MIAMI-DADE COUNTY PUBLIC SCHOOLS

Grants Administration

- ENTITLEMENT PROGRAM INFORMATIONAL MEETING FOR NON-PUBLIC SCHOOLS
- OCTOBER 28, 2026
- 9:30 A.M. – 10:30 A.M.

MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) HAS ESTABLISHED THE FOLLOWING PROCEDURES TO ENSURE MEANINGFUL CONSULTATION AND EQUITABLE SERVICES ARE PROVIDED FOR NON-PUBLIC SCHOOLS:

- Fall Informational Meeting: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-profit, non-public school students and educators.
- Invitation to Participate: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.
- Meaningful Consultation: Prior to developing the annual grant applications (due late Spring each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.

PROGRAMS THAT REQUIRE EQUITABLE PARTICIPATION OF PRIVATE SCHOOL STUDENTS, TEACHERS, AND PARENTS:

Title I - Improving the Academic Achievement of the Disadvantaged
Improving Basic Programs Operated by LEAs [Part A]
Migrant Education [Part C]
Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals
Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students
English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV – Student Support and Academic Enrichment
Student Support and Academic Enrichment [Part A]
21st Century Community Learning Centers [Part B]

Individuals with Disabilities Education Act (IDEA)

EQUITABLE SERVICES OMBUDSMAN

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that every state educational agency (SEA) must designate an ombudsman to monitor and enforce equitable services requirements to help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families. The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.

Logan Warren
Assistant General Counsel
Office of the General Counsel
Equitable Services Ombudsman
325 West Gaines Street, Suite 1544, Tallahassee, FL 32399-0400
850-245-0727 Office
Email: Equitableservices@fldoe.org
https://www.fldoe.org/finance/equitable-services/contact.stml

Miami-Dade County Public Schools

Division of Student and Family Support Programs

Non-Public Schools Program

2026 - 2027 Entitlement Program Informational Meeting

Student Eligibility

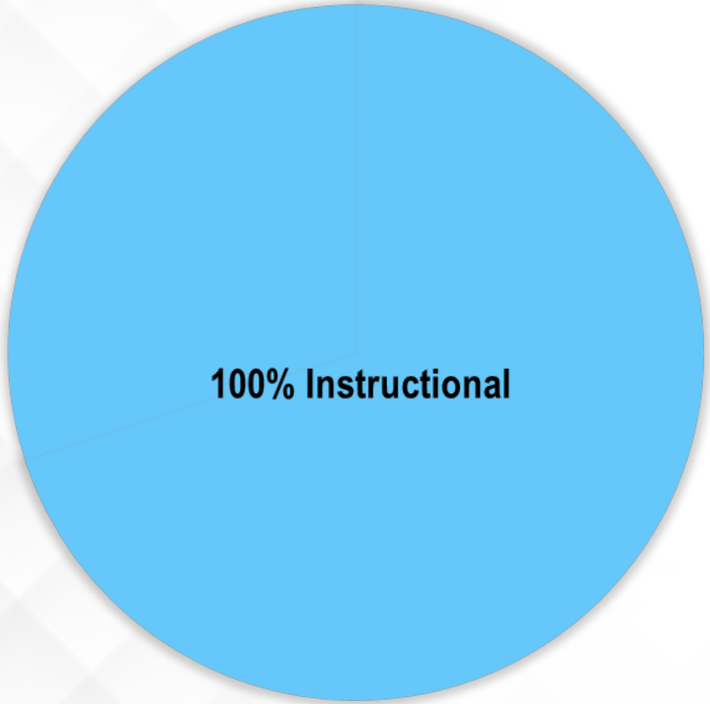
- Attend a non-profit private school
- Reside within a participating Title I public school boundary
- Identified as failing or at risk of failing to meet the state standards using academic related criteria
- Targeted Assistance

Funding Allocation

- Title I funding is allocated directly by the State of Florida
- Based on low-income student counts residing within public school boundaries
- Reservation through District-Wide Activities (Professional Learning and Parental Involvement)
- Supplemental

Equitable Share Options

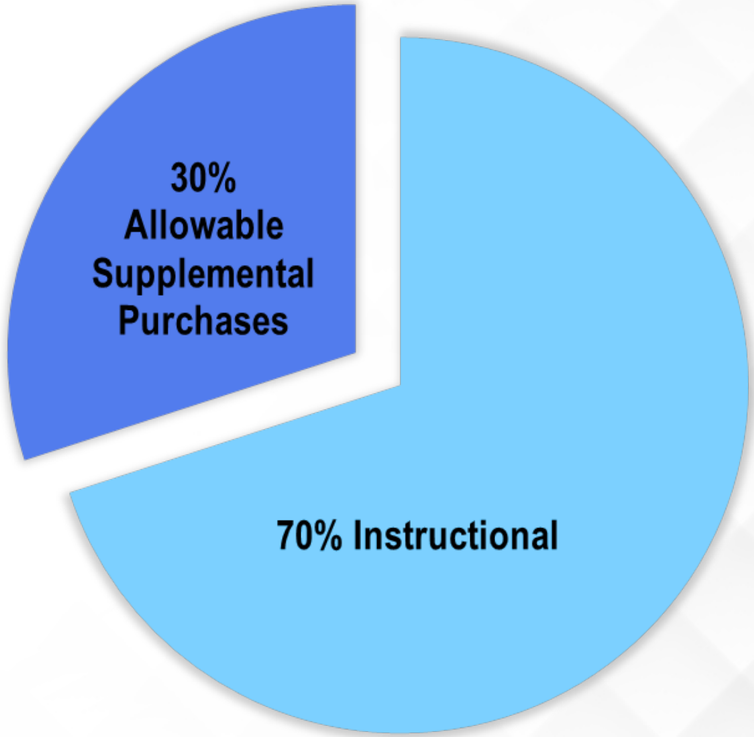
Option 1:
100% Instructional Services



100% Instructional Services

Tutoring, Counseling, Coaching

Option 2:
70% Instruction /
30% Allowable Purchases



70% Instruction / 30% Allowable Purchases

Instructional Services + Supplemental Materials

Division of Student and Family Support Programs
Non-Public Program Team

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Division of Student and Family Support Programs
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Administrative Director
Division of Student and Family Support Programs
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Ms. Erica Garcia
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Division of Student and Family Support Programs
EGarcia5@dadeschools.net

Ms. Yodislen S. Martinez
Director Community Outreach, Non-Public Program
Division of Student and Family Support Programs
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Ms. Judith Bonce
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Ms. Claudia Camara
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Ms. Melissa Alfonso
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Ms. M. Kathy Montizaan
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Ms. Courtney Gooding
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Ms. Hilary Mendoza
Community Liaison
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(305) 258-4115 ext. 2014

Title II, Part A

Supporting Effective Instruction

Office of Professional Learning



MIAMI-DADE COUNTY PUBLIC SCHOOLS
giving our students the world

2 Purpose and Impact

Title II, Part A supports effective instruction by investing in our educators and leaders.



Improve student achievement

through strategies such as improving teacher and principal quality, and increasing the number of highly qualified teachers and administrators.



Build educator and leader effectiveness

through high-quality professional learning and support.



Accountability and Continuous Improvement

Hold M-DCPS and schools accountable for continuous improvement in student academic achievement and ensure a proper reimbursement process for services provided.

3 Equitable Services for Non-Public Schools

Engage in timely and meaningful consultation
with private school officials.

Provide private school students and teachers
with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers.

Provide and process annually the Title II, Part A, Supporting Effective Instruction Application
to interested private schools.

Assess and address the needs
of private school students and teachers and provide services that meet those needs.

Spend an equal amount of funds per student
to provide professional learning services to public and private school teachers and administrators. Allocations are determined on a per pupil equitable allocation.

4 Allowable Use of Title II, Part A Funds

Funds must support high-quality professional learning to improve knowledge in core academic subjects and effective instructional practices.



Professional learning must be of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement.

Focus Areas include:

- Effectively integrating technology.
- Teaching students with different needs, disabilities, and limited English proficiency.
- Methods to improve student behavior, identify early interventions, and involve parents.
- Leadership development and management
- Use of data and assessments to improve instruction and student outcomes

5 | PARTICIPATION, REIMBURSEMENT & ACCOUNTABILITY

Non-Public School Title II, Part A Services

Requirements for Participation and Reimbursement

1. **Annual application**
   Submit the annual Title II, Part A, Supporting Effective Instruction Application.
2. **Approved services**
   Use an approved provider and meet school-site professional learning plan requirements.
3. **Quarterly documentation**
   Submit reimbursement documentation through FACTS, including invoices, receipts, cost breakdowns, and attendance records and evaluations, as applicable.
4. **Allocation and audit records**
   Expenditures may not exceed the school's annual allocation. Retain documentation for possible audits.

Questions or Interested in Participating?

Contact M-DCPS:

Maria Cervantes
mcervantes@dadeschools.net

Dr. Milagros Gonzalez
mgonzalez5@dadeschools.net

Professional Learning Provider

FACTS Education Solutions
Marcey Ayers | 305-804-2778
marcey.ayers@FACTSmgt.com

Remember

Services must be non-secular, neutral, non-ideological, and supplemental in nature.

MIAMI-DADE COUNTY PUBLIC SCHOOLS



TITLE III, PART A
ENTITLEMENT PROGRAM
INFORMATIONAL MEETING
OCTOBER 28, 2026

DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES

TITLE III, PART A – ENGLISH LANGUAGE ACQUISITION PURPOSE

- To help ensure that ELLs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- To assist ELLs, including immigrant children and youth, to achieve high levels in academic subjects;
- To assist teachers, principals, and other school leaders in establishing, implementing, and sustaining effective language instructional programs; and
- To promote parental, family, and community participation in language educational programs for the parents, families, and communities of ELLs.

ELIGIBILITY CRITERIA

✓ ELLs and educators serving ELLs in nonprofit private elementary and secondary schools in the LEA's service area.

✓ <u>Title III English Language Acquisition (ELA) Grant:</u>
After initial English language proficiency (ELP) assessment, students classified as ESOL level 1-4.
<u>Title III Recently Arrived Immigrant Children and Youth (IY) Grant:</u>
Grant is awarded to specific districts yearly as decided by FDOE. M-DCPS does not automatically receive IY funding.



⊘ ELLs and educators serving ELLs at for-profit private schools are not eligible to receive equitable services



SUPPLEMENT NOT SUPPLANT

With respect to equitable services, 34 C.F.R. § 299.8(a) requires that an LEA uses funds under a covered ESEA program to provide equitable services that **supplement** (above and beyond), and in **no case supplant**, the services that would, in the absence of services provided under that program, be available to participating private school children and educators.

Reminder:

- ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services. **ABOVE and BEYOND** those services, then Title III funded services can be provided.

TITLE III-ELA

ENHANCED SUPPLEMENTARY SERVICES FOR NON-PUBLIC SCHOOLS

IMPORTANT

LEA is eligible to receive ELA funds every year based to the number of ELLs reported on Survey 2 (October) or Survey 3 (February) as determined by the state. Amount of supplemental Title III services schools are eligible for is determined on per -student basis (current count), determined after the District receives the final award.

- Professional Development for teachers of ELL students on supplemental materials, best practices, and ESOL strategies
- Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
- Staff development for school's Title III Liaison on Compliance/Record keeping
- Supplementary instructional materials and software to support English language acquisition
- Consultation on creating a Plan of Action



TITLE III CONTACT

DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES

Ms. Cecilia Monteagudo

Executive Director, Title III Administrator

ccmarquez@dadeschools.net



TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (SSAE)



Program Objectives

- Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:

1. **Provide students with access to a <u>well-rounded education</u>**

2. **Improve <u>safe and healthy school conditions</u> for student learning**

3. **<u>Improve the use of technology</u> in order to improve the academic achievement and digital literacy of all students**

Categories

Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- Systems and practices to prevent bullying and harassment
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
- Building technological capacity and infrastructure
- Innovative blended learning projects

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giving our students the world

Unallowable Expenses

- **Decorations**
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- **Meals, refreshments or snacks**
- 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
- **Clothing or uniforms**
- **Furniture**
- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- **Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)**
- **Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)**
- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Tuition

Title IV Contacts & Information

Virna M. Kaufman – Executive Director
Mareling Rios – Grant Supervisor
Karina Quezada – Grant Specialist
Monique Cooper – Grant Specialist
Camila Crespo – Grant Specialist
Alejandra Romero – Grant Specialist

When emailing us, you **must** include your school's name in the subject line.

For General Questions: TitleIVRequest@dadeschools.net
To Apply: ApplyT4@dadeschools.net

Website: t4a.dadeschools.net
(works only with Google Chrome, Safari, Mozilla Firefox and Microsoft Edge.)

MIAMI-DADE COUNTY PUBLIC SCHOOLS

IDEA Part B Equitable Services

Supporting eligible students in non-public schools

Yvonne Leon, District Director

Who the program serves

Eligible children

Parentally placed students with disabilities in nonprofit private schools located in the district.

Funding

A proportionate share of IDEA Part B funds supports services determined through consultation.

Individual planning

Each eligible student has a Private School Services Plan (PSSP).

Child Find

Identification and evaluation are separate from selection for equitable services.

Students meet IDEA disability criteria and maintain current eligibility. Section 504 plans alone do not establish IDEA eligibility.

How proportionate share supports services

The annual child count determines the required share of IDEA funds.

$$\frac{\text{Eligible private school children with disabilities}}{\text{Total eligible public + private school children with disabilities}}$$

MULTIPLIED BY

District IDEA Part B allocation

Count eligible students, including those who do not receive services.

The district administers funds and resources for agreed equitable services.

Participation and the annual planning process

01

School participation

Confirm nonprofit status. Submit the Intent to Participate and student survey.

02

Consultation and needs

Discuss school and student needs, review service options, and complete written affirmation.

03

Eligibility and planning

Verify student eligibility. Review educational data and develop a PSSP for selected students.

04

Service coordination

Coordinate providers and schedules. Review delivery and maintain current student information.

Scope of equitable services

01

Student services

Academic instructional support and tutoring
Pre-K intervention and counseling
Other agreed special education or related services

02

Teachers and other personnel

Consultation and instructional guidance
Professional development tied to participating students' needs

03

Instructional resources

Materials and educational software
Assistive technology and other technology supporting agreed services

Services reflect student needs, consultation outcomes, and available funds.

Service models and supports

Consultation

District teachers advise school staff on strategies and supports for eligible students.

Support facilitation

District teachers collaborate with classroom teachers to support access and participation.

Direct instruction

District teachers or contracted providers deliver targeted instruction or other agreed services.

Additional supports may include parent/family support, professional development, materials, software, and assistive technology.

How, where, and when services occur

HOW

District ESE teachers and qualified contracted providers

Services follow the student's PSSP.

WHERE

Primarily at the private school

Another appropriate location may be arranged when needed.

WHEN

During the school year at coordinated times

During or outside the school day, as appropriate.

The PSSP specifies service frequency, duration, and location.

School input shapes program services

Before decisions

School officials and parent representatives discuss needs, funding, and service options.

Throughout the year

Annual consultation, surveys, individual or group meetings, email, and direct conversations.

What schools can influence

Service priorities, delivery models, locations, schedules, access barriers, and use of limited funds.

District follow-through

Consider recommendations, document consultation, obtain affirmation, and explain differing decisions.

One-on-one meaningful consultation

Discuss your school's needs and ask questions about IDEA equitable services.

Complete the Intent to Participate and student survey.
Share priorities, questions, and service access concerns.

Let's talk

Request a consultation meeting

a_partridge@dadeschools.net

Program contacts

Angie Torres • Assistant Superintendent

Office of Educational Services and Exceptional Student Education

Yvonne Leon
District Director • Private School Obligations
yvonneleon@dadeschools.net

Shannon Gottardi
District Director Budget & Data
sgottardi@dadeschools.net

Raul Garcia
Executive Director • Private School Budget
Ragarcia@dadeschools.net

AnSeing Partridge
Instructional Supervisor • Private School Services
a_partridge@dadeschools.net

Dr. Kelli Hunter Shepard
Administrative Director • Private School Evaluations
Khunter@dadeschools.net

Carla Magluta
Director Community Outreach • Private School Evaluations
Cmagluta@dadeschools.net

Olga Gonzalez
District Coordinator • Private School Invoices
olgonzalez17@dadeschools.net

Child Find: ESENET@dadeschools.net
Services: PrivateSchoolOperations_IDEA@dadeschools.net





prekese.dadeschools.net



PREK ESE



Non-Public School Supports

Participation Requirements

- Non-profit school
- with Kindergarten and higher grades



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PREKINDERGARTEN PROGRAM
FOR CHILDREN WITH DISABILITIES
the right beginning...

Supports and Services



Professional Development



Parent Education



Assistive Technology



Make & Take Workroom

Consultation with the child's Early Childhood Teacher

is available for:

- Strategies
- Accommodations
- Specialized Instruction
- Materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)







Professional Development

- High/Scope Curriculum
- Positive Behavioral Support
- Social and Communication Skills
- Developmentally Appropriate Practices
- Assistive Technology
- Lesson Pix
- Conscious Discipline



Program
Delivery Models

- Walk-in Speech/Language Therapy
- VPK/Head Start Consultation
- Inclusion
- Supported Inclusion
- ASD
- InD

Natalie Ann Tappert

Executive Director

305-271-5701

prekese.dadeschools.net

ntappert@dadeschools.net

5555 SW 93rd Ave., Miami, FL 33165





Florida Diagnostic & Learning
RESOURCES SYSTEM

WELCOME

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.

Section 1006.03, Florida Statutes (F.S.) Diagnostic and Learning Resource Centers



Florida Diagnostic & Learning
RESOURCES SYSTEM

VISION

The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.

Florida Diagnostic & Learning
RESOURCES SYSTEM

MISSION

The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities, integrating assistive and instructional technology, promoting family engagement, and ensuring access to early intervention services.

Florida Diagnostic and Learning Resources System-South (FDLRS-South)

Serving: KIPP Charter, Mater Academy, Miami-Dade, and Monroe

www.fdlrssouth.org

Florida Diagnostic & Learning Resources System

FDLRS Provision of Services

fdlrs.org

CHILD FIND



Service Delivery

- Child Development Milestones
- Child Find Awareness and Outreach
- Child Find Service Coordination
- CHRIS Database Management
- Early Childhood Developmental Screenings, Coordination, and Resources
- Interagency Collaboration

PARENT & FAMILY SERVICES



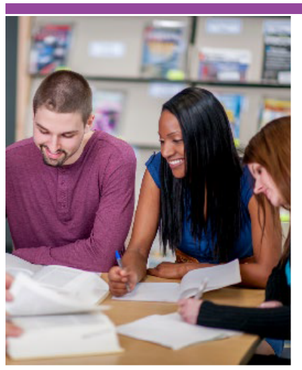
Professional Learning

- Academic Supports
- Accommodations Overview
- Assistive Technology Tools
- Behavior Management for the Home
- Educational Surrogate
- ESE 101
- Facilitated IEP
- Family Involvement in Education
- IEP Process

Service Delivery

- Coordination and Support for Local Family Conferences and Events
- Disability Resources
- Educational Supports

HUMAN RESOURCE DEVELOPMENT



Professional Learning

- Academic Supports for Specially Designed Instruction
- Accommodations
- Disability Awareness
- Dyslexia
- ESE 101
- Executive Functioning
- Explicit Instruction
- Facilitated IEP
- Gifted
- IEP Development
- Matrix of Services
- Sensory Processing
- Support Personnel & SwD
- Universal Design for Learning

Service Delivery

- Classroom Coaching and Modeling
- Professional Learning Supports

TECHNOLOGY



Professional Learning

- Accessibility
- Accessible and Instructional Technology
- Accessible Educational Materials
- Accommodations
- Assistive Technology
- Universal Design for Learning
- Visual Supports

Service Delivery

- Classroom Coaching and Modeling
- LATS and RLATS Support and Collaboration
- Professional Learning Supports

FDLRS-South

Main Office

FDLRS-South
Miami Killian Senior High School
10655 SW 97th Ave,
Miami, FL 33176
Phone: 305-274-3501
www.fldrssouth.org

Satellite Center: North

Robert Renick Educational Center
2201 NW 207th Street
Miami Gardens, FL 33056

Satellite Center: Central

Thena C. Crowder Early Childhood Diagnostic and Special Education Center
757 NW 66th Street
Miami, FL 33150

Satellite Center: South

Center for International Education
ESE Student Services Bldg. 005 - Room 003
900 NE 23 Ave.
Homestead, FL 33033

SEDNET

The Multiagency Network for Students with Emotional/Behavioral Disabilities

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) Region 11 Project Manager

Miranda Ruiz

SEDNET@dadeschools.net

SEDNET Mission

SEDNET creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral disabilities.

- https://sednetfl.info/
- 1006.04 Educational multiagency services for students with severe emotional disturbance

SEDNET

SEDNET is a regional network of the major child-serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:

- **Education**
- **Mental Health**
- **Substance Abuse**
- **Juvenile Justice**
- **Child Welfare**
- **Families and Youth**

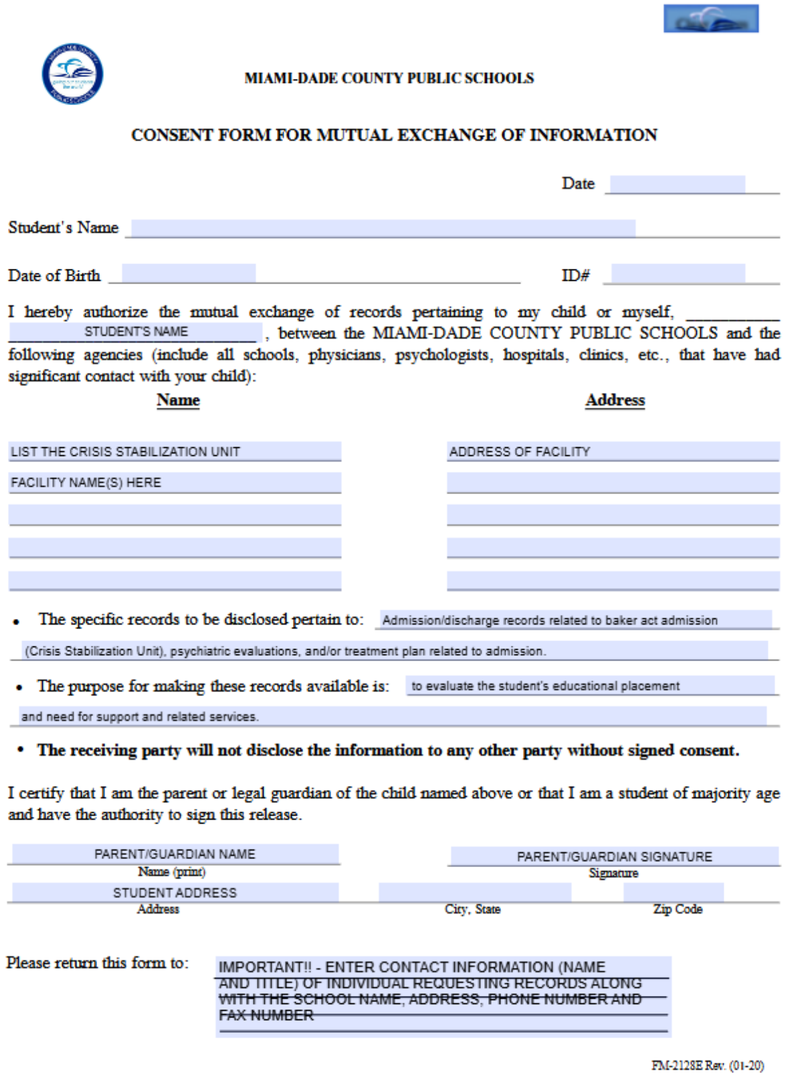
SEDNET

The Multiagency Network for Students with Emotional/Behavioral Disabilities

Email Address:

SEDNET@dadeschools.net

Mutual Exchange of Information (MEI) – FM-2128



MIAMI-DADE COUNTY PUBLIC SCHOOLS

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

Date

Student's Name

Date of Birth ID#

I hereby authorize the mutual exchange of records pertaining to my child or myself, STUDENT'S NAME, between the MIAMI-DADE COUNTY PUBLIC SCHOOLS and the following agencies (include all schools, physicians, psychologists, hospitals, clinics, etc., that have had significant contact with your child):

Name	Address
LIST THE CRISIS STABILIZATION UNIT	ADDRESS OF FACILITY
FACILITY NAME(S) HERE	

- The specific records to be disclosed pertain to: Admission/discharge records related to baker act admission (Crisis Stabilization Unit), psychiatric evaluations, and/or treatment plan related to admission.
- The purpose for making these records available is: to evaluate the student's educational placement and need for support and related services.
- **The receiving party will not disclose the information to any other party without signed consent.**

I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release.

PARENT/GUARDIAN NAME — Name (print)

PARENT/GUARDIAN SIGNATURE — Signature

STUDENT ADDRESS — Address | City, State | Zip Code

Please return this form to: IMPORTANT!! - ENTER CONTACT INFORMATION (NAME AND TITLE) OF INDIVIDUAL REQUESTING RECORDS ALONG WITH THE SCHOOL NAME, ADDRESS, PHONE NUMBER AND FAX NUMBER

FM-2128E Rev. (01-20)

The student is not required to provide any documentation prior to returning to school and limited information regarding the student's health should be shared with school staff, only on a "need-to-know" basis for those staff members working with the student directly or indirectly.

21st Century Community Learning Centers (CCLC) Purpose

- **Improve academic achievement** by providing tutoring and academic enrichment, particularly for students attending low-performing schools.
- **Expand enrichment opportunities** that complement the regular school-day program through engaging educational activities.
- **Strengthen family engagement** by providing parents and families with meaningful opportunities to support their children's education, including literacy and educational development activities.





Eligible Applicants

- Local Education Agencies (LEAs)
- Community-based organizations
- Tribal Organizations
- Other Private or Public entities (including faith-based or for-profit private entities)
- A consortium of two or more such agencies, organizations, or entities

Program Services

- Youth development activities
- Service learning
- Nutrition & health education
- Drug & violence prevention programs
- Counseling programs
- Arts, music, physical fitness & wellness programs
- Technology education programs
- Financial Literacy programs
- Environmental literacy programs
- STEM/STEAM programs
- Career & Technical programs
- Internship or apprenticeship programs
- Programs that expose high school students to jobs sector or occupations

Final Tips & Takeaways



For additional information and updates regarding the 21st Century Community Learning Centers (21st CCLC) Program, please visit the Florida Department of Education's 21st CCLC webpage.

Future grant application opportunities will be announced on this website. At this time, no release date has been announced for the next application cycle.

OFFICE OF GRANTS ADMINISTRATION

Faye Rodney
District Supervisor
Miami-Dade County Public Schools

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OGA
OFFICE OF GRANTS ADMINISTRATION