Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT Broward County School District	**2 PROJECT NUMBER** 060-2445C-5CS03
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (CCLC): 2024-25 Statewide Competition (C21) **TAPS 25B030**	**4 AUTHORITY** **84.287C 21st CCLC ESEA Title IV, Part B** **USDE or Appropriate Agency** **FAIN#**: S287C240009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	**6 PROJECT PERIODS** Budget Period: 08/01/2024 - 07/31/2025 Program Period:08/01/2024 - 07/31/2025
7 AUTHORIZED FUNDING Current Approved Budget: $153,025.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $153,025.00	**8 REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 07/31/2025
- Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2025
- Last date for receipt of proposed budget and program amendments: 05/31/2025
- 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 : 07/01/2024

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#**: HN1YXDE1L556 **FEIN#**: F596000530174

11 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (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.

12 APPROVED:

Andria G. Cole — 10.18.24

Authorized Official on behalf of the Commissioner of Education — Date of Signing

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

DOE-200
Revised 07/15

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. (Additional space provided on Page 2 of 2 if needed.)

12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

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:** 21st Century Community Learning Centers (21st CCLC) **DAVE THOMAS EDUCATION CENTER WEST** **TAPS NUMBER:** 25B030	**DOE USE ONLY** Date Received 5.31.2024
B) Name and Address of Eligible Applicant: **The School Board of Broward County, Florida** **600 S.E. Third Avenue** **Fort Lauderdale, Florida 33301** Cohort 21		**Project Number (DOE Assigned)** 060-2445C-5CS03

C) Total Funds Requested: $153,025 **DOE USE ONLY** **Total Approved Project:** $ 153,025.00	**D) Applicant Contact & Business Information**	
	Contact Name: Sophia Smart Fiscal Contact Name: Jeffrey Whitney	Telephone Numbers: 754-321-3337 754-321-2080
	Mailing Address: Before and After School Child Care 2301 NW 26th St. Fort Lauderdale, Florida 33311	E-mail Addresses: sophia.smart@browardschools.com jeffrey.whitney@browardschools.com
	Physical/Facility Address: Before and After School Child Care 2301 NW 26th St. Fort Lauderdale, Florida 33311	UEI number: HN1YXDE1L556 FEIN number: F596000530174

CERTIFICATION

I, Dr. Howard Hepburn, 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 of Schools** Title | 05/29/2024 Date

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

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 change 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).

The School Board of Broward County, Florida	060	Dr. Howard Hepburn
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.

	5/23/24	754-321-2600
Signature (must be original)	Date	Area Code/Telephone Number

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

2024-25 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. (HH)

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. (HH)

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. (HH)

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. (HH)

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. (HH)

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. (HH)

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. ( )

Collaboration with Schools

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

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. ( )

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. ( )

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. ( )

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). ( )

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.

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.

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.

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 **The School Board of Broward County, Florida**

Agency Head or Authorized Agency Representative

Signature

Dr. Howard Hepburn
Printed name

Title **Superintendent of Schools**

Date

Phone No. **754-321-2600**

Email **superintendent@browardschools.com**

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

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.

The School Board of Broward County's (the District) Grants Administration Department obtains a list of all private schools from the State of Florida's School Choice website and sends a survey to all nonpublic schools inviting them to participate in federal programs. A timely and meaningful consultation was conducted with eligible schools.

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

Dave Thomas Educational Center West has zero students eligible from private schools in their geographic area.

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

All benefits of the programs are held at the designated sites of the programs awarded.

(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.

The program is designed to offer the same benefits to all students who participate in the program.

☒ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

Agency Name	The School Board of Broward County, Florida
Agency Head or Authorized Agency Representative Signature	
Agency Head or Authorized Agency Representative Printed Name	Dr. Howard Hepburn
Title	Superintendent of Schools
Date	05/29/2024
Phone No.	754-321-2600
Email	superintendent@browardschools.com

Florida 21st CCLC State-level Objectives

Objective Category	Objective Number	Domain	Required Objective	Data Management
1. Academic Achievement	1.A.1	English Language Arts (ELA) **GPRA Measure 1**	75% of students will show improvement in ELA performance on the Florida Assessment of Student Thinking (F.A.S.T.).	English Language Arts (ELA) F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.A.2	English Language Arts (ELA)	75% of students will show improvement in ELA grades.	Student grades will be collected and reported by subrecipients for ***all students*** during the school year for each grading period.
	1.B.1	Mathematics **GPRA Measure 1**	75% of students will show improvement in Mathematics performance on the Florida Assessment of Student Thinking (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.B.2	Mathematics	75% of students will show improvement in Mathematics grades.	Student grades will be collected and reported by subrecipients for ***all students*** during the school year each grading period.
	1.C	Grade Point Average (GPA) **GPRA Measure 2**	75% of students will improve their cumulative GPA by at least 0.1 point annually.	GPA will be collected and reported by subrecipients for ***all students*** who receive a GPA annually.
2. Dropout Prevention	2.A	Attendance/Dropout Prevention **GPRA Measure 3**	75% of students will improve their school day attendance annually.	The school day attendance rate will be collected and reported by subrecipients for ***all students*** annually.
3. Behavior	3.A	Behavior **GPRA Measure 4**	75% of students will improve their behavior annually.	Data reports on in-school suspension and discipline referrals will be collected and reported by subrecipients for ***all students*** monthly.
4. School Engagement	4.A.1	Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually.	Stakeholder Surveys (day-school teachers on engagement) will be collected and reported by subrecipients for ***all students*** annually.
	4.A.2	Engagement in Learning **GPRA Measure 5**	75% of students will increase their engagement in school annually.	Stakeholder Surveys (day-school teachers on engagement) will be collected and reported by subrecipients for ***all students*** annually.

Color key:

- Gray represents federal requirements.
- Yellow represents state requirements.
- Pink represents local level data responsibilities.

2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers

Agency Name: Broward CSD

Project Number: 060-2445C-5CS03

Program Name: Dave Thomas Education Center West

Section 1: Project Abstract/Summary

The Dave Thomas Education Center provides extended learning opportunities after school, serving 300 students from grades 6-12. This program targets the neediest students from the northern part of Broward County, particularly those who have not found success in traditional public, charter, or private schools. Our goal is to offer personalized pathways for success, and this school year, we are proud to graduate 128 students. Our program is tailored to address the unique needs of our student population, with 100% classified as low socioeconomic status, 90%identifying as minorities, 21% being English Language Learners, and 13% having exceptionalities. Our comprehensive program includes essential academic components such as credit recovery, personalized learning pathways, and targeted tutoring to help students achieve academic success. To further engage students and develop practical skills, we offer a variety of interest-based groups, including urban line dancing, commercial music recording, STEAM (Science, Technology, Engineering, Arts, and Mathematics), and Security Certification. Each of these groups is supported by partnerships with local businesses, providing students with real-world career pathways and professional mentorship. The Dave Thomas Education Center is committed to increasing our current attendance rate of 86% by creating a motivating and supportive environment that encourages regular attendance and active participation. Our focus on personalized education and career readiness ensures that students who are otherwise unmotivated to succeed find reasons to come to school and thrive. The 21st Century after-school program provides students with enrichment opportunities that align with their passions while focusing on employability skills and pathways to local employment and scholarships upon graduation. In addition to student-focused services, we extend our support to the adult family members of our students. We offer educational workshops on financial literacy, digital literacy, and parenting skills to empower families and create a supportive home environment for students. Many of our families are refugees from the Caribbean and South America, who came to America seeking better opportunities. By involving families in the educational process, we aim to foster a community of lifelong learners and enhance the overall impact of our program.

Overall, the Dave Thomas Education Center's after-school program provides a holistic approach to education. We address academic needs, personal interests, and family engagement to ensure that every student has the opportunity to succeed. Through our diverse and supportive initiatives, we are dedicated to transforming the lives of our students and their families, helping them to overcome barriers and achieve their full potential. Dave

Thomas Education Center's 21st CCLC after school program operates from 8/19/2024 to 5/23/2025, servicing 50 students. Program hours are 2:00pm to 4:30pm, Monday through Friday, for a total of 165 service days. The summer program operates from 6/9/2025 to 7/11/2025, servicing 50 students. Program hours are 8:00am to 4:00pm, Monday through Friday, with a total of 23 service days.

Section 2: Applicant's Experience and Capacity

Broward County Public Schools began participating in the Nita M. Lowey 21st CCLC program during the first cohort funding in 2002 and has since been awarded and successfully managed eighteen 21st CCLC projects with an active project in each funding cohort. Past 21st CCLC evaluation reports detailed academic improvement increases across all objectives, decreased suspensions, fewer unexcused absences/improved attendance, improved nutrition, and increased students' physical fitness.

The district manages funding at all levels of government. Examples of federal funding include Title I Part D (Office of Juvenile Justice and Delinquency Prevention), Title IV Part A (Student Support and Academic Enrichment), and the Youth Mental Health First Aid Grant (Florida DOE). With experience in these funding streams, the district is adept at adhering to the outlined rules and regulations. Each year, the district undergoes an internal audit to evaluate best practices both fiscally and programmatically. There are strict guidelines and multiple approval layers for contracts and agreements.

Principals at each school have been trained to review budgets and manage federal funds for their Extended Learning Opportunities (ELO) programs and Title 1. The BCPS Budget Department provides centralized business services to track grant funds, ensure proper management, and ensure timely submission of financial reports. The BCPS 21st CCLC department, along with principals and site coordinators, handles all funding requests, including submitting orders, arranging field trips, managing payroll, and ensuring monthly deliverables are submitted on time.

The 21st CCLC Grant Manager has over 10 years of experience with 21st CCLC funding. The Budget Analyst also has over 10 years of experience working with federal funds. The principals' expertise in managing funds and allocating resources based on data, community input from School Advisory Councils, and faculty feedback makes this group of seasoned leaders exceptional in supporting the schools.

Section 3: Evaluation of Community Needs

Assessment of Objective Data

In accordance with ESEA Section 4205(b)(1)(A), the Dave Thomas Education Center conducted a comprehensive needs assessment to determine the necessity for a 21st Century Community Learning Center (CCLC) program.

This assessment included both quantitative and qualitative data from various sources to identify the overall need for before and after-school programs and the specific academic and personal enrichment needs of our students and their families.

Quantitative Data Analysis

Academic Achievement, Growth, and Participation:

• Dave Thomas serves students who are at risk of dropping out due to academic deficiencies or social-economic issues. Many students are set to become the first in their families to attend college or even graduate from high school. Thus, the FAST results exhibit consistently low academic performance, with proficiency rates in reading and mathematics significantly below the state average.

• Students demonstrate limited academic growth year over year, particularly in core subjects, indicating a need for enhanced instructional support.

• There are no existing after-school academic programs. By providing the 21st Century Program afterschool and on non-school days including summer the goal is to even the opportunity field and provide students with clear pathways to college, career, enlistment, or entrepreneurship.

Discipline and Attendance:

• The absenteeism rate at our target school is alarmingly high, with an average daily absenteeism rate of 14%. This is indicative of disengagement and a lack of motivation among students.

• Prior to enrolling at Dave Thomas students experienced frequent disciplinary incidents, with a notable number of students facing suspensions or expulsions, reflecting behavioral challenges that need to be addressed through structured and supportive after-school activities. At Dave Thomas the differentiated instruction and small class sizes have alleviated disciplinary infractions, but students need more motivation to attend school because attendance remains low.

Graduation and Postsecondary Readiness:

• Graduation rates are concerningly low, with many students struggling to meet the necessary credit requirements.

• There is a clear gap in college and career readiness, with limited exposure to career pathways and postsecondary opportunities.

Qualitative Data Analysis

Surveys of Teachers, Parents, and Communities:

• Teachers: Express a need for programs that provide targeted academic support, including tutoring and credit recovery, to help students meet graduation requirements.

• Parents: Emphasize the importance of enrichment activities that keep students engaged and motivated, while also providing a safe environment after school hours.

• Community Members: Highlight the necessity for programs that prepare students for the workforce, suggesting vocational training and partnerships with local businesses.

Identified Issues and Trends:

• A significant gap in academic achievement and growth necessitating personalized learning pathways.

• High absenteeism and a history of disciplinary issues indicate a need for engaging, structured, and supportive environments.

• Insufficient preparation for postsecondary education and career readiness requiring comprehensive career exploration and skill-building activities.

Desired Activities for the 21st CCLC Program:

• Academic support through credit recovery and personalized tutoring.

• Enrichment programs such as STEAM, urban line dancing, commercial music recording, and security certification.

• Career readiness initiatives in collaboration with local businesses to provide real-world experience and mentorship.

Community Assets and Needs Existing Assets:

• Strong partnerships with local businesses willing to provide career pathways and mentorship.

• Committed faculty and staff at target schools eager to support after-school initiatives.

Needed Assets:

• Additional funding for resources and materials to support a diverse array of enrichment programs.

• Enhanced collaboration with private schools to ensure equitable participation and access to the 21st CCLC program for all eligible students.

Conclusion

The Dave Thomas Education Center's needs assessment underscores the urgent need for a robust 21st CCLC program tailored to address the academic, personal, and career readiness needs of our students. By leveraging existing community partnerships and focusing on areas of improvement identified through comprehensive data analysis, we aim to create an impactful program that fosters student success and community engagement.

Section 4: Community Notice/Dissemination of Information

The District informed various stakeholders in numerous ways of its intent to submit proposals in response to the 21st Century Community Learning Centers (CCLC) RFP. On May 9, 2024, the District released a formal announcement/letter of intent to eligible school principals. BCPS schools intending to apply were sent an email, an attached letter and survey. On May 14, 2024, the District met with the school's leadership teams to review application requirements. On May 22, the District held an open TEAMS meeting to assist proposers and to answer any questions. All proposing schools held a School Advisory Council Meeting to inform their parents and community stakeholders of their intent to apply. The meeting allowed input from attendees to express their needs of the grant as well as how the program will engage the adult family members of the students attending the program.

On May 13, all Broward charter schools were sent email, attached letter, and Microsoft Form intent to submit survey via the CharterTools application. The BASCC Department informed them of their ability to answer questions during the entire application window.

On May 17, 2024, private schools were sent an email to inform them of a consultation meeting, which was held on May 23. The meeting informed them of the District schools selected to write proposals as well as proposing schools located within their geographic regions. Private schools were given the opportunity to ask questions and provide feedback regarding the process.

The District's 21st CCLC website was updated by the Before and After School Child Care (BASCC) Department's technology specialist and 21st CCLC grant coordinator to include the proposal, list of schools intending to apply to the RFP, and notice to all stakeholders. The completed applications in their entirety will be available for review in the District's Grants Administration office. Furthermore, after statewide review, the grant narrative will be uploaded and disseminated to the community on BASCC's 21st CCLC website. This website, , will be updated and maintained by staff monthly.

Section 5: Partnerships and Collaboration

Partnership Plan

The Dave Thomas Education Center's 21st Century Community Learning Center (CCLC) program is built on robust partnerships that maximize federal, state, and local resources. These partnerships ensure that we can provide comprehensive services and support to our students without using 21st CCLC funds for snacks or meals. Below is a detailed plan outlining our collaboration with various partners to meet the program's needs.

Securing Snacks and Meals:

• Broward County Public Schools Food and Nutrition Services: We have established a partnership with the district's Food and Nutrition Services to provide nutritious snacks and meals that meet USDA guidelines. This partnership ensures that all students receive free snacks and meals during after-school hours and summer sessions.

• Local Food Banks and Charitable Organizations: Collaborations with local food banks, such as Feeding South Florida, ensure a consistent supply of healthy snacks and meals. These organizations have committed to providing the necessary resources at no cost to the students or their families.

Collaboration with Schools:

• Regular School Day Coordination: Our program is designed in close collaboration with the schools attended by our students. We maintain regular communication with school administrators, teachers, and counselors to align our after-school activities with the regular school curriculum. This ensures that academic enrichment activities reinforce classroom learning.

• Weekly Meetings: Our site coordinator holds weekly meetings with school staff to discuss student progress, current curriculum topics, and upcoming assessments. This helps tailor our tutoring and enrichment activities to address immediate academic needs.

• Monthly Reports: Monthly reports detailing student progress, attendance, and behavioral improvements are shared with the schools. These reports help in tracking the effectiveness of our program and making necessary adjustments.

Collaboration with Private Schools:

• Consultation and Participation: We have reached out to eligible private schools within the local educational agency's service area to ensure their participation in the 21st CCLC program. Regular consultations involve discussing the needs of private school students and designing comparable services.

• Quarterly Meetings: Quarterly meetings with private school officials ensure ongoing dialogue and adjustment of services to meet their specific needs.

• Program Access: Private school students have access to the same academic and enrichment activities, ensuring equity in service delivery.

Combining Federal, State, and Local Funds:

• Resource Coordination: We coordinate resources from multiple funding sources to enhance program effectiveness. For example, federal Title I funds are used for academic support, while state and local funds support enrichment activities.

• Separate Budget Tracking: All expenditures are tracked separately to ensure compliance with funding requirements. This includes maintaining distinct records for each funding source to avoid overlapping or double-dipping.

• Regular Audits: Financial audits are conducted quarterly to ensure funds are used appropriately and effectively. Partner Contributions:

• Local Businesses: Companies such as Tech Innovators Inc. and Urban Beats Studios provide equipment, expertise, and mentorship for our STEAM and commercial music recording programs. These partnerships are formalized through Memoranda of Understanding (MOUs), outlining their specific contributions and commitments.

• Community Organizations: Partnerships with organizations like the YMCA and local arts councils provide additional enrichment opportunities, such as urban line dancing and security certification programs. These organizations bring specialized knowledge and resources that enhance our program offerings.

Documentation and Partner Roles:

• Letters of Commitment: Attached are letters and MOUs from our partners, clearly detailing their tangible contributions. These documents specify the resources, services, and support each partner will provide to help us achieve our program goals.

Maintaining Communication and Engagement:

• Biannual Community Meetings: We host biannual community meetings to update all stakeholders on program progress and successes. These meetings also serve as a platform for feedback and community engagement.

• Ongoing Feedback Mechanisms: Surveys and suggestion boxes allow students, parents, and community members to provide continuous feedback, ensuring the program remains responsive to their needs.

By leveraging these partnerships and resources, the Dave Thomas Education Center's 21st CCLC program is well-positioned to provide high-quality, equitable, and impactful services to our students and their families. This collaborative approach ensures sustainability and ongoing community support for our initiatives.

Section 6: Target Population, Recruitment and Retention

Target Population

The Dave Thomas Education Center's 21st Century Community Learning Center (CCLC) program targets students from grades 6-12 who attend the center and are from schools in the northern part of Broward County. This area includes students who were not successful in traditional public, charter, or private schools, necessitating our specialized and supportive educational environment. The program will serve approximately 50 students daily, focusing on those identified as high-risk due to academic deficiencies, socio-economic challenges, and other factors impacting their educational success.

Student Prioritization and Identification Priority enrollment will be given to:

• Students performing below grade level in core academic subjects.

• Students with high absenteeism rates.

• English Language Learners (ELL) and students with exceptionalities.

• Students from low socio-economic backgrounds. Eligible students will be identified through:

• Academic performance data from report cards and standardized test scores.

• Attendance records.

• Teacher and counselor referrals.

• Parental requests for additional support.

Recruitment Strategies

To reach and enroll eligible students, the program will implement the following strategies:

• School Collaborations: Work closely with school counselors, teachers, and administrators to identify and recommend students who would benefit from the program.

• Outreach Campaigns: Conduct information sessions at the target schools and distribute flyers and enrollment forms. Utilize school newsletters, websites, and social media to promote the program.

• Community Partnerships: Partner with local community organizations, such as churches, community centers, and youth organizations, to reach students who might benefit from the program.

• Parent Engagement: Host open houses and informational meetings for parents to explain the program's benefits and enrollment process.

Encouraging Regular Participation

To ensure students attend regularly and remain engaged, the program will:

• Engaging Activities: Offer a variety of interest-based enrichment activities such as urban line dancing, commercial music recording, STEAM (Science, Technology, Engineering, Arts, and Mathematics) projects, and security certification programs. These activities are designed to align with students' interests and career aspirations.

• Academic Support: Provide targeted academic support, including personalized tutoring and credit recovery options, to help students achieve academic success.

• Incentives: Implement an incentive system to reward regular attendance and participation, including recognition events, certificates, and small prizes.

• Mentorship Programs: Establish mentorship programs where students can receive guidance and support from positive role models within the community and partner organizations.

Engaging Adult Family Members

The engagement of adult family members is crucial for the sustained success of the program.

Strategies include:

• Educational Workshops: Offer workshops on financial literacy, digital literacy, parenting skills, and other relevant topics to empower families and support their children's education.

• Family Events: Organize family-oriented events such as cultural nights, family game nights, and student showcases to encourage family involvement and create a supportive community environment.

• Regular Communication: Maintain regular communication with families through newsletters, emails, and parent- teacher meetings to keep them informed of their children's progress and program updates.

• Feedback Mechanisms: Implement feedback mechanisms, such as surveys and suggestion boxes, to ensure that the program addresses the needs and concerns of both students and their families.

Consistency and Retention

To ensure consistency and long-term engagement:

• Structured Schedule: Maintain a structured schedule that includes consistent daily routines and activities, helping students develop a sense of stability and commitment.

• Positive Relationships: Foster positive relationships between students, staff, and mentors to create a supportive and encouraging environment.

• Monitoring and Support: Regularly monitor student attendance and engagement, providing additional support and intervention when necessary to address any barriers to participation.

By targeting high-need students, implementing comprehensive recruitment strategies, and fostering a supportive and engaging program environment, the Dave Thomas Education Center's 21st CCLC program aims to significantly improve student outcomes and family engagement.

Section 7: Times and Frequency of Service Provision

See attached Site Profile Worksheet.

Section 8: Local Level Evaluation

The program is designed to ensure a thorough evaluation of its effectiveness and impact. This evaluation includes both formative and summative activities based on school day data. All data collected during school hours is communicated to the Site Coordinators, grade level leads, and subject area teachers. This data informs which students should be targeted for the programs. Afterschool staff, who also teach during the day, meet frequently to discuss individual student needs based on subgroup criteria.

Formative evaluations are ongoing, involving regular feedback sessions with program district staff, school-based administrators, and site coordinators. Observational studies monitor the program's progress and adjustments are made as needed. These reviews typically occur during Response to Intervention (RTI) meetings and department meetings. At the end of the year, summative evaluations assess the overall impact of the program, guiding the instructional focus for the summer session.

The evaluation timeline would span the entire program duration including both the academic year and summer component.

Proposed Evaluation Timeline:

A. Initial Setup:

1. Training program staff:

a) on EZ Reports data collection methods for state requirements

(1) Monthly entry of new students' FL-EID State 10-digit ID numbers and district ID numbers for every enrolled student.

(2) Monthly certification of student essential records enrollment, activities, and attendance records.

(3) Monthly update of teachers' names entered for every new student enrolled in grades K-12. This information will be used to populate the distribution for the Teacher Surveys at the end of the year.

b) Child Abuse & Neglect

c) CPR and Youth Mental Health First Aid

d) Recruitment and Retention

e) Collaborative lesson planning for core content areas and project-based learning unit.

f) Site-Coordinator quarterly trainings.

2. Students will complete initial baseline assessment for F.A.S.T.-1 for ELA and Math. Elementary Students will complete initial baseline phonics and phonemic awareness assessment.

3. Students will complete initial baseline math fluency assessment.

4. Beginning of the year student and parent program survey.

5. Utilize college and career platform that helps students in grades 6-12 plan and track their postsecondary goals.

B. Ongoing Monitoring

1. Actively maintain all required programmatic, fiscal, and operational records and annually updated plans, in a system that allows for efficient retrieval and ready use (for evaluation, accountability, and other reporting procedures).

2. Monthly data collection analysis of program deliverables. (Fire Drill, Behavior Referrals, Attendance, Suspensions, Safety/Support and, Family Engagement opportunities)

3. Review of student F.A.S.T.-2 ELA and Math data.

4. Quarterly attendance, program updates, state requirements and feedback sessions with stakeholders at School Advisory Council and Program Parent Night meetings.

5. Conduct program surveys at Parent Night meetings.

6. Mid-year review of academic and project-based learning lesson plans.

7. Completion of mid-year student and parent program survey.

8. Site-Coordinator quarterly trainings.

C. Final Evaluation:

1. Review of student F.A.S.T.-3 ELA and Math data.

2. Progress Monitoring review of program ELA/Phonics and Math data.

4. Analyze data and compile a comprehensive evaluation report.

5. Present finding to stakeholders and the community via School Advisory Council meetings and Program Parent Nights.

6. End of the year student and parent program survey.

7. Site-Coordinator quarterly trainings.

Site Coordinators, 21st CCLC Instructional Facilitators, and School Administrators conduct walkthroughs of program activities and review participant work samples throughout the year, providing feedback to improve the program. Additionally, attendance records, grades, surveys, and other quantitative metrics are tracked monthly by the BCPS 21st CCLC Database Research Assistant and submitted to the state by the 5th of each month. Site Coordinators and 21st Instructional Facilitators meet monthly to discuss trends in the collected data.

Additional evaluation activities will be coordinated through a collaborative and systematic approach involving students, adult family members, and other relevant stakeholders. Students will be encouraged to provide feedback through surveys and direct interactions. This feedback will be incorporated into the formative evaluation process to ensure the program meets their needs. Adult family members will be involved through regular communication about the program's goals and progress. This will include updates to the school's 21st CCLC webpage, newsletters, meetings, and feedback sessions. Families will be asked to complete surveys and feedback forms to share their observations and suggestions. This input will be valuable for both formative and summative evaluations. Family workshops and meetings will be organized to discuss the program’s impact and gather input on its effectiveness and areas for improvement. Coordination with community partners will be established to provide additional resources and support for the program during our monthly SAC meetings, where each month 21st CCLC will be a standing agenda item. By maintaining open lines of communication and regularly involving all stakeholders in the evaluation process, the program ensures a comprehensive and inclusive assessment of its effectiveness and impact.

Section 9: Authorized Program Activities

Program Schedule: Monday to Friday:

3:00 PM - 3:15 PM: Snack Time and Socialization

3:15 PM - 4:15 PM: Academic Enrichment and Homework Assistance 4:15 PM - 5:15 PM: Well-Rounded Education Activities

5:15 PM - 5:30 PM: Supper

5:30 PM - 6:30 PM: Healthy Lifestyle and Physical Activity Programs 6:30 PM - 7:00 PM: Literacy Education Programs

Plan Overview:

The activities outlined in our program schedule are carefully designed to address the diverse needs of our students, aligning with the measures of effectiveness described in ESEA Section 4205(b). These activities are

grounded in evidence-based practices and research to ensure maximum impact on academic achievement, postsecondary readiness, and workforce preparation.

Activity Frequency and Duration:

• Academic Enrichment and Homework Assistance: Offered daily for one hour to provide targeted support aligned with state academic standards and local curricula. Staff will utilize evidence-based tutoring strategies tailored to individual student needs.

• Well-Rounded Education Activities: Offered daily for one hour, covering topics such as arts, music, and cultural programs to provide students with a holistic educational experience.

• Healthy Lifestyle and Physical Activity Programs: Offered daily for one hour to promote physical well-being and active lifestyles. Activities will include structured sports, fitness challenges, and nutritional education.

• Literacy Education Programs: Offered daily for 30 minutes to enhance reading comprehension, financial literacy, and environmental awareness through evidence-based literacy instruction.

Implementation Approach:

• Academic Enrichment and Homework Assistance: Certified teachers will lead small-group tutoring sessions, utilizing evidence-based instructional strategies such as peer tutoring and personalized learning plans.

• Well-Rounded Education Activities: Experienced instructors will facilitate hands-on activities and cultural programs, integrating research-based practices to foster creativity and critical thinking skills.

• Healthy Lifestyle and Physical Activity Programs: Trained fitness instructors will guide students through age-appropriate physical activities and nutritional education sessions, emphasizing evidence-based approaches to promote health and wellness.

• Literacy Education Programs: Literacy specialists will employ evidence-based literacy interventions, including explicit instruction, fluency practice, and comprehension strategies, to improve students' reading skills and overall literacy levels.

Research-Based Practices:

Our program activities are selected based on research and evidence-based practices that have demonstrated effectiveness in improving academic performance, achievement, and postsecondary readiness. We prioritize interventions supported by rigorous research studies and meta-analyses, ensuring that our programs adhere to best practices in education.

Conclusion:

By implementing a well-rounded program schedule grounded in evidence-based practices, the Dave Thomas Education Center 21st CCLC program aims to provide high-quality academic enrichment and support services that effectively address the needs of our students. We are committed to continuous improvement and will regularly evaluate our activities to ensure positive outcomes for all participants.

Section 10: Staffing, Volunteers and Professional Learning

Staffing Interface with Scheduled Activities:

• The certified teacher supervises academic enrichment activities and homework assistance during designated time slots.

• Teacher Assistants/Paraprofessionals, activity leaders, or youth development workers assist in the facilitation of well-rounded education activities, healthy lifestyle programs, and literacy education programs.

• The site coordinator oversees all aspects of program implementation, ensuring staff alignment with scheduled activities and program objectives.

Training Schedule for Staff:

• Initial Orientation: Upon hiring, all staff will undergo orientation covering program goals, policies, and procedures.

• Ongoing Professional Development: Regular training sessions will be conducted throughout the program year, focusing on areas such as student engagement strategies, behavior management techniques, and cultural competency.

• CPR and First Aid Certification: All staff members will receive training in CPR and First Aid, ensuring the safety and well-being of students.

• Annual Review: At the end of each program year, staff performance and training needs will be assessed, guiding future professional development efforts.

Utilization of Volunteers:

• Volunteers will be recruited from the local community, emphasizing individuals with relevant qualifications and experience.

• A comprehensive volunteer training program will be implemented, covering topics such as program policies, child safety protocols, and effective engagement strategies.

• Volunteers will be assigned specific roles based on their skills and interests, ensuring meaningful contributions to program activities.

Professional Learning Plan:

• Training needs will be identified through regular staff assessments, participant feedback, and observation of program activities.

• Qualified trainers, including experienced educators and youth development specialists, will lead training sessions tailored to the 21st CCLC program priorities and objectives.

• Knowledge transfer into practice will be facilitated through hands-on workshops, peer learning opportunities, and ongoing coaching and support during program activities.

Section 11: Facilities

The site provides daily access to four classrooms, the gymnasium, outdoor activity areas (fields, playgrounds, courts), and the cafeteria for program use. Additional spaces, such as the Media Center and computer lab, will be available as needed. The classrooms will be used for academic enrichment, project-based learning, and personal enrichment activities. Students are engaged in physical enrichment activities, such as dance, step, Skillstastics athletics, on the PE Field and classrooms. Snacks and supper will be provided to students in the cafeteria.

Section 12: Safety and Student Transportation

Student Safety and Supervision:

• Adequate adult supervision will be ensured throughout the program to maintain student safety at all times.

• All program staff and volunteers will undergo Level II background screenings as required by state regulations.

• A formal sign-in and out process will be implemented to track student attendance and ensure accountability.

• Staff-to-student ratios will be maintained according to safety standards, with additional support provided during transitions between activities.

• Emergency procedures, including evacuation plans and protocols for medical emergencies, will be established and regularly practiced.

• Field trip procedures will include obtaining parental consent, ensuring adequate adult supervision, and adhering to transportation safety guidelines.

Student Transition and Release Processes:

• Students will be received at the program center by designated staff members upon arrival, with attendance recorded through the sign-in process.

• At the end of the program, students will be released only to authorized individuals listed on their registration forms or they will be allowed to sign themselves out with prior parental approval.

• Transition between activities will be facilitated by program staff, who will provide clear instructions and guidance to students to ensure smooth and orderly movement.

Student Transportation:

• The BCPS Pupil Transportation Department will provide round-trip transportation to and from the before-school, after-school, and summer school programs for actively participating 21st CCLC students.

• Program vehicles will undergo regular maintenance checks to ensure safety and dependability.

• All BCPS drivers will have current Commercial Driver's Licenses (CDL) on file at the district office. Drivers will be appropriately licensed, insured, trained, and screened in accordance with state regulations.

• If transportation is not required by students, students will access the program through alternative means, such as walking, biking, or being dropped off/picked up by parents/guardians.

Section 13: Project Budget

See attached budget.

Section 14: Sustainability

Dave Thomas Education Center (West) commits to sustaining the 21st Century Community Learning Program. The plan below outlines our action steps for leveraging potential partners and funding sources to maintain and expand the program.

(A) Identify and/or expand collaborations with existing and new partners

(1) Children's Services Council (CSC)

(a) Expand our partnership with CSC by applying for CSC grants dedicated to educational and enrichment programs.

(b) Engage CSC in program planning and evaluation to align objectives with community needs.

(2) Broward Education Foundation

(a) Submit grant proposals to the Broward Education Foundation for specific projects or general program support.

(b) Collaborate on fundraising events and campaigns to generate community support and donations.

(c) Utilize foundation resources for professional development and program enhancement.

(3) Current OST partnerships

(a) Expand regular meetings with current OST partners to discuss program goals and collaborative opportunities.

(b) Explore co-funding opportunities for shared initiatives and events.

(c) Develop joint marketing and outreach efforts to increase program visibility and attract more participants and supporters.

(B) Access additional funding sources

(1) Title I funds (Outside of the School's Allocation)

(a) Coordinate with district Title I administrators to allocate a portion of funds for after-school tutoring programs.

(b) Implement a tracking system to measure the impact of tutoring services on student performance to justify continued funding.

(c) Provide detailed reports on the use of Title I funds to ensure compliance and demonstrate program effectiveness.

(2) Title IV Part A funds (for supplies and field trips)

(a) Coordinate with district Title IV Part A administrators to secure an allocation specifically for educational materials and field trip expenses.

(b) Plan field trips that align with the academic and enrichment goals of the program, providing experiential learning opportunities.

(c) Maintain thorough documentation of expenses and activities funded by Title IV Part A to ensure transparency and accountability.

(C) Additional strategies

(1) Community and corporate sponsorships

(a) Develop a sponsorship package highlighting the benefits for businesses, including community recognition and marketing opportunities.

(b) Reach out to local businesses and corporate partners with a proven interest in supporting education and youth programs.

(c) Acknowledge sponsors through program materials, events, and media to build strong, ongoing relationships.

(2) Volunteer and internship programs

(a) Expand our volunteer program with Nova Southeastern University to create internship opportunities for students in education, social work, and related fields.

(b) Provide training and supervision to ensure volunteers and interns are effectively contributing to program goals.

(3) Grant writing and fundraising

(a) Identify potential grants and create a calendar of application deadlines.

(b) Develop compelling grant proposals that align with funder priorities and demonstrate program impact.

(c) Organize fundraising events and campaigns to engage the community and generate additional support.

By implementing these strategies and leveraging the support of potential partners and funding sources, the Nita Lowey 21st Century Community Learning Program can achieve long-term sustainability and continue to providevaluable educational and enrichment opportunities for students.

Scope of Work/Narrative Addendum
Cohort 21 (2024-25) RFP

Agency Name: _____ Project Number: _____

Program Name: _____

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

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

The following items are incorporated as part of the Scope of Work:

Original RFP Proposal

Dave Thomas Education Center

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	24	2.5	165	$4.00	$ 39,600.00	$ 39,600.00
w/ Transportation	26	2.5	165	$5.00	$ 53,625.00	$ 53,625.00
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer	25	8	23	$6.00	$ 27,600.00	$ 27,600.00
w/ Transportation	25	8	23	$7.00	$ 32,200.00	$ 32,200.00
					$ 153,025.00	$ 153,025.00

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
					$ -	$ -

Total as per operations =	$ 153,025.00	$ 153,025.00
DOE 100A Budget Request =	$ 153,025.00	
Proportion =	100.00%	

Revised

Dave Thomas Education Center

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	24	2.5	165	$4.00	$ 39,600.00	
w/ Transportation	26	2.5	165	$5.00	$ 53,625.00	
Early Release				$4.00	$ -	
Weekends				$4.00	$ -	
w/ Transportation				$5.00	$ -	
Holidays/School Breaks				$6.00	$ -	
w/ Transportation				$7.00	$ -	
Summer	25	8	23	$6.00	$ 27,600.00	
w/ Transportation	25	8	23	$7.00	$ 32,200.00	$ 32,200.00
					$ 153,025.00	$ 32,200.00

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
					$ -	$ -

Total as per operations =	$ 153,025.00	$ 32,200.00
DOE 100A Budget Request =	$ 153,025.00	**2024-25 Funding Amount**
Adjusted Proportion =	100.00%	

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2024-2025 SITE PROFILE

Agency Name	Broward County School District	**Project Number**	060-2445C-5CS03		
Site Name	Dave Thomas Education Center			**Zip Code**	33063
Site Address:	4690 Coconut Creek Pkwy	**City**	Coconut Creek	**County**	Broward
Site Contact Name:		**Phone**	(754) 321-6800	**Email**	

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**
Dave Thomas Education Center	6,7,8,9,10,11,12	558	69.89%	6,7,8,9,10,11,12		50	50		
				TOTAL		**50**	**50**		

BEFORE SCHOOL SITE OPERATIONS						
Start Date		**End Date**		**Total Number of Service Days**		
Non-service days						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of Before School services per typical week.**
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/19/24	**End Date**	5/23/25	**Total Number of Service Days**		165
Non-service days	8/12/24, 8/13/24, 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/22/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 12/20/24, 12/23/24, 12/24/25, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/25, 2/14/25, 2/17/25, 3/21/25, 3/24/25, 3/25/25, 3/26/25, 3/27/25, 3/28/25, 3/31/25, 4/18/25, 5/26/25, 5/27/25, 5/28/25, 5/29/25, 5/30/25, 6/2/25, 6/3/25					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM	
End Time	4:30 PM	4:30 PM	4:30 PM	4:30 PM	4:30 PM	
Hours	2.5	2.5	2.5	2.5	2.5	12.5
Early Release Dates	2/14/25		**Total Service Days**	165	**Hours/Day**	2.5

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			**Hours**		

SUMMER SITE OPERATIONS							
Start Date	6/9/25	**End Date**	7/11/25	**Total Number of Service Days**			23
Non-service days	6/19/25, 7/4/25						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Total hours of Summer services per typical week.**
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM		
End Time	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM		
Hours	8	8	8	8	8		40

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	This program will offer the adult family members a monthly program activity approximately one hour each activity.		
Total Number of Sessions	6	**Total Number of Adult Family Members Served**	80

STUDENT/TEACHER RATIO			
Academic Ratio	1:20	**Personal Enrichment Ratio**	1:25

The site location(s) are at a Public School and do not require this documentation.

BCPS- 21st CCLC Programs

PARENT NIGHTS

Broward's 21st CCLC
Soaring Beyond Expectations

2024- 2025 ACADEMIC YEAR

AUGUST	Parent Meeting - Beginning of Year
SEPTEMBER	
OCTOBER	Lights on Afterschool- Lets Read
NOVEMBER	Community Resource Fair
JANUAARY	STEAM NIGHT
FEBRUARY	
MARCH	Math is Everywhere- Financial Literacy
MAY	SUMMER SLIDE - LET'S RISE

Dave Thomas Educational Center
21st CCLC Weekly Schedule

Schedule:

- Monday to Friday: 2:00 p.m. - 4:30 p.m. (2.5 hours per day)
  - 2:00 p.m. - 2:30 p.m.: Snack and social time
  - 2:30 p.m. - 3:00 p.m.: Homework help and academic tutoring
  - 3:00 p.m. - 4:00 p.m.: Enrichment activities (e.g., STEAM projects, urban line dancing, commercial music recording, security certification)
  - 4:00 p.m. - 4:30 p.m.: Recreational activities and wrap-up

Summer Programming: To mitigate summer learning loss and provide continued engagement, the summer program will operate for a minimum of 4 hours per day, 4 days per week (Monday to Thursday). The program will focus on both academic enrichment and career readiness.

Schedule:

- Monday to Thursday: 9:00 a.m. - 1:00 p.m. (4 hours per day)
  - 9:00 a.m. - 10:00 a.m.: Academic enrichment (math, reading)
  - 10:00 a.m. - 11:00 a.m.: Career readiness workshops (college prep, internships, industry certifications)
  - 11:00 a.m. - 12:00 p.m.: Personal enrichment activities (team-building, life skills)
  - 12:00 p.m. - 1:00 p.m.: Healthy Lifestyles, Physical Activities, and educational activities

Dave Thomas Educational Center
21st CCLC Weekly Schedule

Teacher Planning Days, School Breaks, and Holidays: The program will also operate during teacher planning days, school breaks, and holidays, providing at least 4 hours of programming each day. This ensures that students have continuous access to educational and enrichment opportunities.

Schedule:

- Example: Spring Break (Monday to Friday)
  - 9:00 a.m. - 1:00 p.m.: Full range of program activities

2024-25 Nita M. Lowey 21st CCLC Partners Table

Agency Name: **Broward County School Board**				**Program Name:** **Dave Thomas Education Center**	
Partner Agency Name	**Agency Type**	**Contribution Type**	**Contribution Description**	**Align to Need/Goal**	**Letter of Commitment**
Broward County Public Schools -Family and Community Engagement Dept.	*SD*	*In-kind*	*Partners will provide meal resources and academic support resources for students.*	*Aim to establish sustainable meal programs that meet the dietary needs of students while aligning with federal nutrition guidelines.*	Yes
Nova Southeastern University	*CU*	*In-Kind*	*Partners will provide mentors to students for tutoring during program time.*	*The goal of this partnership is to provide academic support to students in small groups to increase ELA and Math.*	Yes
Broward County Public Schools -Food and Nutrition Services Dept.	*SD*	*In-kind*	*Partners will provide meals to the programs served at no cost to students.*	*Aim to establish sustainable meal programs that meet the dietary needs of students while aligning with federal nutrition guidelines.*	Yes
Dave Thomas Education Center (Principal)	*SD*	*In-Kind*	*Principal will provide guidance and support to all aspects of the program.*	*The goal of this partnership is to align the daytime school with the afterschool program.*	*Yes*

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

SD: School District
FBO: Faith-Based Organization (FBO)
CS: Charter School (CS)
CU: Private or public College or University
HBO: Health-Based Organization (hospital/clinic/etc.)
MUS: Museum
FPO: For-Profit Entity
CBO: Community-Based or other Non-Profit Organization (CBO),
CNT: Other Unit of City or County Government
IAS: Bureau of Indian Affairs
IEA: Regional/Intermediate Education Agency
LIB: Library
PRD: Park/Recreation District
OTH: Other

Contribution Type: Select the one that best applies

- **In-kind**: Materials or services provided at no cost to the 21st CCLC program.
  - Volunteers: non-paid individuals that provide services to the 21st CCLC program
  - Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget
  - Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.
  - Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.
  - Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.
  - Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.
  - Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)
  - Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)
- **Funds**: Monetary contribution
- **Other**: other contributions that may not be strongly matched with the descriptions above.

Contribution Description:
Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in the narrative. The contributions must be clearly reflected in the Letter of Support.

Align to Need/Goal:
Provide a synopsis of how the contribution supports the 21st CCLC program objectives or needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative.

Letter of Support: Indicate “yes” if a letter of support is provided with the application as an attachment or “no” if one is not available.

Established 1915
BROWARD
County Public Schools

Food and Nutrition Services Department
Mary Mulder, Executive Director
7720 West Oakland Park Blvd., Suite 204
Sunrise, FL 33351
phone: 754-321-0215 • fax: 754-321-0235
mary.mulder@browardschools.com
www.browardschools.com/Domain/13481

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Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 21, 2024

To Whom it may concern:

Food and Nutrition Services supports the After School Supper and Snack Program as part of the National School Lunch and Child Care Food Programs in identified District Schools.

All schools maintaining an Average Daily Meal Participation (ADP) of 75 students or higher and are Fifty Percent (50%) Free or Reduced can receive After School Supper at no charge with adherence to Program Guidelines.

There is no minimum participation requirement for the After School Snack Program. After School Snacks are served at no charge in schools with Fifty Percent (50%) Free or Reduced, in conjunction with adherence to Program Guidelines.

Programs including 21st Century are invited to participate where parameters are fulfilled.

Sincerely,

Mary Mulder, Executive Director
Food and Nutrition Services

MM:mf

Cc:

Established 1915
BROWARD
County Public Schools

Family and Community Engagement
Dr. Lori Canning, Executive Director
Nadia J. Clarke, Assistant Director
Telephone: 754-323-4716
lori.canning@browardschools.com
nadia.clarke@browardschools.com
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Dr. Howard Hepburn
Superintendent of Schools

May 28, 2024

To Whom It May Concern:

As Executive Director for Broward County Public Schools' Family and Community Engagement and leader in the Broward County Campaign for Grade Level Reading, I am happy to write this letter of support for the 21st CCLC Programs Family and Community Engagement Events. With this letter of support, our FACE team pledges to:

- Co-host an annual FACE resource fair at a local community park where families can come together for a day of "Family Fun," learn about the resources in the community, receive resources from community partners, and showcase the work of the children and families in the 21st Century Schools.

- Provide interpreters at Family/ parent night events for Spanish and Creole speaking families.

- Facilitate and support school-based Family Engagement experiences, including family nights (such as our Division's Hot Food Hot Topics Science of Reading Night where families eat meals cooked in Slow Cookers, receive recipe books, and engage with a focus on Family Mealtime, Family Reading Time, and Family Joy).

Our Division looks forward to continuing and strengthening the Family Engagement and Community Partnership Opportunities with the 21st CCLC Schools in Broward County.

Best Regards,

Lori Canning

Dr. Lori Canning
LC:jrk

Center for Academic and Professional Success
3301 College Avenue
Fort Lauderdale, Florida, 33314
(954) 262-7990
nova.edu/caps

May 28, 2024

Dear Sophia,

Nova Southeastern University (NSU) is pleased to share its interest to collaborate with the Nita Lowey 21st CCLC Program (Program) by placing NSU students receiving federal work-study awards at Broward County Public Schools to provide services in connection with the Program. NSU students, under the supervision of Program supervisors and coordinators, will provide academic enrichment, tutoring, mentoring, homework assistance, project-based learning, and social and emotional learning.

NSU students will commit 5 to 10 hours per week to provide such services at no cost to the Program.

This collaborative effort is set to commence in the 2024-2025 school year, pending approval of a written agreement between the School Board of Broward County and NSU. We are confident that this collaboration will significantly enhance the educational experience of participating students and further NSU's mission to foster community development and academic excellence.

We look forward to a successful and impactful collaboration.

Sincerely,

Philaina Allen
Assistant Director of the Job Location & Development Program
Nova Southeastern University

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Synithia Crawford, Principal
synithia.crawford@browardschools.com

John Hudson, Assistant Principal
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Kenneth D. Rolle Jr., Assistant Principal
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Jessica Swanson, Assistant Principal
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Dave Thomas Education Center
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754-321-6800 (Telephone) / 754-321-6840 (Fax)
www.davethomas.browardschools.com

Charles Drew Family Resource Center
2600 NW 9th Court, Pompano Beach, FL 33069
754-321-6700 (Telephone) / 754-321-6740 (Fax)

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Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 19, 2024

To whom it may concern:

As the principal of Dave Thomas Education Center, it is my pleasure to write this letter supporting the work of 21st Century Community Learning Center at Dave Thomas Education Center. The resources provided under this grant will support student learning socially, emotionally, and academically in an extended learning environment that will continue our school's goals beyond the regular school day.

As the principal, I can assure you that:

- you will have my support and the support of my staff to ensure the full and effective implementation of the fourth year of the grant and the initiatives proposed within Broward's grant narrative.
- Student data will be used to drive decision-making that will inform Project Based Learning instructional practices and identify families and students with needs and that information will be used to make adjustments to better meet those reeds.
- Our school will supply the facilities and additional supports needed to make the program a success including access to technology and location for parent events,

On behalf of DTEC, I pledge my support for the continued implementation of this much needed program and thank you for the opportunity to have this program at our school.

Sincerely,

Synithia Crawford, Principal

21st CCLC Job Descriptions

21st Century Community Learning Centers After-school Enrichment programs offer opportunities for employment in the following capacities:

- Center Coordinator,
- Certified Teacher,
- Teacher Assistant, &
- Custodial Support
- Facility Safety Coordinator

Below are the roles and responsibilities for each position:

Center Coordinator: Must have a valid teaching certificate issued by the state of Florida. Responsibilities include the design and implementation of afterschool program activities; collaboration with parents, students, school personnel and community members; staff supervision; and direct program management. The Center Coordinator must have strong verbal and written communication skills, be able to multitask and resolve challenging situations productively. Along with the certified teachers and/or classified personnel, it is the Center Coordinators responsibility to uphold the goals and objectives of 21st CCLC programming and to operate within the parameters of the grant. Below, but not limited to are the Center Coordinators responsibilities;

1. Timely and accurate weekly submission of payroll
2. Ongoing recruitment and retention of students
3. Daily completion of student attendance into the attendance database
4. Communicate and maintain effective relationships with students, parents, staff and the community.
5. Provide school based administration and 21st CCLC District staff with program updates.
6. Display evidence of student work via pictures, bulletin boards, school webpage etc.
7. Ensure adherence to safety rules and procedures;
    - Coordinate with Facility Safety Coordinator to ensure the following;
        - Conduct and record required Lockdown, Tornado and Fire Drills
        - Identify an emergency evacuation site secured with protocols established for evacuation, parent notification/communication and student pick up in case of an emergency
        - Ensure that staff, students and parents are using a single point of entry when entering and exiting the campus.

- Ensure that all gates are locked during the program hours, except the single point of entry designated gate
- Ensure classroom doors are locked at all times during 21st CCLC.

8. Monthly Deliverables submitted on time and accurately
   - Attendance
   - Parent Nights and/or Advisory Meeting documentation
   - Submission of PBL(s)
   - Collaboration with regular day to show alignment of daytime lessons and learning in 21st CCLC
9. Adherence to 21st Grant Objectives
   - Mandatory 6 family nights
   - 3 Advisory Council Meetings
   - Submission of report cards (elementary schools only)
   - Monitoring the completion of surveys (students, parents, 21st CCLC teachers, and regular day teachers)
   - Create, implement and monitor quarterly Project Based Learning
   - Create, implement and monitor academic enrichment lessons that align with the regular day lessons
   - Create, implement and monitor personal enrichment lessons such as nutrition, character education, and college and career readiness
   - Submission of the program schedule
   - Ongoing student recruitment and retention
   - Ongoing teacher and staff recruitment and retention
   - Attaining letter(s) of support from partners
10. Perform other duties assigned by the 21st CCLC district staff

21st CCLC Job Descriptions

Certified Teacher: Responsibilities include the ability to develop lesson plans that support the school day curricular activities, respect and honor the confidentiality of students and staff in the program. Along with the center coordinator, the certified teacher must uphold the goals and objectives of 21st CCLC programming and to operate within the parameters of the grant. Below, but not limited to are the 21st CCLC teacher's responsibilities;

1. Plan academic lessons and enrichment activities in the after-school program that align with the regular day lessons.
2. Communicate and maintain effective relationships with students, parents, staff and the community.
3. Teach groups of 15-20 students in a classroom setting.
4. Assess student progress and submit data to center coordinator.
5. Assist with family engagement activities when needed.
6. Monitor, observe and report student's behavior according to approved policies and procedures.
7. Ongoing recruitment and retention of students.
8. Ensure adherence to safety rules and procedures.
9. Perform other duties as assigned by the center coordinator.

Teacher Assistant: Responsibilities include assisting certified teachers with implementation of the academic and personal enrichment activities. Direct supervision and after-school tutorial assistance for students within the program. Along with the center coordinator and certified teacher, the teacher assistant must uphold the goals and objectives of 21st CCLC programming and to operate within the parameters of the grant. Below, but not limited to are the 21st CCLC teacher assistant's responsibilities;

1. Communicate and maintain effective relationships with students, parents, staff and the community.
2. Perform routine clerical duties in support of classroom activities and center coordinator.
3. Monitor, observe and report student's behavior according to approved policies and procedures.
4. Supervise groups of 15-20 students in a classroom setting.

5. Ensure adherence to safety rules and procedures.
6. Perform other duties as assigned by the center coordinator.

Custodial Support: Responsibilities include the ability to communicate and work effectively with the center coordinator, teachers, teacher assistants and the facility safety coordinator. Along with the center coordinator and certified teacher, the teacher assistant must uphold the goals and objectives of 21st CCLC programming and to operate within the parameters of the grant. Below, but not limited to are the 21st CCLC security facilities personnel responsibilities

1. Knowledge of safe disposal of chemical liquids and other hazardous components
2. Attention to detail and thoroughness.
3. Sweep and mop floors.
4. Clean the cafeteria after students partake in breakfast, lunch and/p\or supper
5. Practice safety continuously and ensure that a safe working area exist.
6. Ensure adherence to safety rules and procedures.
7. Ensure spaces are prepared for the next day by taking out trash and tidying furniture.
8. Perform other duties as assigned by the center coordinator.

21st CCLC Job Descriptions

Facility Safety Coordinator: Responsibilities include the ability to communicate and work effectively with students to analyze situations that relate to student safety and security. Along with the center coordinator and certified teacher, and teacher assistant, the Facility Safety Coordinator must uphold the goals and objectives of 21st CCLC programming and to operate within the parameters of the grant. Below, but not limited to are the 21st CCLC security facilities personnel responsibilities

1. Investigate all incidents of negative conduct occurring on school property.
2. Gather information from various sources concerning possible illegal or undesirable activities. Inform the center coordinator of all information gathered from various sources concerning possible illegal or undesirable activities occurring during programming.
3. Communicate and maintain effective relationships with students, parents, staff and the community.
4. Maintain discipline and orderliness during supper/breakfast.
5. Ensure adherence to safety rules and procedures.
6. Assist the center coordinator with conducting required Lockdown, Tornado and Fire drill
7. Have appropriate information and are ready for any conditions that a safety or security breach may present.
8. Identify an emergency evacuation site secured with protocols established for evacuation, parent notification/communication and student pick up in case of an emergency.
9. Download the WeatherBug application on your phone and the 21st CCLC iPad to watch for inclement weather when students have outdoor activities.
10. Ensure that staff, students and parents are using a single point of entry when entering and exiting the campus.
11. Ensure that all gates are locked during the program hours, except the single point of entry designated gate.
12. Stop every person and check for a SBBC badge.
13. Actively monitor to the campus and check the campus perimeter for safety and security issues.
14. Ensure staff are wearing their district or school issued id badge at all times.
15. Perform other duties as assigned by the center coordinator

21st CCLC Job Descriptions

UPCOMING TRAININGS

EZREPORTS/Deliverables

August

CPR/ Youth Mental Health

September

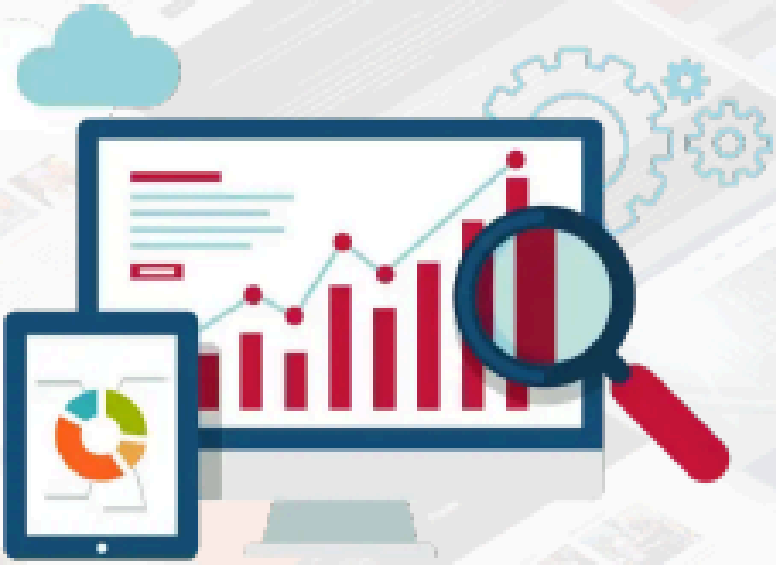
Child Abuse & Neglect

October

Site- Coordinator Bootcamp

November

Program Recruiting & Retention



Trainings are held the last Saturday of the month indicated on Teams
Additional Trainings can be taking in Learning Across Broward Portal.

For more information: Email sophia.smart@browardschools.com

Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services, 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.	Period: August 1-31, 2024 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. • Participant data update.	September 5, 2024
Provide academic enrichment, a broad array of additional services, 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.	Period: September 1-30, 2024 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. • Participant data update.	October 5, 2024

Provide academic enrichment, a broad array of additional services, 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.	Period: October 1-31, 2024 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. • Participant data update.	November 5, 2024
Provide academic enrichment, a broad array of additional services, 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.	Period: November 1-30, 2024 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. • Participant data update.	December 5, 2024
Provide academic enrichment, a broad array of additional services, 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.	Period: December 1-31, 2024 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. • Participant data update.	January 5, 2025

Provide academic enrichment, a broad array of additional services, 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.	Period: January 1-31, 2025 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. • Participant data update.	February 5, 2025
Provide academic enrichment, a broad array of additional services, 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.	Period: February 1-28, 2025 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. • Participant data update.	March 5, 2025
Provide academic enrichment, a broad array of additional services, 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.	Period: March 1-31, 2025 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. • Participant data update.	April 5, 2025

Provide academic enrichment, a broad array of additional services, 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.	Period: April 1-30, 2025 • 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. • Participant data update.	May 5, 2025
Provide academic enrichment, a broad array of additional services, 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.	Period: May 1-31, 2025 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. • Participant data update.	June 5, 2025
Provide academic enrichment, a broad array of additional services, 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.	Period: June 1-30, 2025 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. • Participant data update.	July 5, 2025

Provide academic enrichment, a broad array of additional services, 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.	Period: July 1-31, 2025 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. • Participant data update. • Summative Evaluation Report	August 5, 2025