

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Volusia County School District	2 PROJECT NUMBER 640-2446C-6C003	
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Continuation TAPS 26B036	4 AUTHORITY 84.287C 21st CCLC ESEA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C250009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2025 - 07/31/2026 Program Period: 08/01/2025 - 07/31/2026	
7 AUTHORIZED FUNDING Current Approved Budget: \$200,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$200,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES - Last date for incurring expenditures and issuing purchase orders: <u>07/31/2026</u> - Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2026</u> - Last date for receipt of proposed budget and program amendments: <u>06/30/2026</u> - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: - Date(s) for program reports: - Federal Award Date : <u>07/01/2025</u>		
10 DOE CONTACTS Program: Contobia Horsey-Adams Phone: (850) 245-9209 Email: contobia.horseyadams@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401	UEI#: EE5FJ3UNR325 FEIN#: F596000884010
11 TERMS AND SPECIAL CONDITIONS - This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. - For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. - All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. - The Department's approval of this contract/grant does not excuse compliance with any law. - Other: Please note that additional terms and conditions may apply depending on the assurances associated with this project. For further details, refer to Section 11 on the following page.		
12 APPROVED:  Authorized Official on behalf of the Commissioner of Education 10.20.25 Date of Signing 		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project
Subgrantees are reminded that they have existing obligations to comply with Title IV of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), Public Law 104-193.
As applicable, grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq. or 42 U.S.C. § 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. § 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. § 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the U.S. Department of Education and/or the Florida Department of Education may take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

Ryan Petty, *Chair*
Esther Byrd, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganholi, Sr.
Kelly Garcia
MaryLynn Magar

MEMORANDUM

TO: Volusia County School District

FROM: State Program Office - 21st Century Community Learning Centers

DATE: September 8, 2025

SUBJECT: Project Award Notification Addendum

The purpose of this memorandum is to provide additional information to meet Uniform Guidance requirements concerning Federal Funds Obligated and Committed for the below referenced project. This memorandum is an addendum to the DOE 200 – Project Award Notification and approved project application.

See below for the required information specific to your project. Grant award funding is subject to the availability of funds. If you have any questions, please contact the 21st Century Community Learning Centers, State Program Office at 21stCCLCFunds@fldoe.org.

- Program Name: Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) – Continuation
- CFDA: 84.287C 21st CCLC ESSA, Title IV, Part B
- Research and Development: No
- TAPS: 26B036
- Cohort: 20
- Agency Name: Volusia County School District
- Grant Award Period: 08/01/2022 - 07/31/2026
- Project Number: 640-2446C-6C003
- Project Period: 08/01/2025 - 07/31/2026
 - Current Approved Budget (Project Performance Year 4): \$200,000.00
 - Current Maximum Amount: \$200,000.00
 - Total Amount of Federal Funds Obligated: \$800,000.00
 - Total Grant Award Period Maximum: \$800,000.00
 - Indirect Cost Rate: 3.21%, Restricted Plan Type B

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: Volusia CSD 1 Campbell Night Alive TAPS NUMBER: 26B036	DOE USE ONLY Date Received 5/21/25						
B) Name and Address of Eligible Applicant: Campbell Middle School 625 S. Keech Street Daytona Beach, FL 32114		Project Number (DOE Assigned) 640-2446C-6C003						
C) Total Funds Requested: \$200,000 DOE USE ONLY Total Approved Project: \$ 200,000.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Tami Fisher Fiscal Contact Name: Diane Romero-Lopez </td> <td style="width: 40%;"> Telephone Numbers: 386-734-7190 ext. 23518 386-734-7190 ext. 23550 </td> </tr> <tr> <td> Mailing Address: 801 N. Wild Olive Ave., Daytona Beach, FL 32118 </td> <td> E-mail Addresses: tpfisher@volusia.k12.fl.us dromerol@volusia.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: Same as Above </td> <td> UEI number: EE5FJ3UNR325 FEIN number: F596000884010 </td> </tr> </table>		Contact Name: Tami Fisher Fiscal Contact Name: Diane Romero-Lopez	Telephone Numbers: 386-734-7190 ext. 23518 386-734-7190 ext. 23550	Mailing Address: 801 N. Wild Olive Ave., Daytona Beach, FL 32118	E-mail Addresses: tpfisher@volusia.k12.fl.us dromerol@volusia.k12.fl.us	Physical/Facility Address: Same as Above	UEI number: EE5FJ3UNR325 FEIN number: F596000884010
Contact Name: Tami Fisher Fiscal Contact Name: Diane Romero-Lopez	Telephone Numbers: 386-734-7190 ext. 23518 386-734-7190 ext. 23550							
Mailing Address: 801 N. Wild Olive Ave., Daytona Beach, FL 32118	E-mail Addresses: tpfisher@volusia.k12.fl.us dromerol@volusia.k12.fl.us							
Physical/Facility Address: Same as Above	UEI number: EE5FJ3UNR325 FEIN number: F596000884010							

CERTIFICATION

I, Carmen Balgobin, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

E)

Signature of Agency Head

Superintendent

Title

5/20/25

Date

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S**

A) Name of Eligible Recipient/Fiscal Agent:	Volusia CSD: Campbell Middle School
B) DOE Assigned Project Number:	640-2446C-6C003
C) TAPS Number:	26B036

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project
5900	120	Other Instructions / Salaries: Program Director - To oversee the total 21st CCLC program, including staff training and supervision, coordination and monitoring of program, collecting and tracking data to ensure grant and county guideline compliance, reviewing attendance reports, contacting parents, student recruitment, group walkthroughs, covering teachers as needed, payroll, student check-in, communicating and coordinating with partners in the project, data collection and input, scheduling, accounting and maintaining 21st CCLC program fiscal records. During operating hours, the Director works with students on homework, conferencing students about grades, creating success plans, managing student behaviors and substitutes for teachers that are out. Additional hours: Before/after operation hours for parent drop-off and pick-up supervision, Wednesday hours for payroll, set up and running of EZ reports, submitting grades to school day teachers, monthly deliverables for state, adjusting weekly schedules based on teacher availability, parent phone calls and reviewing attendance reports. Planning: Coordinating staffing/ recruiting and confirming staff, student enrollment/family communication, daily scheduling for academic and enrichment programs, creating developing pacing guides, organizing and distributing curriculum materials, preparing attendance rosters / payroll documentation, and maintaining regular communication with teachers and families regarding schedules, expectations, and program protocols for both School Year and Summer Programming. SY \$40,820 After School Planning: 4 days x 5 hrs x \$25 hr = \$500 Before School M-F: 1 hrs x \$40 hr x 180 days = \$7,200 After School M, T, TH, F: 4.5 hrs x \$40 hr x 142 days = \$25,560 After School Wed (non-early release) 4.5hrs x \$40 hr x 2 days = \$360 Wednesday: 5 hrs x \$40 hr x 34 days = \$6,800 Fridays (early release day): 5 hrs x \$40 hr x 2 days = \$400 Summer \$8,660 Summer Planning: 4 days x 5 hrs x \$25 = \$500 Summer: 8.5 hrs x \$40 hr x 24 days = \$8,160 17% Admin = \$8,412 9% Eval = \$4,453	0.6	\$ 49,480.00	100%
5900	210	Other Instructions / Employee Benefits: Retirement (Program Director) Retirement benefits for 21st CCLC Program Director @ 14% \$49,480 x 14% = \$6,927 17% Admin = \$1,178 9% Eval = \$623		\$ 6,927.00	100%
5900	220	Other Instructions / Employee Benefits: FICA (Program Director) - FICA benefits for 21st CCLC Program Director @ 7.65% \$49,480 x 7.65% = \$3,785 17% Admin = \$643 9% Eval = \$341		\$ 3,785.00	100%
5900	120	Other Instructions / Salaries: Site Coordinator - Site Coordinator to help monitor and facilitate programs, provides face-to-face student services, is the first contact for all parents, assists with discipline as needed, monitor groups and adjust student groups as needed, monitor standards- based lessons to ensure district alignment, and coordinates and communicates with the Program Director. Additional hours: Pulls curriculum for next day, adjusts lesson plans as needed, parent contact for students with behavior issues, addresses attendance issues, and finalizes attendance. Planning: Planning of all physical education, art and cultural activities for students, work with administration for room/location assignments, and oversee facility availability to include custodial services and AC services for operation hours. SY \$17,280 After School M, T, TH, F: 3 hrs x \$40 hr x 144 days = \$17,280 Summer \$8,410 Summer Planning: 2 days x 5 hrs x \$25 hr = \$250 Summer: 8.5 hrs x \$40 hr x 24 days = \$8,160	0.3	\$ 25,690.00	100%
5900	210	Employee Benefits: Retirement (Site Coordinator) Retirement benefits for 21st CCLC Site Coordinators @ 14% \$25,690 x 14% = \$3,597	0	\$ 3,597.00	100%

Admin	Eval	Contract
\$ 8,412	\$ 4,453	
\$ 1,178	\$ 623	
\$ 643	\$ 341	

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project
5900	220	Other Instructions / Employee Benefits: FICA (Site Coordinator) - FICA (Site Coordinator) - FICA benefits for 21st CCLC Site Coordinator @ 7.65% \$25,690 x 7.65% = \$1,965	0	\$ 1,965.00	100%
5900	120	Other Instructions / Salaries: Certified Classroom Teachers - To provide small group research-based, individualized prescriptive reading, math and science tutoring, PE, Arts, Character ED and media academic services during the after-school program to actively participating 21st CCLC students. Academics occur Monday-Friday during afterschool program. Director and Site Coordinator will fill in as teachers to meet ratios as needed. Planning: Teachers/Tutors will review lesson plans and activities, gather supplemental materials needed to use with lessons and activities, and attend staff development. SY \$53,920 Before/After School Planning: 4 teachers x 2 days x 5 hrs x \$25 hr = \$1,000 Before School M-F: 2 teachers x 1 hr x \$35 hr x 180 days = \$12,600 After School M, T, TH, F: 4 teachers x 2 hrs x \$35 hr x 144 days = \$40,320 Summer \$20,160 Summer: 3 teachers x 8 hrs x \$35 hr x 24 days = \$20,160	1	\$ 74,080.00	100%
5900	210	Other Instructions / Employee Benefits: Retirement (Certified Teachers) - Retirement benefits for 21st CCLC teachers, media specialist, instructors, and counselors @ 14% \$74,080 x 14% = \$10,371	0	\$ 10,371.00	100%
5900	220	Other Instructions / Employee Benefits: FICA (Certified Teachers) - FICA benefits for 21st CCLC teachers, media specialist, instructors, and counselors @ 7.65% \$74,080 x 7.65% = \$5,667	0	\$ 5,667.00	100%
5900	390	Other Instructions / Misc. Purchased Services - DCF Background checks – Costs include the fingerprinting and background screening processes required by the Florida Department of Education (FLDOE) for all 21st CCLC employees working on this grant project. Costs are estimated at \$75 per staff member for an estimated 5 individual staff members. 5 staff x \$75 = \$375	0	\$ 375.00	100%
5900	330	Other Instructions / Out of County Travel -Costs for 21st CCLC program director(s), 21st CCLC site coordinator(s), and/or district staff directly supporting the 21st CCLC program to travel and participate in Fall& Spring 21st CCLC conferences and trainings, as required and/or allowed by the FLDOE to directly support the quality of the 21st CCLC program. Staff attending conferences will share what they learned during formal trainings and meetings with other 21st CCLC staff. Fall 21st CCLC Technical Assistance Mileage: 130.4 mi round trip x .445 = \$58 Lodging: 1 Rooms x \$225 x 3 nights = \$675 Parking: 3 days x \$15 = \$45 Meals: 3 days x \$6 Breakfast = \$18 3 days x \$11 Lunch = \$33 3 days x \$19 Dinner = \$57 21st Spring Regional Meeting Mileage: 130.4 mi round trip x .445 = \$58 Lodging: 1 Rooms x \$225 x 3 nights = \$675 Parking: 3 days x \$15 = \$45 Meals: 3 days x \$6 Breakfast = \$18 3 days x \$11 Lunch = \$33 3 days x \$19 Dinner = \$57	0	\$ 1,772.00	100%
5900	510	Other Instructions / Instructional Materials/Supplies Student Activities - Materials for use by actively participating 21st CCLC students during the 21st CCLC program, to include paper, pencils, crayons, markers, folders, scissors, spiral notebooks, project boards, dry erase boards, markers, curriculum materials, student art supplies, physical education equipment, and high interest reading books. \$88.52 per student x 80 students = \$7,082	0	\$ 7,082.00	100%
5900	731	Dues & Fees - National CPR Foundation (CPR Certification for 2 staff x \$15 = \$30)		\$ 30.00	100%
7200	792	General Administration / Indirect Cost - The LEA's negotiated indirect cost rate is 4.81% Plan B. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 6% administrative cap. \$200,000 / 104.81% = \$190,821 \$190,821 x 4.81% = \$9,179 100% Admin = \$9,179	0	\$ 9,179.00	100%
D) TOTAL				\$ 200,000.00	

Admin	Eval	Contract
		\$ 375
\$ 9,179		
\$ 19,411.64	\$ 5,417.28	\$ 375.00

(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
				Administrative Costs	\$ 19,412 9.71%
				Evaluation Costs	\$ 5,417 2.71%
				DOE ATTESTATION (Program and Grants Management) The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.	
				 FLORIDA DEPARTMENT OF EDUCATION fldoe.org April 2022 DOE 101S	

Admin	Eval	Contract
9.71%	2.71%	0.19%
Admin %	Eval %	Contracts %

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- 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 when the application is submitted.

Signature: Dr. Tamara Baker-Drayton
Dr. Tamara Baker-Drayton (May 9, 2025 15:03 EDT)
Email: tlbakerd@volusia.k12.fl.us

Signature: 
Julio Nazario-Valle (May 13, 2025 07:43 EDT)
Email: jnazario@volusia.k12.fl.us

21st Century (Campbell) FY25-26 New Grant Application

Final Audit Report

2025-05-13

Created:	2025-05-09
By:	Diane Romero Lopez (dromerol@volusia.k12.fl.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAACfu51a87Dj86pFpj66AZQSLjNYvGoEcE

"21st Century (Campbell) FY25-26 New Grant Application" History

-  Document created by Diane Romero Lopez (dromerol@volusia.k12.fl.us)
2025-05-09 - 4:49:12 PM GMT
-  Document emailed to tlakerd@volusia.k12.fl.us for signature
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-  Email viewed by tlakerd@volusia.k12.fl.us
2025-05-09 - 7:02:19 PM GMT
-  Signer tlakerd@volusia.k12.fl.us entered name at signing as Dr. Tamara Baker-Drayton
2025-05-09 - 7:03:00 PM GMT
-  Document e-signed by Dr. Tamara Baker-Drayton (tlakerd@volusia.k12.fl.us)
Signature Date: 2025-05-09 - 7:03:02 PM GMT - Time Source: server
-  Document emailed to Julio Nazario-Valle (jnazario@volusia.k12.fl.us) for signature
2025-05-09 - 7:03:04 PM GMT
-  Email viewed by Julio Nazario-Valle (jnazario@volusia.k12.fl.us)
2025-05-09 - 7:11:51 PM GMT
-  Document e-signed by Julio Nazario-Valle (jnazario@volusia.k12.fl.us)
Signature Date: 2025-05-13 - 11:43:06 AM GMT - Time Source: server
-  Agreement completed.
2025-05-13 - 11:43:06 AM GMT

Section D

Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

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

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

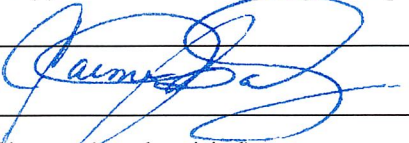
Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant changes in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned official, am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Volusia County Schools	640	Dr. Carmen Balgobin
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

	5/20/2025	386-734-7190
Signature (must be original)	Date	Area Code/Telephone Number

21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (CB)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (CB)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based in evidence that shows that the students will meet challenging State academic standards. (CB)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (CB)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (CB)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (CB)

Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (b)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (b)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (b)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (b)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (b)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (b)

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other

emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards. (b)

Suspension of the Grant

The department may suspend or terminate the grant with 30 days notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (b)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (b)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Agency Name

Volusia County Schools

**Agency Head or Authorized
Agency Representative**



Signature

Dr. Carmen Balgobin

Printed name

Title

Superintendent

Date

5/20/2023

Phone No.

386-734-7190

Email

cbalgobi@volusia.k12.fl.us



**Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

- (a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

Campbell's Night Alive Program Director will consult with all eligible Private School Administrators in the geographical area of Campbell Middle School. The Program Director will share the schedule of activities and the Adult Family Member Event flyer with all eligible Private Schools. Communications and discussions between Campbell's Night Alive Program Director and the eligible Private School's administrators will be focused on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel in the 21st CCLC program. These discussions will provide the opportunity for all parties to discuss the needs of eligible private school students, teachers and educational personnel. These meetings will be centered around offering options for ensuring equitable participation of private school students, teachers and other educational personnel. The Program Director will give notice to all parties to be well-prepared for these meetings. These meetings will take place in a timely manner to ensure that decisions can be made in advance about all activities the eligible private school students, teachers and educational personnel will be involved in.

- (b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

Currently there are 873 students enrolled in the eligible private schools in the geographical area of Campbell Middle School.

- (c) The places and times that the students will receive benefits under the program.

Private School Students would be eligible to receive benefits at Campbell Middle School, 625 S Keech Street, Daytona Beach, FL 32114. These benefits would be before school during the regular school year, Monday, Tuesday, Wednesday, Thursday and Friday from 7:50am-8:50am. They would also receive benefits afterschool during the regular school year, Monday, Tuesday, Thursday and Friday from 4:15pm-6:15pm. Also, a summer program Monday, Tuesday, Wednesday and Thursday, 8:30am-4:30pm. Students would also be able to attend all field trips and events sponsored by the program. These events include all Adult Family Member Services throughout the school year.

- (d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There are distinguishable differences between the program benefits provided to the public and private school students. All students will be afforded the opportunity to participate in all academic activities, field trips and extra-curricular activities detailed within the program proposal. All students and their families will be able to attend all Community Partner sponsored events and all Campbell's Night Alive Adult Family Member events proposed.

Florida 21st CCLC Objectives Table 2025-26

Objective Category	Objective Number	Domain	Required Objective	Data Management
1. Academic Achievement	1.A.1	Reading and Language Arts GPRA Measure 1	Participating students with two years of state assessment data will demonstrate growth toward meeting state and local academic achievement standards in reading and language arts performance on the Florida Assessment of Student Thinking (F.A.S.T.)	Reading and Language Arts F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.B.1	Mathematics GPRA Measure 1	Participating students with two years of state assessment data will demonstrate growth toward meeting state and local academic achievement standards in mathematics performance on F.A.S.T.	Mathematics F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.C	Grade Point Average (GPA) GPRA Measure 2	Participating students with two years of unweighted school GPA data of less than 3.0 will demonstrate improvement.	GPA data for all students who receive a GPA will be collected for subrecipient annual reporting .
2. Dropout Prevention	2.A	Attendance/Dropout Prevention GPRA Measure 3	Participating students with two years of data who had a school day attendance rate at/or below 90% in the prior school year will demonstrate an improved school attendance rate.	The school day attendance rate for all students will be collected for subrecipient annual reporting .
3. Behavior	3.A	Behavior GPRA Measure 4	Participating students with two years of data will demonstrate a decrease in the number of in-school suspensions compared to the previous year.	Data reports on in-school suspension for all students will be collected for subrecipient annual reporting .
4. School Engagement	4.A.2	Engagement in Learning GPRA Measure 5	Participating students demonstrate an improvement in teacher-reported engagement in learning.	Stakeholder Surveys (day-school teachers on engagement) for all students will be collected for subrecipient annual reporting .

Color key:
Gray represents the federal level.
Yellow represents the state level.
Pink represents the local level.



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Volusia CSD

Project Number: 640-2443B-3C003

Program Name: Campbell's Night Alive

Section 1: Project Abstract/Summary

Volusia County Schools operates Campbell's Night Alive at 625 S Keech St, Daytona Beach, FL 32114 of Community Learning Center. 20 students are provided programming from 7:50am to 8:50am, Monday-Friday, August 15, 2022 - June 2, 2023. 80 students are provided programming from 4:15pm to 6:15pm, Monday, Tuesday, Thursday, Friday, August 15, 2022 - June 2, 2023. 40 students are provided programming in the summer from 8:30am to 4:30pm, Monday-Thursday, June 12, 2023 - July 20, 2023. Program activities include Academic Enrichment, STEM, Health and Wellness, Cultural Enrichment, Technology, Truancy, Drug & Violence Prevention, College & Career Readiness and Social Emotional Learning.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	10+	2006-2022
Federal Funding	10+	1990-2022
Other Types		N/A

The proposed program, Campbell Night Alive (CNA) has been developed in partnership with the Volusia County School Board. Volusia County Schools has been operating since 1854 and has a proven track record of providing educational and support services to over 61,000 students annually. The school board has managed millions of dollars in federal funding. Campbell Middle School is a Title 1 school who has managed these funds to offer their students expanded learning opportunities through after school tutoring and Saturday Academic Bootcamps to help close identified achievement gaps. Volusia County Schools and Campbell Middle School have had the Campbell's Night Alive Program for the past 16 years from 2007-2022 and has handled over \$7,000,000 in Nita M. Lowey 21st Century Community Learning Center funds. All program expenditures will be monitored and approved by the school administrator, Program Director, and the Volusia County Schools Grants Office.

Section 4: Building Your Program Team

Effective leadership requires a great deal of wisdom, skills, and persistence to design implement a quality education program. The leadership process is vital to ensure that program staff, students, teachers, parents, and community partners are equipped with skills they need to help achieve and support program objectives. Laticia Roman will serve as a school district representative. Mrs. Roman has a vast knowledge of federal funding and grant requirements. Mrs. Roman serves as the Volusia County's District Director of Title 1 & Grants Programs and Grant Development. She has supervised all of Volusia County's Nita M. Lowey 21st Century Community Learning Center funds for the last 10 years. Mrs. Roman and the staff in the grant department have agreed to provide support in areas including, but not limited to, grant compliance, purchasing and payroll. Jennifer Robinson, Volusia County Schools Community Involvement Specialist, will serve as a district representative for Campbell's Night Alive Program. She is designated to serve the 32114 zip code that Campbell students reside in. She assists Campbell with community outreach and parent involvement. She will be a vital member of the team in the helping ensure participation from parents and the community, which in turn will positively impact the program overall. Christopher Rushing will serve as the school's administrative representative. Mr. Rushing was a former Mathematics Teacher at Campbell Middle School and is currently Administrator of Curriculum at Campbell Middle School working closely with Campbell's Night Alive for the past 2 years. He has and will continue to contribute by helping gather data for program evaluations and ensuring learning activities align to ESSA standards. Mrs. Huger, our community representative has lived in the community for over 40 years and has close ties with the families surrounding Campbell Middle School. She serves on several boards through the community and has spear-headed several community outreach projects. Mrs. Huger served Volusia County students and their families for over 30 years and before retiring she was a part of Campbell Middle School for over 20 of those years. As the former Title 1 Parent and Community Involvement Liaison for Campbell Middle School she has many resources at her disposal and has facilitated partnerships build within this application to ensure its sustainability. Mrs. Huger has been a member of the CNA team for over 10 years and she helped to coordinate Adult Family Night Events and will continue to do so. She is also the CEO of Generational Development consulting firm. One of the entities being Educational Consulting. Help organizations like CNA develop engaging programs centered around student success. Campbell's Night Alive Program has chosen Tonia Desmore as a program team member representing parents from Campbell Middle School. Ms. Desmore has offered a different prospective as a parent who has had two children attend Campbell. One who successfully went to high school and one who is currently attending Campbell. Mrs. Desmore has and will continue to contribute to the formulation of Adult Family Member Activities throughout the school year. She is an active member of the school and is often engaged in school-based meetings that make decisions for students. Campbell's Night Alive Program has chosen Dr. Hector Torres as a program team member who will represent a postsecondary institution within our community. He is the Professor and Principal Investigator of Mathematics

and Science Education at Bethune Cookman University. He has extensive understanding of College and Career Readiness and assisted with the development and implementation of STEM activities. Dr. Carrie Ann Verge will be a part of the program team and will represent a postsecondary institution within our community. She is the Director of Daytona State College's Adult Education Department. She has extensive understanding of both GED and ESOL Education to better assist our adult family members.

Dr. Verge will participate in the program's Adult Family Member Events by offering Adult Educational Services to our student's adult family members in hopes of building literacy skills to help parents assist their students at home with their schoolwork. Ericka Burnam-Hoyt has served as the 21 CCLC Program Director for Campbell's Night Alive for the past 5 years and has implemented an effective and successful program. Mrs. Burnam-Hoyt's extensive knowledge of 21st CCLC program guidelines and expectations and her passion for the community she serves, will ensure that CNA will continue to be a high-quality program. Mrs. Burnam-Hoyt has been a Volusia County teacher for the past 20 years and her record of effectiveness in the classroom gives her the ability to attract and retain experienced and well qualified teachers and staff. Mrs. Burnam-Hoyt has been a part of all aspects of this application process. She coordinated all aspects of the application by working with stakeholders and creating a program that will offer Campbell Middle School students, parents and community members much needed resources to ensure the success of all parties.

Section 5: Engaging Stakeholders

A variety of Stakeholders were engaged in the development of the application. A needs assessment survey was distributed to the following Stakeholders: School Administration, Teachers, Students, Parents and Partners from the community. Feedback and Information from these Stakeholder surveys was used to determine what is needed in the community learning center. The frequency and method of engagement and feedback from Stakeholders will be instrumental in the success of the community learning center. The community learning center will engage the Stakeholders and receive feedback from Stakeholders for the development of the program activities in the following ways: Community Notice: A public notice of intent about this 21st CCLC RFP will be placed on the CNA Website. The notice alerts Stakeholders that a hard copy of the grant application is available for review and comment upon request. All applications requesting Federal funds were placed on the consent agenda for School Board approval. The agenda was available to the public a week before the Board meeting. All meetings were open to the public. Community Learning Center Program Web Page: Campbell's Night Alive will disseminate information about the community learning center, such as the location of services, proposed activities via their existing webpage. Upon completion, CNA's 21st CCLC application will be made available on this website. The Program Director will ensure that the website is properly maintained and updated monthly to include pertinent parent information, program happenings, upcoming events, resources, and program recommendations. The site will have a Current Events Section where families can read about monthly activities, view special events,

and see photos and projects created in the community learning center. CNA Newsletter: The project will produce a quarterly newsletter to be sent home with students and available to all Stakeholders. The newsletter will include information on promising activities, as well as outcomes from Stakeholder surveys. Materials will be translated into Spanish, Haitian Creole, and other languages upon request. An electronic version of the CNA newsletter will also be available on the website. Partner Advisor Board: An Advisory Board will be in place to ensure partner maintenance and participation. The board is made of students, parents, teachers, staff, and community partners. The board will help ensure ongoing involvement and guidance from these stakeholders. The board will meet monthly and discuss updates about activities, opportunities, and performances. Partners will be provided substantial opportunities to share Ideas for improving the program, including ideas for curriculum, assessment, and new partners. The Partner Advisory Board plays a key role in CNA's sustainability.

Surveys:

Stakeholders will be surveyed at least 3 times per program year. Beginning of year, mid-year and end of year. These surveys will ask for feedback about the program and the activities implemented in the program. Program activities will be revised and adjusted according to stakeholder survey results. Consultation during the Development of the Application: CNA believes it imperative that School Administrators, Teachers, Students, Parents and Community Partners be involved in development and Implementation of such a comprehensive project. This proposal was drafted using feedback and Information from Stakeholders from the target school. A needs assessment survey was distributed to School Administration, Teachers, Students, Parents and Community Partners. The following results were found: School Administration Survey Results and Program Implementation: School Administration was surveyed, due to students being disruptive during class and not attending class, there is a great need for behavioral based activities focusing on truancy, social emotional learning, and character education. The School Principal and the current Program Director were actively engaged in the choosing of activities focusing on these topics. School Administration and the Program Director will meet on a monthly basis to give Administration an opportunity to give feedback and actively oversee the implementation of the program through the entirety of the program. Regular School Day Teacher Survey Results and Program Implementation: Regular School Day Teachers were surveyed, and they indicated a great need for academic intervention with a focus on ELA and Math skills Students are lacking. Teachers also expressed a need for more parent involvement in their child's education. Teachers indicated a need for better communication with parents. The program will be a bridge between the regular school day teachers and parents. The program will help coordinate parent teacher conferences and assist teachers in communicating with parents. It is important that we remember to have clear communication with parents that education should be a priority in all homes, no matter the socioeconomic status, in order to ensure that all students are given the same opportunities to learn to their full potential. Early intervention strategies will ensure that students living in poverty will have an increased chance for higher academic performance in an inclusive classroom (Jones, Wilson, Clark, & Dunham, 2018) According to the Needs Assessment Survey data Teachers also indicated Students are getting into physical altercations and causing disruptions to the regular school day. Teachers see a need for behavioral based activities focusing on positive peer relationships and conflict

resolution. The Regular School Day Teachers and the current CNA staff were actively engaged in the choosing of activities focusing on these topics. Teachers will be sent a Survey Monkey three times per program year, beginning of year, mid-year and end-of year, to receive their feedback in the implementation of program activities and incentive programs for Student's success in the classroom setting. Using teachers and staff from the regular school day in the program enhances this collaboration, and additional measures will further enhance coordination. Student Survey Results and Program Implementation: Students were surveyed, and they indicated a need for academic support with a focus on ELA and Math. They also showed a desire for project-based activities focusing on the arts and cultural awareness. Students also showed an interest in learning about careers that interest them. Students also indicated they would like to be involved in physical activities that focus on an active, healthy lifestyle. Students and the current CNA staff were actively engaged in the choosing of activities focusing on these topics. Students will be sent a Survey Monkey three times per program year, beginning of year, mid-year and end-of year, to receive their feedback in the implementation of program activities that interest them. Parent Survey Results and Program Implementation: Parents were surveyed, and they indicated a need for academic intervention with a focus on ELA, Math and STEM. Parents also see a need for more parent involvement events. Parents also indicated a desire for community outreach programs that can offer a variety of assistance to their families. Parents and the current Program Director were actively engaged in the choosing of activities focusing on these topics. Parents will be sent a Survey Monkey three times per program year, beginning of year, midyear and end-of year, to receive their feedback in the implementation of Student based program activities and family member events. Community Partner Survey Results and Program Implementation: Community Partners were surveyed, and they indicated a great need for academic intervention with a focus on ELA, Math and STEM education. Partners also expressed a substantial need for more Parent and Community involvement during and after school. Character education was also noted in the survey results. Community Partners, School Administrators and the current CNA Program Director were actively engaged in the choosing of activities focusing on these topics. Community Partners will be sent a Survey Monkey three times per program year, beginning of year, mid-year and end-of year, to receive their feedback in the implementation of Student based program activities and family member events.

Section 6: Assessing Program Needs

Parents, Administrators, Students, Teachers and Community Partners were given a Needs Assessment Survey In preparation for this proposal. Feedback from these surveys along with CNA's experiences in serving this community helped facilitate drafting this proposal. This program has been created to specifically address each Identified need: (1) academic remediation to address student academic progress particularly in the areas of Reading, Math and Stem; (2) Physical Education, Health and Wellness to address poor health outcomes; (3) Visual and Performing Arts Education to address community awareness; (4) Service Learning to enhance community awareness; (5) Character Education and Social Emotional Learning to address poverty rates and commitment to education and (6) Parent Services to address educational levels and parenting skills. Ultimately, this project focuses on students with the greatest needs and potential for growth. The most current data were used to establish needs. Using the Needs Assessment Surveys from Stakeholders and the most recent data available, Campbell

Middle School is a high need middle school in Volusia County. Needs assessment surveys were created to collect feedback from those that would benefit most from the proposed CNA program: Students, Parents, Teachers, Administrators, and Community Partners. These surveys measured the need for a before school, afterschool and summer program in the community, the issues facing students and families in the community and parent services needed. Teachers and school Administrators identified the need for parent involvement and a lack a student engagement during the school day. It was noted that many students are lagging behind academically and that academics afterschool would be beneficial in closing this achievement gap. Assessments-Academic Achievement, Growth and Participation Academic Achievements: 73.5% of Campbell's Economically Disadvantaged Students scored below proficiency level on the FSA Math Assessment. 70% of Campbell's Economically Disadvantaged Students scored below proficiency level on the FSA ELA Assessment. Impoverished Students are twice as likely to repeat a grade, be expelled/suspended, or drop out. The failure to reduce achievement gaps limits the economic mobility of children born into poverty (FDOE, 2012) A large population of in the school's total Student population failed to meet high standards on standardized assessments. 2021 State Math assessment data shows that students are severely underperforming compared to state and county data. Campbell has a lower percentage of level 3, 4, and 5 scores in addition to a significantly higher percentage of level 1 and 2 scores. On the FSA Math Assessment, 71% of all Students tested scored below proficiency This is particularly true for Students with Disabilities. 92.5% of Campbell's Student with Disabilities scored below proficiency level on the FSA Math Assessment. As for Campbell's English Language Learner Students 92% scored below the proficiency level on the FSA Math. Data shows students would benefit from additional activities focused on Math Grade Specific Standards. Also, Students with Disabilities need intensive intervention in Math concepts and operations. 2021 State ELA assessment data shows that students are severely underperforming compared to state and county data. Campbell has a lower percentage of level 3, 4, and 5 scores in addition to a significantly higher percentage of level 1 and 2 scores. On the FSA ELA Assessment, 69% of all Students tested scored below proficiency. This is particularly true for Students with Disabilities. 91% of Campbell's Student with Disabilities scored below proficiency level on the FSA ELA Assessment. As for Campbell's English Language Learner Students 81.5% scored below the proficiency level on the FSA ELA. Data shows students would benefit from additional activities focused on ELA Grade Specific Standards. Students with Disabilities would benefit from intensive intervention focusing on building fluency and vocabulary. Growth: Based on the Data from the Know Your School Portal only 26% of the entire Student population made learning gains on the FSA ELA Assessment and a total of 25% of the Economically Disadvantaged Students showed growth. When reviewing the data based on FSA Math scores, we found that 38% of all Students tested showed growth and only 36% of the Economically Disadvantaged Students made learning gains. ELL English Language Progress follows same trend of growth and decline as English Language proficiency data. Progress was above state and county data in 2017-2018 and 2019-2020, but dropped below in off years. Currently at 19.2% progress compared to 51.5% and 50.8% Volusia and State. Participation: The vast majority of students at Campbell are failing to meet proficiency standards in Reading and Math. Out of the total enrollment, 90.2% of students took the Florida Standards Assessments during the 2020-2021 school year. 90% of the students tested were Economically

Disadvantaged. Students with Disabilities made up 88.8% of all students tested and 92.6% of English Language Learners participated in all State Assessments. The standards tested by the FSA and the benchmark of proficiency are dictated by the state, and directly correlated to classroom grades and assessments. These grades can therefore be used as successful predictors of how students will perform on the end of the year FSA. The assessment participation data shows that the state and county have shown a steady decline over the last four years. Campbell Middle School has also followed this trend while consistently staying under the participation rates for the state and county. This lack of participation is particularly noted in the Multiracial, Homeless, and Hispanic populations. English Language Learners, Whites, and Asian populations have a significantly higher rate of assessment participation. 89.2% of Campbell's Students with Disabilities participated in the FSA Math Assessment. and 94.4% of Campbell's Students with Disabilities participated in the FSA ELA Assessment. 86.7% of Campbell's English Language Learner Students participated in the FSA Math Assessment and 97.8% of Campbell's English Language Learner Students participated in the FSA ELA Assessment. There has been a steady decline over the years, in keeping with state and county trends. Historically stays below county and state participation by approximately 2%.

Assessment Statistics:

Subgroups below Campbell overall participation percentage for the 2020-2021 school year:

- Economically disadvantaged (-0.2%)
- Homeless (-6.4%)
- Students with Disabilities (-1.4%)
- Hispanic (-5.4%)
- Multiracial (-5.4%)
- Male (-1.1%)

Subgroups above Campbell overall participation percentage for the 2020-2021 school year:

- ELL (+2.4%)
- Asian (+9.8%)
- Black (+0.6%)
- White (+2.0%)
- Female (+1.4%)

Campbell Middle School English Language Learners participation percentage is above average for Campbell. ELL students language proficiency is lower than state and county average, with severe dips and mild gains afterwards. Only 9.7% compared to 24.1% and 20.8% in Volusia and State. Acceleration: 45 Campbell Middle School Students tested earned High School Acceleration Credit. Out of the 45 students, 37 of them are Economically Disadvantaged. According to the Know Your School Portal, data for Students with Disabilities and English Language Students is not available. The unemployment rate among individuals without a high school diploma is 50 percent higher than among high school graduates and 100 percent higher than among college graduates—and those that are employed have far lower earnings (US Department of Labor, 2014). Low-income students trail substantially behind their more-affluent peers in terms of academic achievement on state and national assessments. The achievement gap translates into a later attainment gap—only 70 percent of students from low-income

families graduate from high school, compared with 85 percent of their more-affluent peers, and only 10 percent of individuals from lowest-income quartile families have a bachelor's degree by age 25, compared with 77 percent of individuals from families in the highest income quartile (US Department of Education, 2015).

Acceleration Statistics:

Subgroups below Campbell average for the 2020-2021 school year:

- Economically disadvantaged (-1.4%)

- Black/African American (-3.4%)

- Female (-5.2%)

Subgroups above Campbell average for the 2020-2021 school year:

- Homeless (+4.8%)

- Hispanic (+4.8%)

- White (+1.5%)

- Male (+9.8%)

Acceleration data for Campbell Middle School is very positive. Student acceleration is historically higher at Campbell than in both state and county data, although there was a decline in this trend in the 2020-2021 school year. It should be noted that economically disadvantaged students is equal to their percent representation of the school population. This is a significant improvement over state and county data which has economically disadvantaged students severely underrepresented in acceleration courses. Males, Whites, Hispanic, and Homeless students are at a higher level of representation than the remainder of the population.

Discipline: Children living in poverty see many chronic stressors, including unsafe neighborhoods where there are high levels of crime, parents who are making minimum wage which causes a financial strain on the family, parents who are separated or divorced, siblings living in different households, and households that are overcrowded (Johnson, Riis, & Noble, 2009). All of these stressors create a void in the lives of children raised in poverty, and result in academic and behavioral issues in school. These students have a higher level of absenteeism, they struggle with focus and concentration, they have significantly more difficulty in comprehension and memory, and they struggle with motivation (Jensen, 2009). According to the Needs Assessment Survey given to Teachers and Administrators, 100% of them identified issues with student's behaviors during the regular school day and would like for Students to be engaged in activities focusing on social emotional learning, peer relationships and self-awareness. They identified classroom disruptions, physical altercations, disrespect towards adults and a lack of engagement during class. Developing programs that embody respect, embed social skills, and promote inclusive classrooms can assist in closing the achievement gap for students facing emotional and social challenges (Jensen, 2009). School data shows that 144 students received more than one In-School Suspension and 133 students received one Out-of-School Suspensions. Students with Disabilities make up 33.3% of all Disciplinary Actions of one or more In-School Suspensions and 71% of one or more Out-of-School Suspensions. English Language Learner Students make up 2.1% of all Disciplinary Actions of one or more In-School Suspensions and 3.9% of one or more Out-of-School Suspensions. Data shows students would benefit from additional activities focused on Truancy prevention, positive peer relationships, effective communication skills and self-awareness.

Discipline Statistics:

ELL students make up 3.7% of population. ELL students make up 2.3% of the in-school suspensions and, 3.0 out of school suspensions. 0.9% were a repeat out of school suspensions. Black students make up 60.9% of population. They make up 79.2% of in school suspensions and 72.9% of out of school suspensions. 77.7% of these are repeat out of school suspensions. Hispanic students make up 9.8% of the population. 3.5% of in-school suspensions. 6.8% of out of school suspensions. 2.7% are repeat out of school suspensions. White students make up 22.6% of the population and 13.2% of in school suspensions. 12.8% of out of school suspensions. 13.4% are repeat out of school suspensions. Female students make up 47.7% of the population. 38.9% of the in-school suspensions and 45.9% of out of school suspensions. 42% of the repeat out of school suspensions. Males are 52.3% the population. 61.1% of the in-school suspensions and 54.1% of the out of school suspensions. 58% of these are repeat out of school suspensions. The program will have an enrollment priority for both female and male students that have disciplinary issues. ESE students make up 22.4% population. 33.3% of in-school suspensions and 29.3% of out of school

suspensions, 42% are repeat out of school suspensions.

Discipline equity is an issue, with Black and Male students being overrepresented for discipline. Although, Black students make up 60.9% of the population, they represent 79.2% of In School Suspensions, 72.9% of Out of School Suspensions, and 77.7% of repeat Out of School Suspensions. The same trend follows ESE Students. Equity training and reward systems are recommended to improve these metrics. Mentoring programs are also recommended.

Attendance- The Needs Assessment Survey given to Teachers and Administrators showed that students are struggling with Absenteeism. 26.5% of students with Chronic Absenteeism are Students with Disabilities and 4.3% of students with Chronic Absenteeism are English Language Learner Students. Chronic absenteeism is most prevalent in ESE, Males, ELL, and Black students. Incentives to improve absenteeism should be chosen in their ability to significantly affect these populations.

Attendance Statistics:

Female students are 47.7% of the population but represent 45.4% of chronic absentees. Males are 52.3% of the population but represent 54.6% of chronic absentees. ESE students represents 22.4% of population and have 26.5% of chronic absentees. ELL represent 3.7% of population but are 4.3 % of chronic absences. Black students make up 60.9% population and 63.9% absences. Hispanic students make up 9.8% population and 8.7% absences. White students make up 22.6% population and 21.9% absences. Disproportionate Student Demographics: Campbell Middle School is also disproportionate in both ethnicity and poverty. The racial/ethnic composition of all Campbell is (63.8% Black, 19% White, 10.4% Hispanic and 5.8% Multiracial), the vast majority of students at targeted school are from traditionally defined minority groups and qualify for Free or Reduced-Price Lunch. While minority and poverty rates are not Inherent needs, this disparity combined with low performance at this school Indicates an achievement gap that requires attention and resources to address. Needs of Working Families: The targeted community is primarily composed of working families. We put out a Needs Assessment Survey to the Campbell Parents and Community Partners. The survey results indicated a unanimous need for before school and afterschool and a strong need for summer services. According to our Needs Assessment Survey taken by Parents and Guardians, 98% of students will be left

unsupervised after school. Children may be largely unsupervised after school, which increases their opportunities to engage in risky behaviors, such as drug use, and unsafe sexual activity, and may become victims or perpetrators of violence (RAND Corporation, 2017)

82% of parent also indicated a need for transportation home after the program. Due to parent's work schedules, they are unable to pick up their student. Food Brings Hope, one of our partners will pay for transportation home for students who need transportation.

This creates a high order need for a safe and secure place for children to go before and after school. Due to working family members, youth may be largely unsupervised after school, which increases their opportunities to engage in risky behaviors, such as drug use and unsafe sexual activity, and to become victims or perpetrators of violence (Williams T Grant Foundation, 2004) Arguably, youth and community safety benefit by ensuring that youth have access to enriching activities, safe places, and caring adults when out of school. To support working families and provide services when youth would be home alone, the program will operate before school from 7:50am until 8:50am, 5 days per week. We will also offer an afterschool program from 4:15pm until 6:15pm 4 days per week. In addition to offering a six-week, full day summer enrichment program that will from 8:30am until 4:30pm, 4 days per week. 100% of parents surveyed indicated that while they recognize the importance of an afterschool program, they are financially unable to pay for them should the proposed program go unfunded. 89% of families indicated a household gross income of less than \$30,000. Furthermore, the survey results showed that without the CNA program, students would be unable to participate in enrichment opportunities or receive the academic assistance they need.

Student Survey Results:

We put out a Needs Assessment Survey to the Campbell Students. 88% of students indicated a need for before school, afterschool, and a summer program. According to our Needs Assessment Survey 80% of Students indicate they need more academic support in the areas of ELA and Math. 100% of Students surveyed also articulated that they would like to participate in high interest enrichment activities such as but not limited to, sports activities, and college and career readiness activities. Students also desired a safe, fun environment to go to outside of the regular school day. Student Academic Needs: Campbell Middle School, is a low-income, "at-risk", school in Volusia County. With 90% of their students being on Free or Reduced Lunch, Campbell is primarily composed of Economically Disadvantaged Students. We put out a Needs Assessment Survey to the Campbell Teachers and Administrators. 100% of Teachers and Administrators indicated a need for before school, afterschool, and a summer program for students to be in a safe environment when they cannot be supervised by an adult at home. According to our Needs Assessment Survey taken by Teachers, an overwhelming majority of Teachers surveyed indicated a need for academic intervention in the areas of ELA, Math and STEM education. Student Social Emotional Needs: 100% Teachers, Administrators and Community Partners also indicated a strong desire for Students to be involved in Social Emotional Learning where they can be engaged in activities that focus on Student Engagement and Classroom Behavior Improvement. Survey results from Teachers also showed a need for Character Education Activities such as, but not limited to, Respectful Communication and Conflict Resolution skills. There are many challenges faced by children raised in poverty. Some challenges are long term obstacles such as chronic stressors and changes in brain structure that effect emotion and memory. Other challenges are more situational causing emotional and social

struggles. The mental health issues include high levels of depression among parents and children living in poverty (Jensen, 2009). Students who have experienced emotional and social challenges may demonstrate acting-out behaviors during their school day (Jensen, 2009).

Enrichment Needs- On the Needs Assessment Survey, 98% of parents would like their child to participate in extra-curricular activities but lack the funds to do so. Youth access to enrichment activities (e.g., arts, sports, music, theater, or other types of activities not necessarily related to increasing academic performance) is highly dependent upon family income. The highest-income families spend almost seven times more on enrichment activities for their children (Russell Sage Foundation, 2011) and this spending gap creates an opportunity gap. For instance, approximately 59 percent of school-aged children from low-income families participate in sports, compared with 84 percent of children from wealthier families—those with annual incomes of \$75,000 or more (Pew Research Center, 2015). This opportunity gap exists for private lessons and participation in specialized clubs as well. We should not just worry about the gap in terms of access; we should also be concerned about outcomes. Enrichment activities help build human and cultural capital and develop and define children's interests and skills. As noted in the Foundations of Young Adult Success framework, high-quality interactions or "developmental experiences" with peers and adults allow youth to foster skills and develop self-management strategies, including self-regulation (The University of Chicago Consortium on Chicago School Research, 2015). By participating in activities otherwise not readily available to them, low-income youth have access to new and enriching experiences that may provide lasting developmental benefits.

Adult and Parent Needs: On the Needs Assessment Survey, Parents, Administrators and Community Partners indicated a need for parent trainings specifically around reading to become better adult readers and math skills to better assist their children with homework. Teachers, Administrators and Community Partners indicated a need for more parent involvement. Campbell has a poor attendance rate for their Adult Family Night Events. It is also difficult to get parents to attend important meetings regarding their child's academic success or lack of. Poor emotional health, caused by the lack of parental support, may cause an increase in disruptive behavior in the classroom. In addition, children raised in poverty may not have been taught to be polite and may not be socially gracious (Jensen, 2009). They may lack the ability to empathize with others. This lack of empathy, in turn, makes it difficult for these students to work well in cooperative groups with their classmates. This inability to work well with classmates often results in students becoming unwanted participants in groups, adding to their feelings of inadequacy, and resulting in the students giving up on a task just before they successfully complete it. Poor social skills, which result in a lack of acceptance from peers, may cause decreases in academic performance. The importance of parenting skills, communication, volunteering, teaching at home, decision making, and collaborating with the community. Activities are proposed to help address these needs and ensure parents become partners in their children's education, including (1) enhancing communication, (2) implementing parent workshops, and (3) helping parents advocate for their child, and (4) increasing literacy and math skills so parents can better assist their students at home.

Assets and Gaps: Campbell Middle School and the surrounding community have many assets. Campbell is positioned near the heart of Daytona Beach's Downtown District and the famed, Daytona International Speedway. The community is rich in academia, having Embry Riddle Aeronautical University, Daytona State College and our Community Partner on this proposal, Bethune Cookman University. Daytona International Speedway has provided cost free opportunities for students

and their families to witness the thrill of Nascar Racing. 69% of Campbell Students tested on the 2021 FSA ELA Assessment scored below proficiency. To help build They have also sponsored the Race to Reading Program. Students were awarded a variety of certificates and prizes for their independent reading of books. The advancement of reading comprehension skills and development of vocabulary are directly tied to the work readers do during independent reading. In fact, “reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling” (Krashen, 2004, p. 37) To support our need for physical health and wellness, Embry Riddle Aeronautical University hosts an annual Riddle Basketball game, where students attend free of charge and participate in fun physical activities, students also get the pleasure of seeing a college game up front and personal. Each student receives a basketball when they leave the event. Bethune Cookman University has always been a strong supporter of Campbell Middle School, sending volunteers to assist during family nights and regular school day activities. Bethune Cookman students enrolled in the College of Education at Bethune, complete volunteer service hours as student teachers in the classrooms at Campbell. Food Brings Hope is also a partner that offers a variety of resources to Campbell Middle School. They have donated over 50 computers for students to use for class projects, homework, and classwork. Food Brings Hope also donates 100 food bags to Campbell Middle School monthly. 90% of Campbell students are on free or reduced lunch and come from food insecure homes. There is a gap in student participation in the academic based after school programs. Campbell Middle School offers students after school tutoring for students that are struggling in ELA and Math and are not passing these classes. Campbell also offers Spring Saturday Bootcamps focusing preparing students for the FSA Assessments. AVID program that offers guided tutorials for students to receive remediation for their Core Subjects which are ELA, Math, Science and History. However, only students that meet the criteria can enroll in AVID, students must be at a level 3 or higher on the FSA assessment in ELA. Campbell also has a STEM robotics club that is offered 1 day per week for students who joined the club. Campbell Middle School offers a variety of Parent focused events throughout the school year. To assist parents in getting to know their child’s school, Campbell holds a parent orientation presentation each Fall prior to the start of school. This presentation support to parents on how to select classes for their child. They also offer a Meet the Teacher event where parents can meet their child’s teachers and set a conference if needed. Campbell honors their parents by having special events focusing on building relations between Mom and her children and Dads and their children. These events recognize parents for their continued support. Although Campbell hosts these events each school year, there are still significant gaps and these gaps are prohibiting true growth for Campbell families and students. Campbell has hosting several Adult Family Events and under 10% student’s parents attended each of these events during the 2021-2022 school year. There are many factors that play into this lack of participation. Working families are unable to get the time off from work, lack of childcare, poor advertising from school to families and negative attitudes towards school related events due to their own experiences when they attended school. One of the main issues for students that need additional assistance in academics areas such as ELA and Math not being able to attend after school tutoring or intervention is the lack of transportation home after school hours. over 70% of Campbell students ride the school bus to and from school. With the help of Food Brings Hope, students will receive bus transportation home each day of the proposed program. It is imperative for the school to have the support of

parents and have parents involved in their child's academic success. Currently there is only one option, evening hours, for parents to attend events. With offering these events at different times throughout the school year and the event multiple times, this may give parents more options to attend. Working families have a variety of working timeframes, it is important to give them options in the morning and evening hours.

Section 7: Intentionally Designing Activities

It is vital to choose the correct assessment to identify the primary root of academic and social struggles that a student is facing. Providing opportunities for students to develop the core skills necessary to be successful in school is another way to close the gap in academic achievement for those children raised in poverty (Jensen, 2009). For students dealing with chronic stressors, decreasing the likelihood of lower academic achievement can be accomplished by recognizing the signs of poverty, empowering students, and altering the classroom environment (RAND, 2017) Building core skills, providing assessments that identify the true root of the problem, and recruiting caring and empathetic staff will assist those students with cognitive lags and changes in brain structure to close the gap in academic achievement. It is imperative as educators that we are aware of the effects of poverty so that we can implement these strategies and decrease the likelihood of lower academic achievement (BU Journal of Graduate Studies in Education, 2019) Operational Planning: CNA will provide program activities and services before school to 30 students from 7:50am until 8:50am, 5 days per week. CNA will offer 80 students afterschool program activities, from 4:15pm until 6:15pm, 4 days per week. We are unable to offer CAN on Wednesdays due to contractual obligations and meetings for Campbell Teachers. 40 students will attend the CNA program during the summer for 6 weeks. The program will operate from 8:30am until 4:30pm, 4 day per week. We are unable to offer services to students on Fridays over the summer due to the District offices and school sites being closed over the summer months. We will provide these program activities to small groups of students at a time. For Academic Activities, we will have a 1:10 ratio, teachers to students. For all Enrichment Activities, we will have a 1:15, Teacher to Student ratio. Student Transportation Needs: According to the Needs Assessment Survey taken by parents, 82% of parents have a need for transportation home after school, due to their work schedules they would be unable to pick their child(ren) up in the evening. Our Community Partner, Food Brings Hope, will assist with paying for transportation for student in need of transportation.

Activity Design:

Students with Disabilities and English Language Learners: All activities designed will offer additional assistance to Students with Disabilities and English Language Learners. Campbell's Nights Alive Program Director will work with School Administration to gain access to all enrolled student's Individual Education Plan (IEP) and/or a student's English Language Learner Plan. All activities will offer the accommodations that these students receive during the regular school day. Such as, but not limited to additional time to complete assignments, decreased number of problems or amount of work and read and reread directions. Students with Disabilities and English Language Learners will also receive individualized instruction based on benchmark assessments imbedded within the activity curriculum. These assessments will identify gaps that

students may have after activity lessons have been taught. Students that show gaps will be given tier 3 intensive interventions that will address specific areas that students are deficient in.

Mathematics Activities:

Ready Math Program-The Ready Florida Mathematics is a tier 1 intervention program helps address the emphasis on conceptual understanding through reasoning, modeling, and discussion that explore the structure of mathematics, while also developing students' procedural fluency. All program students will participate in this activity. The lessons In Ready Florida Mathematics use a tier 3 research-based program that uses promising evidence that is well designed and implemented correlational study, statistically controls for selection bias that aligns with the ESSA tiers of evidence, proven-effective, gradual-release instructional model with a balance of conceptual understanding and procedural fluency to build confidence. Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Recently named a top-rated K–8 program by [EdReports.org](https://www.edreports.org), Ready Mathematics can be used as a school's core curriculum or to enhance mathematics instruction. (Curriculum Associates, 2022). Ready Mathematics provides additional features for supporting English Learners, such as: English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English proficiency; language routines that integrate language and mathematics, concept development activities that allow students of varying mathematical and English language abilities to build on familiar concept. Implementation: Ready Math involves following a gradual-release, five-day 20-minute pacing schedule for each lesson. Teachers certified by Florida Department of Education will us this program with Campbell Night Alive (CNA) students. Day 1, students participate in an activity that encourages them to activate their prior knowledge by using what they already know that is a prerequisite for the new learning. Student also build their number fluency. Day 2, the teacher models the instruction. The teacher's guide the student via the Student Instruction Book promoting rich classroom discussion to engage mathematical discourse and deepen instruction. Teachers facilitate students in a hands-on activity where student focuses on a specific Standard for Mathematical Practices and use manipulatives for concrete representation to clarify learning to help students actively engage with the lesson content. The teacher continues to facilitate using varied problem-solving situations to expand learning. The allow for the student to engage in productive struggle and persevere in problem solving. Finally, the students get to work independently practice with skill and concepts of the lesson. Days 3 and 4, teacher provides guided practice where the teacher and student work together. Students practice problem solving, engage in guided discussion to deepen instruction and hands-on activities using manipulatives. Day 5, the students practice by themselves, participating in completing practice problem, engaging in discussion with their peers, and completing a hands-on activity with manipulatives. Students complete a Quick Checking to monitor learning. A Remediation piece is also used if the Quick Check shows that intended learning needs to be remediated. Comprehensive Assessment of Mathematics Strategies (CAMS) Program: CAMS is a diagnostic mathematics series that is a Tier 2 Intervention that only students that have been identified through the CAMS diagnostic

assessment as having deficiencies on math concepts will participate in. This activity allows Teachers to identify and assess a student's level of mastery for each of 16 mathematics topics that align to the National Council of Teachers of Mathematics (NCTM) Focal Points and Connections. It contains Pretests, Benchmarks, and Post Tests that are all one book. CAMS include student self-assessment that encourages goal setting, reflection, and student accountability. The CAMS Series helps teachers place students in the companion, Strategies to Achieve Mathematics Success Series (STAMS), for mathematics instruction and remediation. Lessons are highly scaffolded lessons and a consistent instructional routine reteach concepts that students never mastered. Students' pages are highly visual to make lesson more engaging and accessible for struggling learners. Strategies to Achieve Mathematics Success (STAMS Program): STAMS is a highly scaffolded and visually appealing lessons designed specifically to support identified struggling program students. It is a tier 3 intervention, that is individualized and intensive instruction. It is designed to close the achievement gap and assist struggling students in areas they were tested on in the CAMS assessment but were not successful in the math concepts presented. As students move through each five-part lessons, support is gradually removed to build student independence. At each stage of the lesson, students become more accountable for their learning. Students solve increasing challenging problems as they move through each lesson. A study published by Curriculum Associates (2011) shows that CAM and STAMS programs are effective in improving the mathematical skills and strategies of both lower-performing students and higher-performing students. CAM and STAMS aligns with the ESSA tier 2 as moderate evidence-based intervention, that is well-designed and implemented quasi experimental study, meeting the What Works Clearinghouse (WWC) standards with reservations. STAMS uses the scaffolding intervention strategy to engage and reteach concepts that students never mastered. Implementation: The first step to using the program is to determine which level students are on. Under the teaching of a teacher who is certified by Florida Department of Education (FDOE), students will complete a test from the Placement Booklet. Levels correlate to year levels (A=Year 1–2, B=Year 2–3 and so on.) Next, students complete the CAMS Plus pretest which tells which concepts students are struggling on and which ones they are doing well on. The CAMS Plus pretest consists of 16 pages of test items, with one page of five problems for each CAMS Plus lesson. Administer tests for each lesson completing the four lessons in five days, after finishing each lesson, the teacher corrects the four tests with the student and shades in their progress chart. After finishing all four lessons, students complete the self-assessment, which is a visual performance graph that allow students to see strengths and areas where growth is needed. During individual conferences, teacher and student engage in discussion about data displayed on performance graph; data from pre-test and post-test are compared. Next, instruction begin with the STAMS books. Teachers use scaffolding strategy to guide struggling students through a gradual release to increase student independency. After every four lessons in the STAMS Student Book, administer a benchmark test (in the CAMS Student book) to see how students are progressing. STAMS supports English Language Learners and Students with Disabilities with self-reflect after each benchmark assessment by identifying the problems they could understand and could not understand.

Reading Activities:

Ready Reading Program-Ready Reading's complex, authentic texts is a tier 1 intervention. It engages all program students in opportunities to practice close reading strategies across a

variety of genres and formats, and its scaffolded instructional design builds students' confidence in reading over time. Teachers have access to both on-grade level and differentiated resources to address the needs of all learners and build the habits of resilient, engaged readers. Ready Reading was designed to work alongside many different types of core programs, from nationally published anthologies to teacher-created materials, to add proven rigor and meaningful instruction to strengthen students' love of reading and success in school. (Curriculum Associates, 2022). The Student Instruction Book offers learners the strong foundation of reading skills critical to their progress as students. Its step-by-step instruction is aligned with the conceptual requirements of the state reading standards. Lessons provide cross-curricular content including social studies and science themes, and the texts are strategically chosen to strengthen reading skills and deepen student knowledge in core subject areas. Research from this study meets ESSA Level 3, Promising evidence that is well designed and implemented correlational study, statistically controls for selection bias, and show that students in Ready Reading schools scored higher than students in schools without Ready Reading on the New York State Tests for both ELA and Mathematics. (Curriculum Associates, 2022).

Implementation: Ready Common Core Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons are scaffolded and taught by teachers certified by FDOE. The lesson build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles. On day 1 and 2, the teacher gets started by introducing the academic vocabulary. Students engage in Close Reading that involves reading and rereading text, text marking, and exploring by discussing text dependent questions. Teachers model thinking by completing the graphic organizer using details from the text. Day 3, students' text-mark as they independently read the text. Teacher should scaffold as needed. Text dependent questions are also discussed. Teachers guide students to think and reread portions of the text to respond to the questions with a partner. Teacher completes a written response as a shared writing piece; this can also be a verbal discussion, using the text to support. Days 4 and 5, students use text-marking as they independently read text while teachers scaffold as needed. Students reread text and work through questions one at a time, going back into the text to support answers. While students should be reading the text and questions independently, it is important to discuss responses as a group and clarify questions. Teachers encourage students to use text-marking strategies to mark where they found answers. Teacher and students work through the short response question as a group discussion, going back in the text to find supporting information.

Comprehensive Assessment of Reading (CARS) Program: The CARS Series is a tier 2 diagnostic tool that helps teachers focus their reading instruction and helps identified struggling students recognize the reading strategies that need improvement on. Trimble, Gay, and Mathews (2005) summarize current findings about the benefits of using diagnostic assessments to guide instruction. "Black and William (1998) and Guskey (2003) have documented the use of classroom assessments to improve instruction. Both Turning Points 2000 (Jackson & Davis, 2000) and the Southern Regional Education Board (2008) recommend using data from ongoing

assessments and access to more data is now well defined” (p. 26). The CARS Series provides practice with twelve reading strategies that are the core reading tools students need in order to make sense of what they are reading.” Many students have demonstrated difficulties with skills that are central to reading comprehension (i.e., identifying main topics, significant supporting information, and relations between a text’s main topics)” (Seidenberg, 1989). The CARS Series offers teachers a flexible schedule in which to administer the assessments and record students’ performances. “In a standards-based classroom, assessment is an integral part of instruction and is aligned with the curriculum. The teacher collects evidence of the students’ knowledge, their ability to use that knowledge, and their disposition toward learning. Student performance is monitored to promote learning, to adjust instruction, and to report progress” (Midgett, 2008). Strategies to Achieve Reading Success (STARS) Program: The STARS Series is a tier 3 intervention activity that is a prescriptive reading series that is individualized and intensive instruction. STARS provides essential instruction of the core reading strategies assessed in the CARS Series to students showed deficiencies in. Using the results of the CARS pretest, target instruction with the highly scaffolded, five-part lessons in the Strategies to Achieve Reading Success (STARS) series. It provides explicit instruction and practice in a carefully structured format fully supports students. It provides for gradual release of responsibility and practice with short pieces of text builds students' confidence. It offers multiple definitions and examples of each strategy within each lesson continually reinforce understanding. The STARS series also supports English Language Learners and Students with Disabilities with prior knowledge activation, explicit instruction, graphic organizers, and theme-based instruction. The STARS Series is an instructional program that is solidly grounded in areas of important reading research. Scaffolded strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. The lessons are carefully planned and sequenced to promote individual understanding and application of reading strategies. This series uses answer analysis of for students. Research (Pashler et al, 2007) has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content. This series also uses ELL Accommodations. Some teaching strategies that have been proven to be effective for ELL students are graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based instruction. “In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language” (Short & Fitzsimmons, 2007). A study published by Curriculum Associates (2011) shows that CARS and STARS programs are effective in improving the mathematical skills and strategies of both lower-performing students and higher-performing students. CARS and STARS aligns with the ESSA tiers 2 as moderate evidence-based intervention, meeting the What Works Clearinghouse (WWC) standards with reservations. STARS uses the scaffolding and gradual release intervention strategies to engage and reteach concepts that students never mastered.

Implementation: The first step to using the program is to determine which level students are

on. Under the teaching of a teacher who is certified by Florida Department of Education (FDOE), student will take a pretest. Teacher will Use the results of the Pretest to identify areas of strength and weakness and to place students in the STARS Series, the instructional companion of the CARS Series) Next, based on the results of the CARS diagnosis, teachers can assign students one or more strategy lessons in the STARS Series, for differentiated instruction, to remediate specific areas that need improvement and reinforcement. Each strategy lesson can be completed in five 20-minute sessions. Teachers will go through these guided scaffolded lesson using strategies that rereading, modeling, etc. Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected response (multiple-choice) questions. The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modeled instruction to guided instruction to modeled practice to guided practice to independent practice. Support strategies are embedded through the lesson for English Language Learners (ELL) and Students with Disabilities. Finally, teachers will use the five Benchmarks in the CARS Series and the Review Lessons in the STARS Series to monitor students' progress. A four-page review lesson follows every three strategy lessons. Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons. The final review may be used upon completion of the strategy lessons to assess students' mastery of all 12 reading strategies.

STEM and Technology Activities:

Yeti Academy Program: Yeti Academy provides K-12 teachers, schools, and districts an easy to use and resource rich platform and students an exciting and relevant STEM learning experience. Categories of learning include: Coding, Keyboarding, Digital Literacy, Digital Citizenship, Computational Thinking, Science and more. Yeti's coding modules teach K-12 students beginning and advanced coding skills in both single and multiplayer game environments, while our STEM modules have a project-based appeal where students journey through different learning opportunities, teachers are supplied with extensive resources including lesson plans, activities, slide shows, tests and more that can be used in their electronic format or printed. Yeti Academy modules offer seven learning modalities to give students different ways to learn and grow in their education. The courses include enrichment activities for students who may speed through the lessons quicker than their classmates. At the same time, it supports students who may be struggling with a concept by offering them strategic practice assignments. This makes it ideal for ESE and ELL students. It is aligned with the ESSA tier 4. It demonstrates rationale, which is well-defined logic model based on rigorous research. The field of STEM education has experienced dramatic changes and development over the years in the United States. From a historical perspective, school education has long emphasized the importance of mathematics and science (but not engineering and technology) for students in the K-12 school setting. Attention has also been duly given to supporting and building on the inherent relationships between science and mathematics; we can trace efforts to integrate science and mathematics in school education back more than 100 years. (Yelping Li. 2018) Yeti Academy has taken the 5 and 7 Es model of instruction and customized its own YETI Academy 7E Student Learning Model. In particular, our E - Empower - is where students get

to practice what they've learned in different and "fun" ways without feeling overwhelmed. (Yeti Academy, 2022). Yeti Academy's modules are aligned with ISTE, NGSS, and Common Core State Standards. Most teacher resources define ISTE standards included in the lesson as well as science and engineering practices. Science modules like Sports Med also include the NGSS standards where applicable. The Common Core is a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. The standards are intended to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. All standards are outlined within the module(s) that they apply to. (National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010). A robust STEM education is becoming more and more important to our economy. Employment in STEM occupations is projected to grow 8.8% by 2028, and healthcare occupations, which generally require a strong STEM background, are projected to grow even more. Meanwhile, non-STEM occupations will only grow 5%. (Bureau of Labor Statistics, 2021) However, STEM education doesn't only help students who plan to go into STEM careers. The focus on logical thought processes and problem-solving allows students to develop mental habits that will help them succeed in any field. STEM coursework challenges students to think critically and come up with their own solutions. As a result, students who receive a quality STEM education are primed to become the next generation of innovators. (Yeti Academy, 2022). STEM courses, especially technology and engineering courses, often involve hands-on projects. Building a simple robot, engine, or computer program often involves multiple steps that are completed over several days. In the process of STEM education, students learn how to manage their time and break larger projects into smaller steps. That's a skill that will help them throughout their lives, whether they are working on an office project or doing a home remodel. Implementation: Yeti, a web-based experience is designed to provide multiple learning opportunities and engage students with a variety of learning styles. It will be administered by a teacher that is certified by the FDOE. Coding: Yeti Code teaches students coding skills in a fun, interactive Yeti snow mountain environment. Beginners will use the code palette to become familiar with code and the hide the code palette when they become more advanced. Coding games will be played by single students or multiplayer coding competitions.

Science: Sport Med is a technology Based science elective course that parallels many local, state mandated and national standards. The student driven module is broken down into thirteen concepts, each with varying numbers of lessons. Each lesson includes seven student modalities. The pacing can easily be adapted to time restraints and students learning styles. Computational Thinking: The middle school module is divided into four concepts, corresponding the four elements of computational thinking: Decomposition, Pattern, Recognition, Abstraction and Algorithmic Thinking. Each lesson has two student modalities with step- by- step instructions for completing original artifacts related to their shop. Preventative Programs/Character Education and College & Career Readiness Activities: Second Step Program: Transitioning to middle school can be tough. The research based Second Step program helps

programs teach and model essential communication, coping, and decision-making skills that help adolescents navigate around common pitfalls such as peer pressure, substance abuse, and bullying (both in-person and online). The goal of the program is to reduce aggression and support for a more inclusive environment that helps students stay in school, make good choices, and experience social and academic success. Second Step Middle School contains four units: Mindsets & Goals; Recognizing Bullying & Harassment; Thoughts, Emotions & Decisions; and Managing Relationships & Social Conflict. Each unit contains either six or seven 25-minute lessons. The program also includes nearly 200 advisory activities, including Class Meetings, Class Challenges, Service-Learning Projects, and Weekly Check-Ins and Check-Outs. The primary goal of Second Step Middle School is to equip students with the skills, knowledge, and mindsets that will help them successfully navigate adolescence. Early adolescence is a time when students' cognitive capacities, including abstract thinking and moral reasoning, increase (Steinberg, 2007). During this developmental period, students are primed to be especially sensitive to their peers and experience an increased intensity of emotions (Steinberg, 2007). Second Step is a tier 4 evidence-based intervention that aligns with ESSA tier of evidence that demonstrates a Rationale, a well-defined logic model based on rigorous research.

Implementation: Second step lessons are non -academic activities, it will be administered by a paraprofessional, a program community partner or volunteer. Students will be on a rotational schedule that engages in activities that covers the units: Mindsets and Goals, Recognizing Bullying and Harassment, Thoughts, Emotions, and Decisions, and Managing relationships, Social Conflict and College & Career Readiness. The engaging lessons equip students with the mindsets, knowledge, and skills they need to handle strong emotions, make, and follow through on good decisions, and create strong friendships while avoiding or de-escalating peer conflicts through discussions and roleplay of real-world situations. Positive Action Program: Positive Action is grounded in the broader theory of social and emotional learning and development. Broad and long-term effectiveness in improving both school performance and other desired student outcomes requires addressing the distal influences on behavior in a holistic way. Positive Action attempts this with a holistic approach to school reorganization, teacher–student relations, parent and community involvement, instructional practices, and development of the self-concept of all parties (students, teachers, parents, and community members). Twelve studies reviewed by the WWC investigated the effects of the Positive Action program. One study of the impact of Positive Action on elementary school students met WWC evidence standards, and one study met standards with reservations. One study (Flay, Acock, Vuchinich, & Beets, 2006) was a randomized controlled trial and meets the tier 1 strong evidence- based intervention. The second study (Flay & Allred, 2003) used a quasi experimental design and meets the tier 2 moderate evidence-based intervention for behavior and academic achievement.

Implementation: Positive Action lessons are non -academic activities that will be administered by a paraprofessional, a program community partner or volunteer. Students will be on a rotational schedule that engages in activities that covers topics that directly affect them. These topics include, but are not limited to truancy, absenteeism, discipline, violence prevention, and social emotional learning. Student will engage in activities through student/ teacher lead

discussions and roleplay of real-world situations. Healthy and Active Lifestyle Activities- Campbell Night Alive will offer a variety of physical health and wellness activities. Students will also participate in organized physical education activities, including, but not limited to, basketball, soccer, track, and volleyball throughout the program. Students who are physically active tend to have better grades, school attendance, cognitive performances (e.g., memory), and classroom behaviors (e.g., on-task behavior) (Journal of School Health, 2015). Students will also participate in Yoga activities at least 2 times per week, led by a volunteer community member, who is a certified Yoga instructor. The timing of yoga for teens is also particularly important for the mind because the brain continues to develop throughout the early to late teenage years. The prefrontal cortex is the area behind the forehead and is known as the “CEO of the brain” for its ability to plan, organize, and regulate mood. The development of the prefrontal cortex gives you the ability to concentrate and think, rather than act on impulse, and is critical to being successful throughout life stages—whether in academics, career, or relationships (Psychology Today, May, 2015). To get the whole family involved in an active and healthy lifestyle, we will also have an Adult Family Member event focused on physical movement and healthy eating habits. Parent and students will make healthy food together in our culinary arts lab on Campbell’s campus. Expanded Library Service Hours-Students will have access to the library and its resources Monday-Friday, 7:50am-8:50am and Monday, Tuesday, Thursday, and Friday, 4:30pm-6:15pm. The library will also be available during the summer program, Monday-Thursday, 9:00am-4:30pm. Students will have access to desktops and laptops to do homework, research projects and classwork. Independent reading builds comprehension and vocabulary. Students will be able to check out and read books in a quiet environment. Cultural Programs Activities-Students will attend trips to the local theatre sponsored by Food Brings Hope our Community Partner. Students will be exposed to musical performances and visual arts. Students will also have the opportunity to visit the Museum of Arts and Sciences to interact with hands on Art exhibits and learn about history and cultures around the world. Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement (“high arts”) show better academic outcomes than low-SES youth with less arts involvement (“low arts”). They earn better grades and have higher rates of college enrollment and attainment (NEA, March, 2012). College and Career Readiness Activities-Students will do a College and Career Research Project each quarter. These projects will be led by student volunteers enrolled in Bethune Cookman University’s College of Education one of our Community Partners. They will guide students in the exploration of post-secondary schools, focusing on learning about requirements for enrollment. Student will also research career options they have an interest in. Community Partners and local business members will be invited to speak to Students about a variety of degree, certificated and work-based training career options. Each program year students will participate in a field trip, sponsored by our Community Partner, Food Brings Hope, to a construction site where students will see different stages of a home being built from foundations to completion. They will meet the members of the construction team and be able to ask questions and receive feedback from them in regard to the skills and education it takes to hold these positions. The K-12 and postsecondary education systems, working with employers, must align their efforts to create smoother transparent pathways, to accelerate learning, to help youth identify their chosen career pathway, and to ensure high standards and expectations for all (American Youth Policy Forum, 2022). Adult Family Member Activities: Campbell Night Alive will hold 10 monthly Adult Family

Member Events on the 2nd Tuesday of each month for throughout the school year, focusing on increasing literacy and math skills so parents can better assist their students at home to help students with their educational development that helps families assist their student with their academic goals. These Adult Family Member Activities are detailed in the Campbell's Night Alive Program Activity Schedules on pages 7-8. Literacy Education Activities for Adult Family Members: In partnership with Daytona Beach Community College, Campbell's Night Alive Parents will have the opportunity to participate in a variety of Literacy focused activities throughout the duration of the program. DSC will provide instruction services in basic reading skills to assist parents in helping their Student at home. They will also assist our English for Speakers of Other Languages services that will help our Parents increase their ability speak English and better communication with their child's school-based staff and the Campbell's Night Alive staff members. The Daytona State College Adult Education and ESOL programs will provide a learning environment that will allow parents to meet their educational and career goals. Helping parents gain skills needed to successfully progress into college-level or career training programs. These Adult Family Member Event activities will be offered with support from our Community Partners. The topics are detailed on our Campbell's Night Alive Adult Family Night Activities Schedule within the schedule attachment.

Topics presented include, but are not limited to the following:

- Parent participation - Increasing student's positive behaviors during the regular school day
- Improving student attendance and preventing truancy
- Parent/Student Choice-Extracurricular programs offered to students focused on the arts and culture, technology education, college and career readiness, healthy/active lifestyles, robotics lab
- Science/STEM Experiments for the whole family
- Literacy Strategies and Skills for the whole family to become better readers
- Daytona State College-Adult Education/ESOL Services provided
- Math Games/Math Websites for at home help
- Bethune Cookman University-STEM based activities with student teacher volunteers.
- Healthy Habits/Physical Education Workout Session
- Cultural Awareness
- Character Education-Building better relationships.
- Food Brings Hope-Plant flowers around Campbell's campus honoring the regular school day teachers that help students grow each day
- Food Brings Homes-Assistance with homeownership.
- Navigating through ELA/Reading FSA -How can I help my child at home?
- Navigating through Math FSA -How can I help my child at home?
- Food Brings Hope-Community Outreach-Beach cleanup, Summer Safety Tips, and Information/Hurricane Safety.
- Daytona Beach Police Department- Community Outreach-Building relationship between police, students, and their families.

Student Recruitment: The ultimate purpose of designing a high-quality, research-based and well-rounded 21st CCLC program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. 80 middle school (grades 6-8)

students will be served in the 21st CCLC program. CNA's Program Director works closely with Campbell Middle School's academic and leadership teams to create the list of targeted students for the program. This team will utilize student data and demographic information to ensure the targeted group displays the characteristics identified in the Needs Assessment Surveys (e.g. retention, low test scores, poor attendance). The school and the school district will provide Identification of students with special needs (e.g., individualized Education Plans, Academic Improvement Plans, enrichment plans). Recruiting efforts consist of CNA Director attending school-wide parent meetings and in school student grade level meetings distributing invitations and flyers to invite students of Campbell Middle school to attend CNA. CNA program will also utilize active methods to disseminate information to target groups including sending emails, voice messages, and text message to families. After the initial enrollment-period, all students that would benefit from the proposed program will be invited to attend. Services will also be provided to family members of these students. In developing this proposal, CNA took into consideration the common barriers facing middle school student participation in an afterschool program. These barriers include: (1) disinterest/boredom- 25% of older youth drop out of their afterschool program within two months of citing disinterest in the activities; (2) the "relax" factor- 65% of afterschool nonparticipants say that they prefer to simply hang out afterschool rather than extend their school day; (3) family responsibilities - 20% of youth not currently participating in an afterschool program report that family responsibilities prevent them from attending; (4) transportation- 49% of parents of afterschool nonparticipants cited transportation as the main reason their Child does not participate in afterschool activities (Afterschool Alliance, 2011). Campbell's Night Alive Program has been able to overcome these barriers by offering a wide variety of innovating, engaging, and educational programming based on student needs and assessments. An important aspect to CNA program student recruitment is providing a safe space in school that allows students opportunities to feel supported in a neutral environment, to accept who they are, and to embrace differences among their peers. CNA program staff and volunteers' model and encourage positive social interactions with peers and give youth a voice in the program to help instill ownership and a sense of belonging. CNA is dedicated to supporting the whole child, academically, physically, socially, and emotionally. In collaboration with School Administrators, bases on school and district student data, Campbell's Night Alive Program will offer enrollment priorities to identified students based on this data. CNA will give priority enrollment to female students, that according to school-based discipline and attendance data, need additional support in peer relationships, appropriate communications skills and violence and truancy prevention. CNA will also offer priority enrollment, according to school and district student data, to male students at Campbell Middle School who have been identified as having major behavioral infractions and poor attendance. Students with disabilities and English Language Learners will also be given priority enrollment. Create single-gender target groups of ESE and Non-ESE students that display patterns of detrimental behaviors, low attendance, truancy, excessive suspensions, expulsions, and behaviors reflecting violence. Students selected for these target groups will be given opportunities to address their academic, mental, social, and emotional needs. CNA target groups will meet weekly and offer students a safe place to identify stressors in their lives and to discuss the emotions attached to those stressors. These target groups will focus on students learning how to talk about their emotions, and ways to be able to identify other emotions that

were hiding underneath their anger and aggression. Throughout this process, students learn how to effectively articulate their emotions and to identify the underlying factors that were fueling them. Social and emotional health education discussions in special interest groups will build interpersonal relations, maintain moral values, build self-esteem, character education, and awareness. Campbell's Night Alive Program has acquired additional support in the community from two local organizations to serve as empowerment programs for both girls and boys in these targeted groups, Sisters Build Network for Girls, Inc. to support the girl's group and Daytona Beach Police Department preventative program for the boys. Sisters Build Network for Girls, founder Dr. Primrose Cameron, will meet with the CNA girls target group monthly during CNA afterschool and summer programs. Sisters Build Network for Girls, Inc. identifies with the importance of helping young ladies develop their leadership capabilities, promoting positive images of women and imparting a goal for academic excellence, support talents in academics, technology, sports, and fine arts. CNA staff and SBN for Girls will work cohesively to accomplish common goals to maintain moral values, build leadership skills, provide access to museums, colleges, and other settings that broaden their knowledge of themselves and the world. This specific target group of girls will meet weekly with CNA staff and volunteers to provide support of positive behaviors, enhance decision making skills, provide frequent guidance and deter negative behaviors. Daytona Beach Police Department has agreed to meet monthly during CNA afterschool and summer program to provide a preventative program for a boys' target group. A police officer(s) and/or SRO will attend and facilitate a variety of lessons with the selected group of boys and participate in activities and lessons that will focus on bridging the gap between the Police and young black male students. A Daytona Beach Police officer(s) will meet monthly with the target group of boys to encourage positive communication, build healthy relationships, share positive ways to express themselves, demonstrate common respect, build self-esteem, allow student perceptions to be heard and share law enforcement perceptions of dealing with high crime environments. In hopes of closing the pipeline of schools to prisons, CNA program works tirelessly to educate, inspire and provide alternatives for "at-risk" youth. On a weekly basis, CNA staff and volunteers will meet with the boy's target group to discuss and support topics including substance abuse prevention, school suspensions, truancy prevention and violence prevention. Furthermore, providing educational and mentoring services daily ranging from science, art, dance, peer relations and physical education increase student participation, attendance, increase student and parent involvement, as well as, keeping parent interest high. Student Retention: Campbell's Night Alive Program has made purposeful efforts to retain students and families by planning and maintaining a dynamic 21st CCLC program. CAN program schedule of activities and events are designed to be inclusive and engage students in academics, extracurricular activities, increase individual learning comprehension, improve self-esteem, social and emotional awareness, improve health and wellness, and build interest in their educational future. High quality Instructional practices offer hands-on project-based learning, using best instructional practices for high-Interest teaming activities that are meaningful and relevant, keeping the students engaged. The wide array of selected partnerships, supporters and volunteers adds an exciting variety to enrichment learning, interests and extracurricular activities. Strong academic support by staff and volunteers is combined with fun, relevant teaming experiences and field trips that keep students and parents engaged and happy. Additionally, CNA program and staff works diligently to implement comprehensive academic intervention, and enrichment opportunities to boost testing scores, and improve quarterly

grades. CNA maintains a well-organized program and schedule inclusive to providing a safe environment, homework assistance, tutoring services, academic intervention, social and emotional awareness, and health and wellness programs. Parents recognize their students focus and academic improvements due to participation in CNA and therefore encourage student attendance. Parents are appreciative and feel supported with free transportation for their students to assure travel and safety afterschool and during the summer. In effort, to measure the success of the Campbell's Night Alive Program surveys will be sent to staff, students, partners, and families 3 times per program year to get feedback on selected areas of interest, assess and guide program goals, organize special clubs, keep parental interest high and support enrichment programs. CNA provides multiple opportunities for students to participate and receive support in Reading, Math and STEM programs guided by Highly Qualified Teachers, College interns and Honors student peers. Homework support is offered daily to students in CNA, this scheduled time is dedicated for students to complete assigned homework with the support from a certified teacher and/or enrichment instructor. CNA staff and volunteers encourage and challenge students academically to increase comprehension and opportunities for students' overall academic success. In addition to intervention, the Campbell's Night Alive Honors Program, funded by our partner, Food Brings Hope, will identify students who are meeting minimum standards but are failing to show growth. The hope is that this extra academic push will help students excel rather than simply maintain. All students will participate in academic focused activities designed to be Interactive, engaging, and creative. The academic portion of the day will be facilitated through project-based learning. These projects will be created by staff and students, along with the curriculum guides, technology and books. The program will provide after school and summer academic intervention and enrichment opportunities four days a week during the regular school year and a six-week, full day summer program. CNA will also provide education opportunities, activities, and enrichment programs to adult family members and the community. The Campbell's Night Alive intended outcomes include (1) student academic improvement, enrichment, and success; (2) adult education and enrichment; and (3) the reinforcement of the concept of "community". Monthly and weekly communication between CNA and families promote interest and participation in events. CNA program communicates upcoming events and share information with parents in a variety of ways, including monthly newsletters, flyers, school kiosk, connect-ed phone calls, text messages and emails. Parent and community meetings will be held monthly at Campbell Middle School to serve as a safe place to discuss themed topics of interest derived from parent interest/survey feedback. All meetings will provide dinner and/or refreshments from local businesses to enhance the experience and boost attendance. CNA program and partners support provides daily supper afterschool to all students on campus and extends its effort to build attendance offering transportation to students attending afterschool program. These efforts have resulted in CNA maintaining a consistent number of participants each year. Identification and Selection of Partner: Over the past 16 years, CNA 21st CCLC program has become a cornerstone for the community and has proven their ability to maintain and secure partnerships with Campbell Middle school, Food Brings Hope, Bethune-Cookman University, Sisters Build Network for Girls, Inc., Daytona State College, Daytona Beach Police Department and The Midtown Community Development Corporation (MCDC), Daytona Beach Commissioners Quanita May and Paula Reed. CNA 21st CCLC program and partnerships have committed to assist with developing,

implementing, evaluating, and sustaining the CAN program. Community partnerships are the strength of the CNA 21st CCLC program and each are uniquely positioned to add to the overall quality of CNA. The strategic selection of each partner contributes to sustaining CNA program in many capacities including financial support, non-monetary support, and provided in-kind services that greatly benefit the programs spending budget, educational services and overall success, even after grant funds have reduced or ends. Volusia County School Board and Campbell Middle School Principal have agreed to provide CNA 21st CCLC program with all necessary space, resources, accessibility to student data, and assistance in identifying and maintaining communication with students, and parents/guardians. Campbell Middle school will provide CNA with access to semester/quarter grades, referrals, behavior infractions, specified student needs, class schedules, and direct line of communication with families to share information. The “at no-cost” unlimited access provided by the school and district for student data, space, resources, and communication substantially supports CNA budget and reduces cost. Volusia County Schools Superintendents has agreed to provide the CNA program daily supper afterschool to all students on campus each day of the program during the school year and summer program. In addition, A partner advisory board will continue to ensure partner maintenance and participation. The board will receive monthly updates about activities, opportunities, and performance. Partners will be provided substantial opportunities to share Ideas for improving the program, Including ideas for curriculum, assessment, and new partners. The partner advisory board plays a key role in CNA's plan. Food Brings Hope, “applauds the efforts of Campbell Middle School and their dedication to helping students overcome problems they may face daily.” Collaboratively, Food Brings Hope and CNA program, have worked incessantly to maintain a stellar program that provides multiple opportunities for success for students and families. Food Bring Hope funding supports CNA efforts to maintain student retention, engagement, attendance, overall academic support and parent involvement. CNA hosts Monthly Parent Involvement meetings that include Adult services, Family Dinners, and Holiday events. These meeting are held at different times to boost parent participation and accommodate various work schedules. FBH academic support provides CNA students with awards and incentives for improving their subject grade and test scores per midterm and quarter. Food Brings Hope partnership supports and boosts CNA attendance and safety by providing transportation for afterschool and summer programs. Food Brings Hope is committed to providing 40-45 lbs of groceries to families and will be delivered directly to Campbell Middle school every Wednesday. Food Bring Hope extends their commitment to donate \$10,000 per year, even after the grant funds reduce or ends in support of CNA. Collaborative funding, donations and in-kind services with partnerships has made it possible for CNA to serve the students and families successfully in this proposed target community for the past 16 years. Bethune Cookman University, Director of Academics department partnership pledges to support and provide CNA students and families with the knowledge and benefits of college readiness, college enrollment opportunities, financial aid guidance and special programs for adults interested in post-secondary education. BCU staff and volunteers will provide monthly Science, Technology, Engineering, and Mathematics (STEM) based learning opportunities for students and families. These four fields share an emphasis on innovation, problem-solving, and critical thinking and together they make up a popular and inspiring field of study. BCU weekly and monthly contributions to students and their families will inspire, engage and

build a positive outlook on the future of secondary education in the black community. Monthly Parent Meetings with a focus on topics based on parent surveys. BCU will introduce college enrollment opportunities, financial aid guidance and special programs for adults interested in post-secondary education. BCU agrees to provide student volunteers that will serve as tutors and support staff for student and adults. BCU staff and volunteers will be available on campus weekly during CNA afterschool and summer programs to provide guidance for students and adults to take the next steps on their educational journey. Sisters Build Network for Girls, founder Dr. Primrose Cameron has committed to being a devoted partner and provide monthly services during CNA. As a partner SBNG, services will include but are not limited to building relationships, communication skills, goal setting and leadership skills. In collaboration with CNA staff and volunteers, SBNG will support our most challenging girl's group in effort to provide alternative ways to effectively communicate, deter negative behaviors, enhance problem solving skills, offer academic support, and provide life skills. Sisters Build Network for Girls, founder Dr. Primrose Cameron has committed to being a devoted partner and provide monthly services during CNA. As a partner SBNG, services will include but are not limited to building relationships, communication skills, goal setting and leadership skills. In collaboration with CNA staff and volunteers, SBNG will support our most challenging girl's group in effort to provide alternative ways to effectively communicate, deter negative behaviors, enhance problem solving skills, offer academic support, and provide life skills. Daytona State College, partnership with CNA is substantial to the development of the adult literacy, GED program and ESOL services. DSC will provide CNA families with the necessary skills and opportunities to improve their literacy deficits, enhance their comprehension of curriculum, engage in technology, and develop skillful ways to assist their student's education at home. DSC, in kind contributions, will include community service, volunteers and participating in community events. These informative and engaging events will be offered free of charge to adult family members at Campbell Middle School and the discussions will be directly aligned with the parent survey feedback. Daytona Beach Police Department as a supporting partner of CNA that will help bridge the community with law enforcement and provide them both with a better understanding of positive coexistence. Bridging the gap will require open communication and building knowledge of expectations from both the community and Police. Too often impoverished communities have been known to latch on to prejudged notions of Police, shared false information and/or self-created hardships. As a partner, CNA will depend on the inclusion of programs for students that will require teachings, mentorship and real-life scenarios that encourage positive behaviors towards Police within and beyond the school. Monthly programs will be introduced to students and families to encourage healthy relationships between Police and community the focus will include Absenteeism Improvement, Behavior Improvement, Community Involvement, Parental Involvement, Prescription Drug Abuse, Substance Abuse Prevention, School suspensions, Truancy Prevention, and Violence Prevention. CNA has also formed a partnership Donna M. Gray-Banks, CEO of Midtown Community Development Corporation (MCDC) and its Board members are vested in the Daytona Beach community at large, commits to provide services and contribute in any way possible for the students and families of Campbell Night Alive. MCDC will provide workshops/seminars on writing, publishing, financial literacy, banking, college preparation and community advocacy on a monthly basis. CNA program is dedicated to the overall physical wellness, supporting the mental, social, and physical maturity of students and their families. CNA will partner with Quanta May, Daytona Beach City Commissioner to

encourage the balance of physical activity, nutrition and mental well-being. Commissioner May has demonstrated a history of working in the health, wellness and fitness industry offering input and guidance in the areas of physical and emotional health to CNA students and their family members. As a Yoga instructor, Mrs. May will share and focus on Holistic Health, Nutrition, Functional Conditioning, and Strength Training to help families live active, healthy lifestyles through person fitness and healthy eating habits. CNA will also partner with Paula R. Reed, Daytona Beach City Commissioner. Commissioner Reed is dedicated to assisting CNA by facilitating Civic engagement workshops with students. Helping students become leaders in their communities. Commissioners Reed will also volunteer to assist with our Adult Family Member Events, being available to offer resources throughout the community for families. One of the continuing goals of CNA 21st CCLC program is to provide a beneficial and effective program for students and their families throughout the period of the grant. CNA has proven their ability to develop, nurture, and maintain partnerships within the community they serve. CNA has demonstrated the strength of financial planning and partnerships to support students and families. Being a part of this community for the past 16 years, CNA has firsthand experience of the impact the program has had and the importance of its continuity.

Section 8: Recruiting and Retaining High Quality Staff

Staff Structure:

The main contact to interface with the department about the community learning center project will be the Program Director. The Program Director will collaborate with Campbell's Administrators to ensure that all aspects of the program are planned with research-based activities and implemented with fidelity. The Program Director will also collect the school based data and input this data into the departments reporting platform each month. The Program Director will also coordinate and facilitate all Adult Family Member Activities. The Program Director will also lead the Program Team meetings, wherein the aspects of the program will be evaluated and adjusted based on the needs of the Stakeholders. The Program Director will collaborate with Community Partners to find resources to provide enrichment to students and families in the program. The Program Director will work 27.5 hours per week and 10 per day for the summer program. This schedule will provide ample amount of time to carry out all the duties and responsibilities to ensure the program is ran with fidelity and is successful for all stakeholders. The program will also have a Site Coordinator who will oversee daily program activities. The Site Coordinator will also collaborate with Campbell Middle School's regular school day Teachers to make sure students' needs are met, both academically and emotionally. The Site Coordinator will send biweekly emails to regular school day Teachers, who have CNA Students in their classes to gain knowledge of how students are progressing in their ELA, Math and Science classes. The Site Coordinator will be the person of contact for CNA Parents and families. The Site Coordinator will maintain safety and security and communicate with parents. The Site Coordinator will work 12.5 per week and 9 hours per day for the summer program. In lieu of a full-time Site Coordinator, the Site Coordinator will share responsibility with the Program Director and between them they will work at least 30 hours per week. The program will also have a Lead Teacher who will directly oversee all curriculum implementation. They will provide instructional coaching, modeling, and training to all

program staff members. They will provide a lesson plan format to all academic staff members. They will collect lesson plans biweekly. The Lead Teacher should have effective communication skills and be knowledgeable about all curriculum to better assist program staff members. The Lead Teacher will also monitor staff Teachers during their lessons with students, to ensure the activities are being implemented with fidelity. Academic programming will be facilitated by a Certified Teacher, we will recruit teachers based on their certifications within the grade levels and content areas being taught during the program. Each teacher will be certified by Florida Department of Education. Academic activities will have a ratio of 1:10, Teachers to Students. The program's goal is to hire at least 5 certified teachers to adhere to this ratio. The program wishes to hire Teachers that have the necessary skills to assist our student's academic needs and most importantly their emotional needs. One of the most effective ways to increase academic achievement is to recruit the best staff to teach in the school (Jensen, 2009). In order to conquer academic and behavioral challenges faced by children raised in poverty, teachers need to develop strong relationships with their students, embody respect in their interactions with students, embed social skills in lessons, promote inclusive classrooms, recognize the signs of poverty, empower students, alter classroom environments, build core skills, provide accurate assessments, and recruit caring and empathetic staff (Building caring BU Journal of Graduate Studies in Education, Volume 11, Issue 2, 2019) Supportive relationships with students is the first and best strategy to increase student effort and motivation (Budge & Parrett, 2018). Many children raised in poverty come to school without the necessary social-emotional responses needed to be successful at developing relationships with their peers and teachers (Jensen, 2013). The program will also have Paraprofessionals on staff. Non-Academic activities will have a ratio of 1:15, Paraprofessionals to Students. The program's goal is to hire at least 2 paraprofessionals to adhere to this ratio. The Paraprofessionals will facilitate all nonacademic activities and they will provide instruction to students with the focus on extracurricular activities offered in the program. Paraprofessionals will be trained and well versed in the curriculum aligned with social emotional, physical health and wellness, arts and multicultural activities. Providing an environment where the students feel included and valued as members of their community will also help to improve their overall mental health. These efforts can assist in closing the achievement gap for students facing emotional and social challenges (Jensen, 2009). The Program Director, Site Coordinators, Teachers, Paraprofessionals, and all contracted providers will be screened through the Florida Background Screening Clearinghouse to help ensure the safety and security of all Students in the program. Our main focus will be on making Students are provided a safe environment to learn and grow. Staff Training: CNA will hire program staff from the current pool of Teachers and staff already employed within the school, each of whom are highly qualified, trained, and experienced in working with the targeted student populations. All program teachers will participate in a wide range of professional development related to academic achievement provided by the Lead Teacher and the Program Director at least 10 times per year. All staff will hold necessary certifications, degrees, skills, and talents necessary to ensure the positive development of all students enrolled in the program. All program staff will be trained to use all curriculum prior to the start of the program. Each curriculum being utilized is "teacher friendly" and all have an easy-to-follow scope and sequence. Research by the U.S. Department of Education's Institute of Education Sciences concluded that student achievement can improve by as much as 21 percentile points as a result of teachers' participation in well-designed professional development programs (Institute of

Education Sciences, 2007)

Section 9: Implementing with Fidelity

The Campbell's Night Alive program at Campbell Middle school has successfully operated for the past 15 years. Through this extensive history of 21st CCLC programming, VCS and Campbell Middle have consistently provided accurate data to enhance program offering through identifying areas of need for the overall program as well as individual student within the programs. It is imperative that activities are designed to provide continuous education to students and that the operations and daily schedule are implemented. Campbell's Night Alive program is commitment to the continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), is a quality--based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. Continuous improvement is a cyclical process intended to help program identify the needs of the stakeholders, set goals based on those needs, implement the proposed program based on those needs and goals, identify ways to improve, and evaluate change based on feedback from all stakeholders and data derived from student assessment scores. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve end measure outcomes, discontinue or adapt activities that have no value, and Increase emphasis on program objectives and outcomes. Individualized feedback provided through CIM is particularly important for the implementation of Campbell's Nights Alive program to help guide and ensure the highest impact for each student. Throughout the 16 years that Campbell has had a 21st CCLC program, they have consistently made programmatic adjustments necessary to meet the majority of 21st CCLC program objectives each year. Evaluations of the program will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing if the program is meeting outcomes, (3) documenting and analyzing how the program works in practice, and (4) documenting and analyzing changes in the program based on student performance and survey results. The school has committed to providing necessary data on program students, including attendance, behavior, grades, and other data to support this program. Summative Evaluations will have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance and a Needs Assessment Survey given to all stakeholders. All stakeholders will be given a Needs Assessment Survey three times per program year, beginning, mid and end of year. This survey data will be used to further assess the program fidelity and will be used to revise and adjust program activities, eliminating ones that don't work and adding activities that will be successful to promote student's success. The Program Director and Lead Teacher worked closely with the regular school day Teachers, Administrators, and Curriculum

Staff to ensure there is a close connection between afterschool activities and students' daytime performance. Students will be grouped based on their individual needs and on results documented through Volusia County Schools Summative testing, report card grades, and past standardized State test scores. To ensure the program is implemented with fidelity, program staff will participate in trainings through the duration of the program each month. These trainings will consist of specific trainings on the implementation of both academic and non-academics activities as stated in our Staff Training Plan. All activities will be aligned with student's needs, the operations calendar and daily schedule created by the Program Director, Site Coordinator and Lead Teacher. All program schedules will be given to all program staff members to make sure that all activities on the schedule are delivered by the identified staff members on the schedules. The Lead Teacher will conduct trainings on the academic curriculum which is the backbone of the program. The academic curriculum programs for ELA (CARS-Comprehensive Assessment of Reading Strategies) and Math (CAMS-Comprehensive Assessment of Mathematical Strategies) are progress monitoring assessment tools that will be used to collect data on student's progress through the program. During the monthly meetings with regular school day Teachers, more if needed, the Lead Teacher, Administrators, and the Program Director this data will be disseminated and discussed regarding student's progress, to ensure students are placed correctly. Adjustments will be made to a student's schedule of activities as needed. The Lead Teacher will create an assessment schedule, based on the curriculum Scope & Sequence that will be provided to Teachers during the Teacher Training sessions in the Fall to ensure these assessments occur on a regular basis. The data derived from these assessments will be used to adjust and revise program activities for students throughout the program. Based on the results of the assessments, students will be placed in appropriate groups to make learning gains and close academic gaps. The Lead Teacher will have ongoing discussion with program Teachers on a weekly basis to ensure the groups remain fluid and flexible throughout the program duration to ensure students are receiving services based on their individual needs. To ensure that all non-academic activities are implemented based on the proposal, all staff will be trained on the various programs detailed in our Activity Design. These activities are centered around student's physical and emotional health and wellbeing, as well as activities focused on the arts and cultural awareness. These trainings will happen monthly throughout the program based on the Staff Training Plan provided. The Lead Teacher, Site Coordinator and Program Director and school Administrators will monitor these activities each day of the program during walk throughs as they visit each staff member directed activity. The Campbell's Night Alive Staff Member Evaluation Tool, a document that will be used to ensure that the activities proposed in this application are implemented with fidelity and rigor based on the program scheduled days and times.

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

Four-year strategic plan:

Sustainability of Campbell's Night Alive Program is crucial to the students and families of

Campbell Middle School. Campbell Middle School is a Title 1 school that serves a high “at risk” population of middle school students in a high crime rated, low Income, academically depressed area. 90% of Campbell Middle students are eligible to receive free/reduced priced meals. Being a part of this community, CNA has first-hand experience of the impact the program has had over the years and the importance of its continuity. In the history of Campbell Night Alive Program, partnership funds and stakeholders have empowered Campbell Night Alive program to be an asset for the community, school, students, and staff. Campbell Night Alive Program has established a strategic four-year plan that encompasses all stakeholders and their contributions to support the easily accessible location, space, student data, professional leadership, educational guidance, and financial support. CNA has maintained the ability to provide a safe, structured, and collaborative learning environment before school, after school and a full day 6-week summer program for over 5,000 students. Over the past 16 years, the CNA program has developed strong partnerships and support from many local organizations and thriving businesses that have committed to making a difference in this community. To sustain the CNA program after funding ends, they will continue to attain the support of stakeholders who are invested in the welfare and success of Campbell Middle School students and their families, including administrators, regular school day teachers, paraprofessional and school-based staff members. All Campbell’s Night Alive Program staff will be engaged in all sustainability activities. The Program Director will coordinate all activities with the school administrative team and community partners. The Site Coordinator, Teachers and Paraprofessionals will assist in the organization, set up, implementation and cleanup of all activities. The regular school day teachers at Campbell Middle School have always been supportive of all of the efforts of the Campbell’s Night Alive Program to assist students and their families. They volunteer at all events and always participate in fund raising activities hosted by the Campbell’s Night Alive Program. All financial, non-monetary contributions, donations and volunteer efforts are solely directed towards the growth and success of Campbell Middle School students and their families through the daily work implemented by Program Director, program staff, and volunteers. Campbell’s Night Alive has built lasting partnerships that continue to support the needs of this community. An example of one such partnership is Food Brings Hope, a dedicated financial supporter of CNA for the past 15 years. Food Brings Hope has pledged their continuous support to financially donate \$10,000 per year for the length of the grant and after the grant reduces or ends. Food Brings Hope provides funding to support CNA student field trips, admission tickets, transportation and supplemental instructional units for both students and adult educational programs. Food Brings Hope also provides families with 150 bags of groceries every Wednesday, weighing 40-45 lbs and delivered directly to Campbell Middle school. FBH commitment extends beyond the school offering Adult services to provide programs to support financial guidance, ending homelessness and home buying opportunities assistance. Campbell’s Night Alive Program sustainability plan collaborates with partner Bethune-Cookman University (BCU) and Daytona State College (DSC) to maintain recruitment of college student volunteers. CNA Volunteers are extremely beneficial to the daily support of operational and educational services with students and adults. CNA program maintains focus on building relationships within the community and contributes to supporting others in the community. CNA recruits volunteers in effort to bring a more diverse range of skills, experience, and knowledge to the program. Volunteering opportunities benefits include

social inclusion, skills development, and potential routes to employment. There is also evidence that volunteering can help to improve health and wellbeing for individuals. The Program Director, Ericka Burnam-Hoyt, recognizes the social and mental benefits of volunteering that positively effects CNA students, families, and college student volunteers. "Helping others and contributing to one's community through positive, impactful action makes people feel good." In addition, volunteering has been shown to help reduce and counteract the negative effects of stress, anger and anxiety which can lead to depression or substance abuse troubles. Some key mood-boosting opportunities inherent to community service include engaging in social interactions, helping, and uplifting others, making a positive impact, and becoming a part of something bigger than yourself (Benefits of Volunteering for College Students August, 2021) Ongoing Partnerships with Bethune Cookman University and Daytona State College helps CNA program to meet this goal, as well as, provide college students with practicum hours, accredited volunteer hours and gain relevant work experience in their field of study. BCU will also support CNA by providing student volunteers that will serve as tutors and support staff for student and adults. BCU staff and volunteers will be available on campus weekly during CNA afterschool and summer programs to provide guidance for students and adults to take the next steps on their educational journey. Bethune Cookman University, Director of Academics department pledges to provide CAN students and parents with the knowledge and benefits of college readiness and postsecondary education. BCU will provide monthly Science, Technology, Engineering, and Mathematics (STEM) based learning opportunities for students and families. These four fields share an emphasis on innovation, problem-solving, and critical thinking and together they make up a popular and inspiring field of study. In addition, BCU will participate in Adult Family Member Events that will introduce college enrollment opportunities, financial aid guidance and special programs for adults interested in post-secondary education. Parents will be able to discuss and ask questions in a group setting or one-on-one with educators and financial professionals when in attendance. Daytona State College, in kind contributions, support adult literacy and education, provides ESOL services and provides parents with the needed skills to improve their literacy deficits, enhance their understanding of curriculum and ways they can assist their students at home. A minimum of 10 meaningful events for adult family members will be offered free of charge at Campbell Middle School and will directly align with the parent survey feedback. These meetings will be offered at different times of the day to meet the needs of all families. Topics of discussion will be based on the parent needs assessment. Past surveys indicate the number one topic parents were interested in included learning strategies and techniques to becoming a better reader and ways to better support their child's education. In an effort to meet all the needs of the program, CNA will continue to recruit volunteers and the support of community members. CNA program continues to show growth in the community and establish new relationships. Our newest partnership with Donna M. Gray-Banks, CEO Midtown Community Development Corporation, pledges to fully support the Campbell's Night Alive Program. Midtown Community Development Corporation Programs for students and families will include workshop/seminars on writing, publishing, financial literacy, banking, college preparation and community advocacy. These services will be in-kind to the CNA program. The Midtown Community Development Corporation (MCDC) fully supports the Campbell's Night Alive Program. CNA program extensive efforts to generate and maintain funding, include collaboration with marketing committees to help build strategic financial plans.

Financial planning includes assistance and discounts from local businesses, planned fund raising events and facilitating school wide events to fund additional resources. In the past, CNA has raised an average between \$10,000 to \$15,000 with donations and fundraising events.

CNA program financial planning consists of school wide and community events including:

- Carnival Winter and Spring events funding derived from tickets, concessions, and activities;
- Talent shows admissions and concession;
- Black History Month Gala – funds derived from tickets and concessions, community participants;
- Silent Auction events with items donated from community members, local organizations, and businesses. Funds derived from selling auction items;
- Car washes at local businesses in the community will benefit CNA with 100% of proceeds;
- Selling concessions before and after school;
- Profit sharing from earnings from donations, concessions, and admission ticket of Campbell Middle Schoolwide event Teacher vs Student Games.

Lastly, CNA program operates under grant funding and leverages partnerships to cover all program costs as well as provided daily transportation to ensure student safety. These efforts have resulted in CNA maintaining a consistent number of participants each year.

Progress indicators:

Progress indicators for Campbell's Night Alive Program include scheduled monitoring, auditing, and evaluations. CNA will conduct surveys to stakeholders 3 times per program year, beginning, mid-year and end of year to assess the needs of students, parents, and partnerships. Student performance and academic progression in Reading, Math and Science will be monitored and reported using midterm and report card grades. Campbell's Night Alive Program agrees to participate in all statewide evaluation and activities reporting requirements established by the FDOE and/or authorized representatives. (e.g., cooperate with site visits, responding to data requests, submitting accurate data). Campbell's Night Alive Program will submit all required data and reports, as required and/or requested, to the State of Florida Department of Education. The CNA program understands that the formative and summative evaluation report are required of all 21st CCLC programs, that the reports will be compared to all data submitted to the FDOE these reports may be used to determine continuation of funding and that adequate progress has been made on approved objectives.

Appendix A

Continuing Improvement 2023-24

Agency Name: Volusia CSD Project Number: 640-2443B-4C003
Program Name: Campbell's Night Alive

Reason(s) for the change: Site profile and budget edits from 180 days to 142 days.

This change includes: ☐ Additions ☐ ~~Deletions~~ ☒ Both

Narrative Language:

Narrative:

Section 1: Project Abstract/Summary

Volusia County Schools operates Campbell's Night Alive at 625 S Keech St, Daytona Beach, FL 32114 of Community Learning Center. 20 students grades 6th - 8th are provided programming from 7:50am to 8:50am, Monday-Friday, August 14th, 2023 – May 31th, 2024. 80 students grades 6th - 8th are provided programming from 4:15pm to 6:15pm, Monday, Tuesday, Thursday, Friday, August 14th, 2023 – May 31th, 2024. 40 students grades 6th - 8th are provided programming in the summer from 8:30am to 4:30pm, Monday-Thursday, June 10, 2024 -July 18, 2024. Program activities include Academic Enrichment, STEM, Health and Wellness, Cultural Enrichment, Technology, Truancy, Drug & Violence Prevention, College & Career Readiness and Social Emotional Learning. Adult Family Member Services will be provided bi-monthly, for 2 hours or less for adult family members of enrolled students. Program information and activities include but are not limited to increasing student's positive behaviors, improving attendance, math games and websites for at home help, preparing students for progress monitoring, character education, and cultural awareness activities.

Section 4: Building Your Program Team

Effective leadership requires a great deal of wisdom, skills, and persistence to design implement a quality education program. The leadership process is vital to ensure that program staff, students, teachers, parents, and community partners are equipped with skills they need to help achieve and support program objectives. Campbell' Night Alive has compiled an eight (8) member program team with Laticia Roman will serve as a school district representative. Mrs. Roman has a vast knowledge of federal funding and grant requirements. Mrs. Roman serves as the Volusia County's District Director of Title 1 & Grants Programs and Grant Development. She has supervised all of Volusia County's Nita M. Lowey 21st Century Community Learning Center funds for the last 10 years. Mrs. Roman and the staff in the grant department have agreed to provide support in areas including, but not limited to, grant compliance, purchasing and payroll.

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Section 7: Intentionally Designing Activities

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Section 8: Recruiting and Retaining High Quality Staff

Program Director

Program Director will oversee the total 21st CCLC program, including staff training, coordination, and monitoring of program, collecting and tracking data to ensure grant and county guideline compliance, communicating and coordinating with partners in the project. The Program Director must have good organizational skills and be able to communicate effectively with all Stakeholders. The Director is also responsible for data collection and input, scheduling, accounting, and maintaining 21st CCLC program fiscal records. The qualifications for the Program Director are, at least 2 years of experience working with a 21st CCLC grant. The Program Director must have at least a bachelor's degree.

Site Coordinator

Site Coordinator will help monitor and facilitate the daily program activities, provide face-to-face student services and be a first contact for parents. The Site Coordinator will communicate with the Program Director about any adjustments that need to be made to the program activities offered to students and their families. Site Coordinators will assist with discipline issues that may arise with a student and communicate with the parent any concerns about their child. The Site Coordinator must have good communication skills, due to them being the first contact with Parents. Parents need to feel comfortable and confident that the Site Coordinator will have respect and a rapport with Parents that fosters a relationship that is positive and based on the needs of Students. In lieu of a full time Site Coordinator, the Program Director and Site Coordinator will share responsibilities and will work a combined 40 hours per week. The qualifications for the Site Coordinator are, at least 1 year of experience working with a 21st CCLC grant. The Site Coordinator must have at least a bachelor's degree.

Lead Teacher

Lead Teacher will directly oversee all curriculum implementation. They will provide instructional coaching, modeling, and training to all program staff members. They will provide a lesson plan format to all academic staff members. They will collect lesson plans biweekly. The Lead Teacher should have effective communication skills and be knowledgeable about all curriculum to better assist program staff members. They also must be knowledgeable about all content areas being taught. The qualifications for the Lead Teacher are, at least 4 years of experience working as an administrator, classroom teacher, intervention teacher or support teacher. The Lead Teacher must have at least a bachelor's degree and a current Florida Teaching Certificate.

Teachers

Teachers implement curriculum throughout the program days and times. They will provide instruction to students in their group. They will complete lessons plans biweekly to submit to the Lead Teacher. Teachers should have effective communication skills and be knowledgeable about all curriculum to better assist students. Teachers will offer interventions for all Academic activities based on their certifications within the grade levels and content areas being taught during the program. Teachers should have the necessary skills to assist out student's academic and most importantly their emotional needs. They must have classroom management skills to maintain student focus and attention. They also must be knowledgeable about all content areas being taught. The qualifications for the Teacher are, at least 2 years of experience working as a classroom teacher, intervention teacher or support teacher. The Teacher must have at least a bachelor's degree and a current Florida Teaching Certificate.

Paraprofessionals

Paraprofessionals will facilitate all nonacademic activities. They will provide instruction to students with the focus on extracurricular activities. Paraprofessionals need to be well versed in the curriculum aligned with social emotional and physical health and wellness. They also need to have a good rapport with students to keep them engaged in the

activities being presented. The qualifications for the Paraprofessional are, at least 1 years of experience working as a paraprofessional in a classroom setting. The Teacher must have at least an associate degree.

Section 11: Plan for Sustainability

Campbell Night Alive Program Four-Year Strategic Plan

Sustainability of Campbell's Night Alive Program is crucial to the students and families of Campbell Middle School. Campbell Middle School is a Title 1 school that serves a high "at-risk" population of middle school students in a high crime rated, low Income, academically depressed area. 90% of Campbell Middle students are eligible to receive free/reduced priced meals. Being a part of this community, CNA has first-hand experience of the impact the program has had over the years and the importance of its continuity.

In the history of Campbell Night Alive Program, partnership funds and stakeholders have empowered Campbell Night Alive program to be an asset for the community, school, students, and staff. Campbell Night Alive Program has established a strategic four-year plan that encompasses all stakeholders and their contributions to support the easily accessible location, space, student data, professional leadership, educational guidance, and financial support. CNA has maintained the ability to provide a safe, structured, and collaborative learning environment before school, after school and a full day 6-week summer program for over 5,000 students. Over the past 16 years, the CNA program has developed strong partnerships and support from many local organizations and thriving businesses that have committed to making a difference in this community. To sustain the CNA program after funding ends, they will continue to attain the support of stakeholders who are invested in the welfare and success of Campbell Middle School students and their families, including administrators, regular school day teachers, paraprofessional and school-based staff members.

All Campbell's Night Alive Program staff will be engaged in all sustainability activities. The Program Director will coordinate all activities with the school administrative team and community partners. The Site Coordinator, Teachers and Paraprofessionals will assist in the organization, set up, implementation and cleanup of all activities. The regular school day teachers at Campbell Middle School have always been supportive of all of the efforts of the Campbell's Night Alive Program to assist students and their families. They volunteer at all events and always participate in fund raising activities hosted by the Campbell's Night Alive Program.

All financial, non-monetary contributions, donations and volunteer efforts are solely directed towards the growth and success of Campbell Middle School students and their families through the daily work implemented by Program Director, program staff, and volunteers.

The Program Director Ericka Burnam-Hoyt has built lasting partnerships that continue to support the needs of this community. An example of one such partnership is Food Brings Hope, a dedicated financial supporter of CNA for the past 15 years. Food Brings Hope has pledged their continuous support to financially donate \$10,000 per year for the length of the grant and after the grant reduces or ends. Food Brings Hope provides funding to support CNA student field trips, admission tickets, transportation and supplemental instructional units for both students and adult educational programs. Food Brings Hope also provides families with 150 bags of groceries every Wednesday, weighing 40-45 lbs and delivered directly to Campbell Middle school. FBH commitment extends beyond the school offering Adult services to provide programs to support financial guidance, ending homelessness and home buying opportunities assistance.

Campbell's Night Alive Program sustainability plan collaborates with partner Bethune-Cookman University (BCU) and Daytona State College (DSC) to maintain recruitment of college student volunteers. CNA Volunteers are extremely beneficial to the daily support of operational and educational services with students and adults. CNA program maintains focus on building relationships within the community and contributes to supporting others in the community. CNA recruits volunteers in effort to bring a more diverse range of skills, experience, and knowledge to the program. Volunteering opportunities benefits include social inclusion, skills development, and potential routes to employment. There is also evidence that volunteering can help to improve health and wellbeing for individuals.

The Program Director, Ericka Burnam-Hoyt, recognizes the social and mental benefits of volunteering that positively effects CNA students, families, and college student volunteers. "Helping others and contributing to one's community through positive, impactful action makes people feel good." In addition, volunteering has been shown to help reduce and counteract the negative effects of stress, anger and anxiety which can lead to depression or substance abuse troubles. Some key mood-boosting opportunities inherent to community service include engaging in social interactions, helping, and uplifting others, making a positive impact, and becoming a part of something bigger than yourself (Benefits of Volunteering for College Students August, 2021) Ongoing Partnerships with Bethune Cookman University and Daytona State College helps CNA program to meet this goal, as well as, provide college students with practicum hours, accredited volunteer hours and gain relevant work experience in their field of study.

BCU will also support CNA by providing student volunteers that will serve as tutors and support staff for student and adults. BCU staff and volunteers will be available on campus weekly during CNA afterschool and summer programs to provide guidance for students and adults to take the next steps on their educational journey.

Bethune Cookman University, Director of Academics department pledges to provide CNA students and parents with the knowledge and benefits of college readiness and post-secondary education. BCU will provide monthly Science, Technology, Engineering, and Mathematics (STEM) based learning opportunities for students and families. These four fields share an emphasis on innovation, problem-solving, and critical thinking and together they make up a popular and inspiring field of study. In addition, BCU will participate in Adult Family Member Events that will introduce college enrollment opportunities, financial aid guidance and special programs for adults interested in post-secondary education. Parents will be able to discuss and ask questions in a group setting or one-on-one with educators and financial professionals when in attendance.

Daytona State College, in kind contributions, support adult literacy and education, provides ESOL services and provides parents with the needed skills to improve their literacy deficits, enhance their understanding of curriculum and ways they can assist their students at home.

A minimum of 10 meaningful events for adult family members will be offered free of charge at Campbell Middle School and will directly align with the parent survey feedback. These meetings will be offered at different times of the day to meet the needs of all families. Topics of discussion will be based on the parent needs assessment. Past surveys indicate the number one topic parents were interested in included learning strategies and techniques to becoming a better reader and ways to better support their child's education. In an effort to meet all the needs of the program, CNA will continue to recruit volunteers and the support of community members.

CNA program continues to show growth in the community and establish new relationships. Our newest partnership with Donna M. Gray-Banks, CEO Midtown Community Development Corporation, pledges to fully support the Campbell's Night Alive Program. Midtown Community Development Corporation Programs for students and families will include workshop/seminars on writing, publishing, financial literacy, banking, college preparation and community advocacy. These services will be in-kind to the CNA program. The Midtown Community Development Corporation (MCDC) fully supports the Campbell's Night Alive Program.

CNA program extensive efforts to generate and maintain funding, include collaboration with marketing committees to help build strategic financial plans. Financial planning includes assistance and discounts from local businesses, planned fund raising events and facilitating school wide events to fund additional resources.

In the past, CNA has raised an average between \$10,000 to \$15,000 with donations and fundraising events. CNA program financial planning consists of school wide and community events including:

- Carnival Winter and Spring events funding derived from tickets, concessions, and activities.
 - Talent shows admissions and concession.
 - Black History Month Gala – funds derived from tickets and concessions, community participants.
 - Silent Auction events with items donated from community members, local organizations, and businesses. Funds derived from selling auction items.
 - Car washes at local businesses in the community will benefit CNA with 100% of proceeds.
 - Selling concessions before and after school.
 - Profit sharing earnings from donations, concessions, and admission ticket of CNA school wide event Teacher vs Student basketball game
-

Appendix A
Continuing Improvement 2024-25

Agency Name: Volusia Count Schools, Campbell Middle School Project Number: 640-2445B-5C003
Program Name: Campbell's Night Alive

No changes needed at this time.

Reason(s) for the change:

No changes.

This change includes: D Additions 0 Deletions Both

Narrative Language:

Underscore reflects additions to the previous narrative.
Crossout reflects deletion of language in the previous narrative.

Appendix A

Continuing Improvement

2025-2026

Agency Name: VOLUSIA COUNTY SCHOOLS
Program Name: CAMPBELL MIDDLE SCHOOL

Project Number: 640-2446C-6C003

Reason(s) for the change:

- Updated 2025-2026 RFA Dates for Programming.
- Students were displaced due to hurricanes.

This change includes: ☐ Additions ☐ ~~Deletions~~ ☒ Both

Section 1: Project Abstract/Summary

Volusia County Schools operates Campbell's Night Alive at 625 S Keech St, Daytona Beach, FL 32114 of Community Learning Center. At a minimum, 30 20 students are provided programming from 7:50am to 8:50am, Monday-Friday, August 11, 2025 – May 28, 2026 ~~August 15, 2025-2022 – June 2, 2023.~~ At a minimum, 80 students are provided programming from 4:15pm to 6:15pm, Monday, Tuesday, Thursday, Friday, August 11, 2025 – May 28, 2026 ~~August 15, 2022 – June 2, 2023.~~ At a minimum, 40 students are provided programming in the summer from 8:30am to 4:30pm, Monday-Thursday, June 8, 2026 – July 16, 2026 ~~June 12, 2023 – July 20, 2023.~~

Section 7: Intentionally Designing Activities

Due to hurricanes impacting the areas in and around the school site, our attendance has been low for the past few years. We will constantly recruit students to join the morning and afternoon programs. We will offer food, clothing and shelter opportunities through our community partnerships with Food Brings Hope.

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

FUNDING REQUEST GUIDE

Program Name:		Volusia CSD - Campbell's Night Alive	
	Programing Period	Number of students that will receive 21st CCLC services in the indicated components ¹	Funding amount per school.
School Year	Yes	51-100	\$150,000.00
Summer	Yes	25-50	\$50,000.00
TOTAL			\$200,000.00

¹ The number total number of students that will receive 21st CCLC service at each target school.



2025-2026 SITE PROFILE WORKSHEET (SPW)

Agency Name	Volusia County School District	Project Number	640-2446C-6C003
Site Name	Campbell's Night Alive	Zip Code	32114
Site Address:	625 S. Keech Street	City	Daytona Beach
Site Contact Name:	Ericka Burnam Hoyt	Phone	386-882-2692
		Email	enburnam@volusia.k12.fl.us

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Campbell Middle School	6, 7, 8	962	100	6, 7, 8	30	80	40	0	0
TOTAL					30	80	40	0	0

BEFORE SCHOOL SITE OPERATIONS						
Start Date	8/11/2025	End Date	May 28, 2026	Total Number of Service Days		180
Non-service days	9/1/25, 9/22/25, 10/13/25, 11/11/25, 11/24/25, 11/25/25, 11/26/25, 11/27/25, 11/28/25, 12/22/25, 12/23/25, 12/24/25, 12/25/25, 12/26/25, 12/27/25, 12/28/25, 12/29/25, 12/30/25, 12/31/25, 1/1/26, 1/2/26, 1/5/26, 1/19/26, 2/16/26, 3/13/26, 3/16/26, 3/17/26, 3/18/26, 3/19/26, 3/20/26, 5/25/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time	7:50am	7:50am	7:50am	7:50am	7:50am	
End Time	8:50am	8:50am	8:50am	8:50am	8:50am	
Hours	1	1	1	1	1	

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/11/2025	End Date	5/28/26	Total Number of Service Days		142
Non-service days	8/13/25, 8/20/25, 8/27/25, 9/1/25, 9/3/25, 9/10/25, 9/17/25, 9/22/25, 9/24/25 10/1/25, 10/8/25, 10/13/25, 10/15/25 10/22/25, 10/29/25, 11/5/25, 11/11/25, 11/12/25, 11/19/25, 11/24/25, 11/25/25, 11/26/25, 11/27/25, 11/28/25, 12/3/25, 12/10/25, 12/17/25, 12/22/25, 12/23/25, 12/24/25, 12/25/25, 12/26/25, 12/27/25, 12/28/25, 12/29/25, 12/30/25, 12/31/25, 1/1/26, 1/2/26, 1/5/26, 1/7/26, 1/14/26, 1/19/26, 1/21/26, 1/28/26, 2/4/26, 2/11/26, 2/16/26, 2/18/26, 2/25/26, 3/4/26, 3/11/26, 3/13/26, 3/16/26, 3/17/26, 3/18/26, 3/19/26, 3/20/26, 3/25/26, 4/1/26, 4/8/26, 4/15/26, 4/22/26, 4/29/26, 5/6/26, 5/13/26, 5/20/26, 5/25/26, 5/27/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.
Start Time	4:15pm	4:15pm		4:15pm	4:15pm	
End Time	6:15pm	6:15pm		6:15pm	6:15pm	
Hours	2	2		2	2	8
Early Release Dates				Total Service Days	0	Hours/Day

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days						
	Holidays/Break	Total number of Holiday, School Break service days.		Saturday	Total number of Weekend service days.	
Start Time			Start Time			
End Time			End Time			
Hours		0	Hours	0	0	

SUMMER SITE OPERATIONS								
Start Date	6/8/26		End Date		7/16/26		Total Number of Service Days	24
Non-service days								
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.	
Start Time	8:30am	8:30am	8:30am	8:30am				
End Time	4:30pm	4:30pm	4:30pm	4:30pm				
Hours	8	8	8	8				

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	We meet with our Adult Family Members once per month. Each meeting is 1 ½ hours in duration. We cover school based important information, and literacy Strategies and Skills for the whole family to become better readers We hold 10 meetings per year.		
Total Number of Sessions	10	Total Number of Adult Family Members Served	40

STUDENT/TEACHER RATIO 15:1/ 10:1			
Academic Ratio	10:1	Personal Enrichment Ratio	15:1

Westside's Night Alive 2025-2026 Fall Application

School Number: 386-274-3400

Ms. Parker x52435 Coach Maltoni x52419 Mrs. Maltoni x52413

Target School: Westside Elementary

Student Hours: 2:30 to 5:30 PM Monday- Friday

Early Release – Wednesdays 1:30-5:30 PM

STUDENT INFORMATION (Legal Name)

Name: _____ DOB: _____ Entering Grade: _____

Age: _____ Alpha Code: _____ Race: _____ Sex: _____

Sibling(s) Attending this School: _____

Home Address: _____ City: _____ Zip Code: _____

PARENT/GUARDIAN INFORMATION

Mother: _____ Home Phone: _____

Work Phone: _____ Cell Phone: _____ Email address: _____

Father: _____ Home Phone: _____

Work Phone: _____ Cell Phone: _____ Email address: _____

Student lives with (check all that apply): ☐ Both Parents ☐ Mother Only ☐ Father Only
☐ Parent & Stepparent ☐ Grandparent (s) ☐ Other

ATTENDANCE- LATE & EARLY PICK-UPS (Please Initial)

____ Attendance is monitored weekly. We understand that emergencies may occur. If your child is unable to attend, please notify us.

I understand this is a voluntary federal program and on time pickups are mandatory. I understand my pickup time is monitored daily and my child could be removed for late pickups, early check-outs, or chronic absences.

EMERGENCY CONTACTS

In the event the parents/guardians cannot be reached, a 21st CCLC staff member will contact the people listed below.

Name: _____ Phone: _____ Relationship to student: _____

Name: _____ Phone: _____ Relationship to student: _____

Please list all other people who you authorize to pick up your child(ren) from the WNA program. Other than the parent/guardian, all others who pick up the student will be required to show picture identification. **No student will be released to anyone who is not listed on the registration form.** **(If we cannot reach the people above, we will call these people.)*

Name: _____ Phone: _____ Relationship to student: _____

Name: _____ Phone: _____ Relationship to student: _____

MEDICAL INFORMATION

Please list any medical conditions/allergies that apply to your child: _____

Medication(s) taken by student: _____ Physician Name: _____

Physician Phone Number: _____ Preferred Hospital in case of emergency: _____

PHOTO PERMISSION FORM (Please Check One)

____ I give permission for my child to be photographed/videotaped with respect to VCS/21st CCLC activities and events.

____ I **don't** give permission for my child to be photographed/videotaped with respect to VCS/21st CCLC activities and events.

FIELD TRIPS:

As part of an educational experience or activity, under the supervision of the VCS/21st CCLC staff, my child is granted permission to participate in program related fieldtrips. Additional fieldtrip permission slips will be sent home.

BEHAVIOR:

I understand this is a voluntary program, and all school and district rules apply. If repetitive acts of misbehavior, or violence occur I understand my child can be removed from the program with or without warning.

MOVIE RATING PERMISSION:

As part of an educational experience or activity, under the supervision of the VCS/21st CCLC staff, my child is granted permission to view presentations and or movies that have a G or PG rating.

NETWORK ACCESS AGREEMENT:

As a condition of being granted access to the internet through the computer network system maintained, operated, and supervised by the School Board of Volusia County, Florida, I agree to comply with the following terms and conditions. By this agreement, access is only permitted from the VCS/ 21st CCLC Grant Sites.

1. I understand that my child has no privacy regarding his/her use of the network access, any material found, detected, or stored on any computer used by my child to access the VCS network or any material viewed by my child.
2. I understand that my child's activities will be monitored and if a violation occurs, network access may be terminated.

Data Sharing Requirements:

Florida Statute 1002.221 Student education records are confidential; written parental consent is required before disclosure, except as permitted by law.

Florida Statute 1002.20 Parents have the right to access and review all school records related to their minor child.

As a parent of a child in the 21st CCLC Program, I authorize the right for my child's data to be released for grant program purposes.

I have reviewed and understood the information provided above. I give my consent and acknowledgement by signing below. With my signature, I approve and consent to items stated above.

Signature of Parent/Guardian

Date

***ALL PARENTS WILL RECEIVE A PHONE CALL DURING THE WEEK OF AUGUST 5-8 IF YOUR CHILD(REN) ARE ACCEPTED INTO THE WNA PROGRAM FOR 2025-2026.**



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. Deliverables must be submitted accurately by the 5th day of each month, and be reviewed and monitored to determine compliance with the program requirements.
- **Evidence** – The tangible proof.
- **Due Date** – Date for completion of tasks.

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, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family.	September 5, 2025
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, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals*	October 5, 2025
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, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals*	November 5, 2025
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 21 st 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, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades**	December 5, 2025

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 21 st 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, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Trimester Grades**	January 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 21 st 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, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades**	February 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 21 st 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: February 1-28, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals*	March 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 21 st 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: March 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Trimester Grades**	April 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 21 st 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: April 1-30, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals* • Quarter Grades**	May 5, 2026

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 21 st 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: May 1-31, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Behavioral Referrals*	June 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 21 st 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: June 1-30, 2026</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Quarter grades** • Trimester grades** • End-of-year data upload (GPA, School Day Attendance Rate, In-School Suspensions)	July 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 21 st 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: July 1-31, 2025</u> All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family.	August 5, 2026

* 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.