



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal/Application

I. GRANT OVERVIEW

Division/Office	Division of Public Schools and Community Education/Bureau of Curriculum, Instruction and Assessment
Title	21 st Century Community Learning Centers Program
Specific Funding Authority(ies)	No Child Left Behind – Title IV, Part B
Funding Purpose	To provide before school and after school or summer programs for school wide Title I students and their families.
Funding Priorities	The Department will give priority to applications that are submitted jointly between at least one Local Education Agency (LEA) (including individual public or private schools, a consortium of schools, or a consortium of school districts) receiving funds under Part A of Title I and at least one public or private community-based organization. The Department will give the same priority to an application submitted by a local education agency if the local education agency demonstrates that it is unable to partner with a community-based organization that is within reasonable geographic proximity and of sufficient quality to meet the requirements of this part.
Target Population	The program is designed to serve students and families of students who attend schools with a high concentration of low-income, low-performing schools and schools designated as in need of improvement under Title I (pursuant to Title I part A, Subpart I).
Eligible Applicants	Local education agencies (LEAs), community-based organizations (including faith-based organizations), other public and private entities, or a consortium of two or more such agencies, organizations, or entities. The statute encourages eligible organizations to collaborate in applying for funds.
Type of Award	Discretionary Competitive (Statewide)
Total Funding Amount	Applicants must apply for a minimum of \$50,000 a year.
Funding Period	November 2002 - June 2003
Technical Support	Brandy Bartol, 850/488-1701

Required Forms

ACCEPTANCE REQUIREMENTS: (required to be considered for competition)

- DOE 100A with appropriate original signature
- DOE 101

If you fail to meet ALL of these requirements, your application will not be considered for funding.

Authorization Letter: If the signature on the DOE 100A is other than the agency head, a letter authorizing that individual (superintendent, president, chair person of the board) to sign ***MUST*** be attached.

OTHER REQUIREMENTS:

- ***ALL APPLICANTS MUST SUBMIT ONE ORIGINAL AND FOUR COPIES OF THE APPLICATION***

For Community-Based Organizations please also include the following:

- List of current Board of Directors
- Copy of current operating budget
- Copy of current audit report

Application Due Date

October 18, 2002

II. FEDERAL REQUIREMENTS

This Request for Proposal is issued pursuant to the No Child Left Behind Act (NCLBA) of 2001. Specifically, Section 4203(a) describes requirements that the SEA must address in its application to the United States Department of Education (USDOE). Section 4204(b)(2) describes requirements that an eligible entity at the local level must address in its applications to the State of Florida Department of Education (DOE).

OVERVIEW OF 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

1. Assurances

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

- 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local education agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/bin0007/gbook.htm> (A hard copy is available upon request.)

2. School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

3. Private College, Community-Based Organizations, and Other Agencies

Applicants must submit with the application the complete packet signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based, faith-based organizations and other agencies must also submit copies of the organization's current budget, a list of its board of directors, and a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These items must be submitted with the application.

4. Purpose of the 21st CCLC program

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to: (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student performance standards in core academic subjects, such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development. Programs are designed to offer services when school is not in session (before school and after school or during holidays or summer recess).

5. Required Program Activities

To receive a project under this program, applicants must provide services that address the absolute priority and must address at least four of the program activities as described below:

- remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- mathematics and science education activities;
- arts and music education activities;
- entrepreneurial education programs;
- tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- drug and violence prevention programs, counseling programs, and character education programs; and
- serving students with disabilities (Mandatory Requirement).

6. Project Duration

Pending budget appropriation, continuation of funding will be available for a total project period of 5 years. Continued funding will be based on yearly progress updates, timely submission of required data that demonstrates the maintenance of attendance levels and program quality, and evidence that the grantee is working towards sustaining the program beyond the project period.

7. Competition Priorities

There are two types of priorities for this competition: **absolute** and **competitive**. The absolute priority is a mandatory requirement and must be addressed by all applicants. Applications that address the competitive priority will receive preference over other applications of equivalent merit. Each of the priorities for this competition is discussed below.

- **Absolute Priority**
 - The Department of Education will give priority to programs proposing to target services to students who attend schools that have been identified as in need of improvement (pursuant to Title I part A, Subpart I, Section 1116).
 - The Department will give priority to applications that are submitted jointly between at least one LEA receiving funds under Part A of Title I and at least one public or private community organization. The Department will give the same priority to an application submitted if the applicant can demonstrate that it is unable to partner with an agency or school within reasonable geographic proximity and of sufficient quality to meet the requirements of this part.
- **Competitive Priority**
 - Applicants that use a significant portion of the program funds to address substantial problems within D and F schools as identified by the DOE.
 - Applicants that provide nutrition, health and fitness related programs that will help decrease the national obesity epidemic.
 - Applicants that form partnerships with institutions of higher education, libraries and other private and public profit and non-profit entities with technology expertise to improve the use of technology.

8. Funding

- Applicants are eligible to apply for an annual amount of a minimum of \$50,000.
- Applicants are encouraged to:
 - Consider the scope of services, the number of students to be served, and the needs of the families and community when determining the amount to request; and
 - Allot a minimum of \$50,000 - \$200,000 annually per site in order to support high quality effective after school programs.
- The Department discourages applicants from proposing to charge fees.
- Funds may be used solely for the purpose of creating community learning centers that provide students and their families with academic enrichment and a broad array of other activities designed to complement their school-day programs and advance student achievement. Services must be offered during non-school hours or periods when school is not in session, including before school and after school, evenings, weekends, school vacations, or summer.

All projects will be reviewed on a competitive basis. Award amounts will be determined by the Florida Department of Education.

DEVELOPING YOUR PROPOSAL

COMPONENT ONE NEED FOR PROJECT (25 POINTS)

Application must include all objectives in order to receive all 25 points

1. Identify the target population, the problem(s) to be addressed and justify the need for the requested funds for students and their families. Explain how the proposed project will provide services or otherwise address the needs of students at risk of educational failure. In doing this you must:
 - identify the risk factors and indicators that contribute to the problem; and
 - describe the impact of the problem on the target population.
2. Applicants must provide information regarding an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including needs of working families). Data to validate the need may include, but is not limited to:
 - the poverty rates in the communities to be served;
 - the percentage or rapid growth of limited English proficient students and families;
 - the percentage of Title I students, the dropout rates; and
 - the literacy rates and education levels in the community.

We suggest that you use specific and relevant data regarding the students and families to be served by the project.

3. The plan of communication between the 21st CCLC site and the schools the students attend, including how you will:
 - assure the alignment of the regular school day;
 - access necessary student academic records;
 - assure that the participants were in attendance during the regular school day;
 - share information on students' progress between school day and 21st CCLC program staff;
 - eliminate barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. adaptation and/or modification of the curriculum, staff support, staff development, and specialized resources); and
 - equitably serve non-public school students and their families, if those students meet the eligibility requirements of your 21st CCLC program.

Applications proposing to provide services at a non-school site must provide the following additional documentation:

4. Evidence that the program will be as safe and easily accessible as it would be at a school site, including evidence that the transportation costs of a school vs. non-school-based program was considered when deciding on the program location.
5. Evidence that the LEA and collaborating partners are in agreement on the alternate site, including a plan to ensure safe transportation between the school and the alternate site.



Suggestions/Guidance for applicants:

Please include letters of commitment that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of letters of support with a clear demonstration of buy-in from senior administrators of the partnering organization(s), is more important than the quantity. Most successful applicants have involved their community partners in planning and writing the application, as well as in helping to implement the project once awarded.

For programs that take place at non-school-based sites, it is important that you demonstrate an established plan of communication with the school(s) the students attend. Describe how the school and off-site program will communicate regarding daily school-day attendance of program participants, academic needs, homework assignments, etc.

COMPONENT TWO
QUALITY OF PROJECT DESIGN
(25 POINTS)

Application must include all objectives in order to receive all 25 points

Proposed Instructional Services

Provide a detailed description of the program goals, design, and activities. Describe how the activities will be designed to be developmentally age appropriate. Include the following information about the programs and services that you propose to deliver. (If programs/services will significantly vary from site to site based on student need, describe the following for each site.)

1. Describe the before school and after school or summer recess activities to be funded, and how they are expected to improve student achievement.
2. Describe how programs will meet the principles of effectiveness by being based on the:
 - assessment of objective data regarding need for the before school and after school programs and improved student achievement (including summer recess periods);
 - an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - if appropriate, scientifically based research that provides evidence that the program will help students meet the State and local academic achievement standards.
3. A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home.
4. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.

5. If an applicant plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers.
6. Assurance that each 21st CCLC before school and after school or summer program will operate at least 4 days per week at a minimum of 15 hours per week.
7. Identify the program plans for professional development for staff delivering program activities and provide evidence of qualified staff with adequate student-to-staff ratios.
8. Identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources.
9. Assure that the program will offer a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. Florida 21st CCLC Programs that operate on Saturday or non-school days will be required to operate either three or four hours dependent on the amount requested for core funding and will offer a daily nutritious breakfast and/or snack that meets the USDA requirements specified above. **This funding cannot be drawn from 21st CCLC funds and must come from other resources.**



Suggestions/Guidance for applicants:

We suggest that you clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. Be clear in addressing how specific activities will assist students in their area(s) of need. Merely asserting that the project will assist students in meeting or exceeding local and state standards in academic areas does not provide the reviewers with a full understanding of how this will occur

Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs, and how staff will collaborate with regular school day teachers.

**COMPONENT THREE
ADEQUACY OF RESOURCES
(20 POINTS)**

Application must include all objectives in order to receive all 20 points

Sustainability

One of the goals of this program is to continue activities beneficial to students after the project period is over. Therefore, the proposal should be structured in such a fashion that it will become self-sustaining. Applicants will receive 100% of the funding for the first two years of the program. During the 3rd year, the recipient must demonstrate a match of 20%, 40% the fourth year and a 60% match in the fifth year of the project. Matching funds cannot be derived from other Federal or State funds. The requirement to provide matching funds applies to the entire proposal and should not be the sole responsibility of any individual collaborating partner. The Department of Education will allow all or a portion of matching funds to come

from in-kind contributions and will evaluate proposals based on a sliding scale. The Department will review:

- the relative poverty of the population to be targeted by the eligible entity; and
 - the ability of the eligible entity to obtain such matching funds.
 - The Department will not consider an eligible entity's amount of matching funds when determining which eligible entities will receive awards.
1. Describe the experience or promise of success by the LEA and all partners in providing out-of-school time educational and related activities that will complement and enhance academic success and positive youth development for students, (e.g. include a brief summary of any evaluation studies, reports, or research that may document evidence of previous success and effectiveness of the proposed activities/services).
 2. Assure that the application was developed in active collaboration with appropriate LEAs (specifically the schools students attend), community-based organizations, faith-based organizations, private and non-profit agencies that are interested in administering after school programs.
 3. A description of a preliminary plan for the ongoing maintenance of a partnership between the LEA, community-based organization and/or other public or private entity (if appropriate) to support the implementation of the proposed program after the five year funding cycle ends, including:
 - investments of each of the partners (e.g., in-kind support, staff development, transportation, cash investments by local partners such as cities, counties, school districts, and private/community foundations); and
 - the activities (i.e. counseling, assessment, serving a particular population, purchasing materials and supplies) that each agency has responsibility to provide and the amount of program funds allocated to each partner, if any.
 4. Provide evidence that the community was given notice of the applicant's intent to submit an application, and any waiver request will be available for public review after submission of the application.



Suggestions/Guidance for applicants:

We suggest that you describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. In past competitions, successful applicants provided evidence that their program has the support of program designers, service providers, and partners.

COMPONENT FOUR
QUALITY OF MANAGEMENT PLAN
(15 POINTS)

Application must include all objectives in order to receive all 15 points

1. Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

2. Describe how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, private and public schools, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others as appropriate.
3. Assurance that the title to property acquired under the 21st Century Community Learning Centers Program will remain within the appropriate facility for the continued use in the 21st CCLC program after the funding period has expired.
4. Assurance that the fiscal agent will adopt and use proper methods of administering each program, including the:
 - enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.



Suggestions/Guidance for applicants:

We suggest that you clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, and with what anticipated results. Providing job descriptions for key staff is particularly helpful in describing the structure of the project and the procedures for managing it successfully. Successful projects typically employ a full-time project director.

We suggest you show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful applicants make sure that their budget will adequately cover program expenses including transportation. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries, and classrooms to carry out your activities.

We suggest you include a schedule for council meetings and professional development as well as program implementation. Make sure the timeline is set up with reasonable expectations for start-up dates, etc.

We also suggest that you address the issue of planning for sustainability after the program period and elaborate upon how your LEA and partnering organizations will assist in sustaining the project. It is our experience that successful projects plan and provide resources for ongoing staff development and training.

COMPONENT FIVE
QUALITY OF PROJECT EVALUATION
(15 POINTS)

Application must include all objectives in order to receive all 15 points

Each year, grantees will be required to submit an Annual Performance Report (APR) that describes project activities, accomplishments, and outcomes. The two purposes of the APR are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the projects as outlined in the project application; and (2) collect data that addresses the performance indicators for the 21st Century Community

Learning Center program. All applicants must address each of the performance indicators and discuss how they will evaluate improvement in these areas.

There will be two types of data collected on the APR: Descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the Department approximately two months before the anniversary date of the project, usually in April. The section of the APR containing achievement data will be submitted by all grantees on a due date to be set by the Department, usually in October. Recipients are required to submit to the DOE data on students who are enrolled in programs and services funded by this grant, including identifying the percentage of students participating who meet or exceed the proficient level of performance on the FCAT. In the last year of the project, in addition to the APR, a brief final report summarizing the major challenges and accomplishments achieved during the project period will be required. This report will be due no later than 90 days after the end of the project. Grantees will also be required to participate in any national evaluations that the USDOE may conduct of the program.

1. Describe the goals of your program as well as the method of evaluating the goals. Applicants must determine the goals for their program based on each of the performance indicators listed below:
 - Participants in 21st Century Community Learning Centers program will demonstrate educational and social benefits and exhibit positive behavioral changes.
 - Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
 - Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.
 - 21st Century Community Learning Centers will offer a range of high-quality education, developmental, and recreational services to students and their families in high need communities.
 - Core educational services. Programs will offer high quality services in core academic areas, e.g. reading and literacy, mathematics, and science to improve FCAT scores and current school grades (i.e. D, and F schools).
 - Enrichment and support activities. Programs will offer enrichment and support activities such as health, and fitness activities to decrease the national obesity epidemic.
 - Partnerships. Grantees will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.
 - Services. Programs will offer services to family members of students participating in the 21st CCLC program.
 - 21st Century Community Learning Centers will serve children and family members with the greatest needs for expanding learning opportunities.
 - High-need communities. Programs are located in high poverty communities.
2. Applicants must provide assurance that:
 - the applicant will cooperate in carrying out any evaluation of the program conducted by state or federal officials;
 - the local education agencies and partnering agencies will share pertinent student data required for the evaluation components with each other and the public upon written notice; and
 - if appropriate, scientifically based research that provides evidence that the programs or proposed activities will help students meet state and local student academic achievement standards.

3. The results of the yearly evaluation will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures.



Suggestions/Guidance for applicants:

We suggest that you submit a strong evaluation plan that will shape the development of the project from the beginning of the project period. Programs should identify clear benchmarks to monitor progress toward specific goals, and outcome measures to assess impact on the performance indicators. Applicants should identify the individual and/or organization that have agreed to serve as the evaluator for the project and describe his/her qualifications. It should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) how the data will be analyzed; (5) when reports of results and outcomes will become available; and (6) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).

Successful applicants have included the evaluator in the actual writing of the application.

III. STATE REQUIREMENTS

State requirements are listed throughout the proposal.

IV. FISCAL REQUIREMENTS

1. Projects may use up to 5 percent of the total amount available to it for local administration and indirect costs. Specifically, a project may use up to 2 percent of the amount available for administrative costs. A project may use up to 3 percent of its allocation for the following activities (1) monitoring and evaluating programs and activities; (2) providing capacity-building, training, and technical assistance specific to the program; and (3) comprehensively evaluating (directly or through a contract) the effectiveness of programs and activities. Project funds can be used for travel, personnel, and contracted support as necessary and reasonable to carry out project monitoring, evaluation, technical assistance, and training functions. Projects should utilize the remaining 95 percent of funding to support activities/programming within the 21st CCLC program.
2. Budgets must include funds for at least two project staff members to attend a two-day annual regional or federal after school meeting, each year of the project. You must also include funds to cover travel and lodging expenses for at least three people to attend two state 21st CCLC training's during each year of the project.
3. Funds will not supplant any other district, state, or federal program. Federal projects can supplement, but NOT supplant.
4. Non-allowable expenditures include district-level expenses, facilities, capital improvements, plaques, entertainment, refreshments, and decorative items.
5. Allowable expenditures include appropriate training, professional and technical services, software, books, materials, supplies, and indirect costs in accordance with the approved in-direct cost rate.
6. The application must include the DOE 100A form completed and signed by the appropriate agency head, and the DOE 101 form completed in accordance with the form instructions. These are attached hereto.

7. Distribution of Funds

- Federal Cash Advance: Federal cash advances will be made to LEAs, universities, community colleges, and other governmental agencies by state warrant or Electronic Fund Transfer for disbursements. Request for Federal Cash Advance must be made on the Electronic Federal Cash Advance Request System.
- Performance-Based Funding: As expressed in the Performance-Based Schedule of Payments, performance-based payments to community-based organizations, public and private entities, will be distributed upon receipt of a properly prepared invoice and acceptance of units of deliverables by the DOE Program Manager; or
- Reimbursement Funding: Projects that are funded on a reimbursement system should be reported on a monthly basis. All reimbursement request must be made using the appropriate DOE forms, in accordance with the instruction of each form. The invoices and the entries on the detail forms should correspond with the agency's account codes. Request for reimbursement should be submitted to the DOE Comptroller's Office. Distribution methods to community-based organizations, public, and private entities will be determined by the Department at a later date.

V. APPLICATION REVIEW CRITERIA

1. Peer Review Process

- The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients. This funding model does not mean that the funds will automatically be awarded to any particular agency. All recipients must meet the minimum score of 70 to be considered for funding.
- Project applications will be read, evaluated and scored by a team of non-Division employees. The team(s) of readers will consist of three individuals with knowledge and experience in implementing programs.
- The applicant's scores of the three readers will be averaged and all applications will be ranked in order of highest to lowest score.
- Funding will be recommended for those with the highest score.
- DOE staff will review recommended applications for compliance with the programmatic and fiscal policies of the project.
- DOE staff may contact you for additional information and/or clarifications should an application fail to adequately address program intent.

2. Applicants will be scored on the following criteria:

- Need For Project - 25 points
- Quality of Project Design - 25 points
- Adequacy of Resources - 20 points
- Quality of Management Plan - 15 points
- Quality of Project Evaluation - 15 points

- **Maximum Total Points = 100 Points**

Required application format

Carefully read the entire application package before beginning to prepare an application. The application package clearly identifies who is eligible to apply under this competition, what applicants must propose to do, what must be contained in an application and what criteria will be used to evaluate applications.

A completed application must contain the following sections, in the order provided below. Copies of all forms discussed in the following section are provided in the "Required Forms" part of this document.

1. **Cover Page.** Use Form DOE 100A (Florida Department of Education Project Application).
2. **Program Summary and Abstract.** The applicant must provide the contact information and descriptive information requested. The abstract should briefly describe the community needs being addressed, including the participants to be served, the objectives and the activities proposed to meet them, and the intended outcomes. Applicants may include a continuation page of no more than two pages.
3. **Table of Contents.** Include a one-page table of contents.
4. **Program Narrative.** Applicants shall limit the application narrative to no more than 20 pages double-spaced, 12-point font. In previous competitions, reviewers have found that applicants can successfully describe their programs within this limit. In preparing the Program Narrative, applicants should keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed. Applications should describe how activities are designed to assist students to meet or exceed the Sunshine State Standards in core academic areas, as appropriate to each child. Applications must also describe how community-based agencies will collaborate with local education agencies.
5. **Budget Narrative.** Using the enclosed Florida Department of Education Budget Narrative Form, to provide a complete narrative for the first funding period. Include in the narrative : (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the cost of evaluation; and (4) total budget should reflect what applicant will need to carry out the program for the first funding period.
6. **Assurances and Required Forms.** Each of the forms and assurances provided in the "Required Forms" section must be completed and included in the application.
7. **Appendix.** Each application may be accompanied by an appendix, limited to the following:
 - A list of consortium members or partners. List all consortia members or partners, contact persons, addresses, telephone and fax numbers. Letters of commitment should be included in this section of the Appendix to clearly document the role and contribution of each member.
 - Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application.



Suggestions/Guidance for applications:

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

Application procedures

The deadline for transmitting applications is October 18, 2002. All applications must be received on or before that date. This closing date and procedures for guaranteeing timely submission will be strictly observed. No supplemental or revised information from applicants- including letters of recommendation mailed separately- will be accepted after the closing date, or after an application has been submitted. Applications may be delivered by mail, courier or hand before the deadline date. We encourage applicants to carefully review the procedures for submitting their materials. Only those applications that contain ALL identified forms and objectives will be considered for funding. If you have questions, they should be directed to Grants Management at (850) 488-3473.

All applicants must submit one signed original and four additional copies of the entire application, beginning with the Cover Page (DOE Form 100A). All copies of the application must be submitted together in one package, to ensure that Grants Management does not log in the same application more than once. Do not send your application, or copies of your application, to any other address within the Department of Education or it will not be accepted. Applications submitted by mail or hand delivery must be submitted to the following address:

21st Century Community Learning Centers
Attn: Grants Management
Florida Department of Education
325 West Gaines Street, Room 325
Tallahassee, FL 32399-0400

Applicants are also encouraged to periodically check the program's Website, <http://www.firn.edu/doe/> and go to keyword 21st Century Community Learning Centers Program, for information or resources that may be useful in helping applicants to prepare high quality applications. You may also call or write Brandy Bartol (phone: 850/488-1701; e-mail Brandy.Bartol@fldoe.org at the Florida Department of Education, 325 West Gaines Street, 444 Turlington Building, Tallahassee, FL 32399-0400.