACT CHECKLIST FOR NONSTATE ORGANIZATIONS  
RECIPIENT/SUBRECIPIENT VS. VENDOR DETERMINATION

**Part B - Recipient/Subrecipient vs. Vendor Relationship Analysis**

For each state project identified for inclusion in the CSFA, analyze **each** nonstate organization receiving program resources to determine whether there is a recipient/subrecipient or vendor relationship.

<u>Yes</u>	<u>No</u>	<i>Enter "X" for all that apply.</i>
...	...	1. Does state law or legislative appropriation, including proviso, direct the nonstate organization to carry out this state project?
...	...	2. Is the nonstate organization required to provide matching resources not related to a federal program?
...	...	3. To receive state resources, is the nonstate organization required to comply with specified state project requirements? (State project requirements include laws, rules, or guidelines specific to the state project such as eligibility guidelines, specified types of jobs to be created, donation of specified assets, etc. Specified state project requirements do not include procurement standards, general guidelines, or general laws and rules.)
...	...	4. Is the nonstate organization required to make state project decisions which the state agency would otherwise make (e.g., determine eligibility, provide case management)?
...	...	5. Is the nonstate organization's performance measured against whether state project objectives are met (e.g., number of jobs to be created, number of patients to be seen, number of disadvantaged citizens to be transported)? The nonstate organization's performance measures may or may not be related to state performance-based budgeting.

If **any** of the answers to Part B, Questions 1 through 5, above is **Yes**, there is a **recipient/subrecipient relationship** and the state agency **must** comply with section 215.971, F.S., and other guidelines for the management of contracts and agreements with the nonstate organization. Also, the nonstate organization **is** a nonstate entity subject to the FSAA, unless the FSAA has been determined as not applicable in Part A above.

If **all** the answers to Part B, Questions 1 through 5, above are **No**, the nonstate organization is a **vendor** and **is not** subject to the FSAA. Characteristics indicative of a procurement relationship between the state agency and a vendor are when the nonstate organization: (a) provides the goods and services within normal business operations; (b) provides similar goods or services to many different purchasers; (c) normally operates in a competitive environment; (d) provides goods or services that are ancillary to the operation of the state project; and (e) is not subject to compliance requirements of the state project as a result of the contract or agreement, though similar requirements may apply for other reasons.