Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT Broward County School District	**2 PROJECT NUMBER** 060-2445C-5CS02
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: $498,600.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $498,600.00	**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.
- Other:

12 APPROVED:

Andria G. Cole — Authorized Official on behalf of the Commissioner of Education

10.16.24 — 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:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	21st Century Community Learning Centers (21st CCLC) **BROADVIEW ELEMENTARY SCHOOL -** **NORTH LAUDERDALE ELEMENTARY SCHOOL** **TAPS NUMBER:** 25B030	Date Received 5.31.24
B) Name and Address of Eligible Applicant: **The School Board of Broward County, Florida** **600 S.E. Third Avenue** **Fort Lauderdale, Florida 33301**		**Project Number (DOE Assigned)** 060-2445C-5CS02

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$498,600	Contact Name: Sophia Smart Fiscal Contact Name: Jeffrey Whitney	Telephone Numbers: 754-321-3337 754-321-2080
DOE USE ONLY **Total Approved Project:** $ 498,600.00	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	5/29/24 Date

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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.

Broadview Elementary School and North Lauderdale Elementary School have 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-5CS02

Program Name: Broadview ES/North Lauderdale ES

Section 1: Project Abstract/Summary

North Lauderdale Elementary School's afterschool program opens on 8/19/2024 and ends on 5/23/2025, serving 80 students. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program will begin operating 6/9/2025 and end 7/21/2025, serving 75 students. Program hours are 8:00am to 4:00pm, Monday through Friday, for 29 service days.

Broadview Elementary School's 21st CCLC after school program opens on 8/19/2024 and ends 5/19/2025 serving 80 students. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program opens on 6/9/2025 and ends 7/21/2025, serving 75 students. Program hours will be 8:00am to 4:00pm, Monday through Friday, with 29 service days.

These high-poverty, low-performing schools are committed to improving student achievement by meeting the needs of these diverse communities. The objective is to offer students a program that centers around three main components academic enrichment, vocational opportunities, and family engagement with the goal of positively affecting their achievement: academic enrichment, vocational opportunities, and family engagement. The academic enrichment program offers targeted support during non-school hours, including after-school and summer sessions. These opportunities help students meet state and local academic standards in core subjects such as reading, math, and science. Tutoring, homework assistance, and hands-on STEAM projects are integral parts of this program, ensuring that students receive the academic support they need.In addition to academic enrichment, students engage in many vocational opportunities that complement their regular academic programs. These activities include arts and crafts, music, drama, physical education, and technology workshops. The goal is to develop well-rounded individuals by fostering creativity, critical thinking, andphysical health. Family engagement is a crucial component of the program, offering literacy and other educational services to the families of participating students. Workshops on financial literacy, parenting skills, health and wellness, and ESL (English as a Second Language) classes are provided to empower families to support their children's education and overall development. The program also engages the families of these students, recognizing that a supportive home environment is crucial for student success. For adult family members, the 21st CCLC program offers literacy workshops focusing on improving reading and writing skills, enabling parents to better assist their children with homework and school projects. Educational seminars cover topics such as effective parenting strategies, understanding the school curriculum, and navigating the education system. Health and wellness

sessions provide information on nutrition, mental health, and physical fitness to promote the well-being of the entire family. Financial literacy classes help families manage their finances, budget effectively, and plan, contributing to greater economic stability. This statistic underscores the benefits of comprehensive afterschool programs in addressing both immediate educational needs and promoting long-term success, aligning perfectly with the goals of the 21st CCLC program.

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

The community needs assessment for North Lauderdale Elementary highlights critical areas requiring targeted intervention to enhance student outcomes, aligning with the areas of focus in our School Improvement Plan (SIP). The 2022-23 English Language Arts (ELA) assessment results reveal that a significant portion of students are performing below grade level, with 35.6% scoring at Level 1, the lowest achievement level. Only 22.8% achieved Level 3, 25.4% reached Level 4, and a mere 17.8% attained Level 5. According to the Federal Index, underperforming subgroups are as follows: Black/African American 37%, Hispanic 34%, English Language Learners 38%, Students with Disabilities 23%, Economically Disadvantaged 36%. This data underscores the urgent need for academic enrichment programs focused on improving reading and literacy skills.

Disciplinary actions data from the 2022-23 school year show a concerning rate of incidents among students. Specifically, although Black/African American students make up 77.9% of student enrollment, they accounted for 80% of in-school suspensions. Similarly, 16.7% of Hispanic students experienced one or more out-of-school suspensions even though they only make up 15.1% of school enrollment, indicating a disproportionate rate of disciplinary actions among minority students. This highlights the necessity for behavioral support programs and Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions and improve overall student conduct. Additionally, minority students and students whose families suffer from homelessness have a higher rate of absenteeism, indicating a strong need for targeted support and family resources Graduation and postsecondary data for North Lauderdale Elementary is not available. Current trends in academic achievement and discipline underscore the importance of early intervention programs to establish a solid foundation for future educational success.

To conduct the evaluation of community needs and available resources for the 21st CCLC program, North Lauderdale Elementary used various methods, including surveys with teachers, parents, and community members. The surveys revealed a high demand for after-school tutoring and homework assistance to address significant gaps in academic performance, particularly in reading and math. Respondents expressed strong interest in arts, music programs, physical education, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities to provide a well-rounded educational experience. Parents indicated a need for literacy workshops, ESL classes, and financial literacy programs during School Advisory Council (SAC) meetings to better support their children's education at home.

To address these needs, the proposed 21st CCLC program includes targeted tutoring and academic support programs, the implementation of PBIS to reduce disciplinary incidents, and comprehensive arts, music, physical education, and STEAM programs to enhance student engagement and learning. Workshops and classes aimed at improving literacy, financial stability, and parenting are offered to families addressing the needs of working families by providing structured after-school programs. Community assets and gaps were identified during the needs assessment. Existing assets include local community centers such as the Boys and Girls Club of North Lauderdale, which offer some after-school programs and recreational activities, and partnerships with non-profits that provide occasional tutoring and enrichment activities. However, there is a need for more structured after-school programs specifically designed to provide academic support and enrichment activities on a regular basis, and more consistent and accessible programs for family literacy, ESL, and financial education to better support parents and guardians. Staff surveys at North Lauderdale Elementary reveal that most staff feel safe, recommend the school, appreciate the equitable environment, and have access to necessary resources and professional development support. Students feel safe, are satisfied with teacher support, and respect from peers and adults, though bullying is noted and addressed. They benefit from technology and diverse activities aimed at setting academic goals and solving real-world problems. Parents show mixed satisfaction, appreciating the resources but seeking more inclusive and engaging activities, highlighting the importance of obtaining the 21st CCLC. Several issues and trends need to be addressed based on these surveys. There is a significant need for after- school tutoring and homework assistance to address gaps in academic performance, particularly in reading and math. The high rate of disciplinary incidents among minority students indicates a need for positive behavioral interventions. There is also strong interest in arts, music, physical education, and STEAM activities to

balance the academic component, as the student needs assessment illustrated that students are highly motivated by enrichment activities. Parents express a need for literacy workshops, ESL classes, and financial literacy programs to better support their children's education at home. Enhancing communication between the school and parents and increasing parent involvement in school activities are crucial.

By addressing these needs through the 21st CCLC program, North Lauderdale Elementary aims to create a supportive and enriching environment that promotes academic success and overall well-being for its students and their families. The 2023-2024 Florida Assessment of Student Thinking (F.A.S.T) results revealed that 46% of Broadview Elementary students in grades 3 through 5 are at or above grade level English Language Arts, while 55% are at or above grade level in Mathematics. The STAR assessment results revealed that 45% of Broadview students in kindergarten through second grade are proficient in Reading. On the other hand, STAR Math results indicate that 48% of our students are at or above grade level in Mathematics. According to the Federal Index, underperforming subgroups are as follows: White 47%, Black/African American 31%, Hispanic 37%, English Language Learners 25%, Students with Disabilities 13%, Economically Disadvantaged 31%. Subsequently, the 2023-2024 F.A.S.T assessment highlighted that 33% of our students in grades 3 through 5 are significantly below grade level, performing at a level 1 in Reading, while 45% are performing below grade level in Math. According to Every Student Succeeds Act, 41% of varying subgroups should be at or above grade level in English Language Arts. Nonetheless, only 15% of English Language Learners subgroup in grades 3 through 5 are at or above grade-level in Reading which indicates a need for programs that support language acquisition for our students. The STAR assessment results revealed that 55% of Broadview students in kindergarten through second grade are significantly below grade level in Reading. On the other hand, STAR Math results indicate that 48% of our students are below grade level in Mathematics. This highlights the significant need for academic enrichment programs that focus on improving literacy and foundational math concepts.

Discipline and Attendance:

Based on the behavior dashboard, at the end of the 2022-2023 school year, the greatest number of referrals received was for disobedience and insubordination. However, after restructuring and implementing a more effective school-wide positive behavior plan, there has been a 20% decrease in referrals for disobedience and insubordination, indicating a reduced need for disciplinary measures.

Graduation and Postsecondary:

Graduation and postsecondary data do not apply to Broadview Elementary School.

Survey Results:

The survey results from teachers, parents, and community stakeholders have highlighted the following trends below:

Academic Support: Participants expressed a desire for more support for students in reading, math, and science to close academic gaps.

Programs/Services: Participants expressed interest in programs like performing arts and academic social clubs like debates.

Family Engagement: Due to our high English Language Learners population, parents expressed a need aimed at improving English language skills necessary for daily life, work, and further education.

Identified Three Elements of Program Activities:

Academic Improvement: Tailored tutoring and academic support programs to help students excel across the content areas, especially in reading, math, and science. Reading clubs feature comprehension exercises, storytelling sessions, and writing workshops.

Enrichment Activities: To foster a well-rounded education, offer a diverse range of activities including performing arts programs, social clubs like debate teams to develop our students' writing skills, public speaking, and critical thinking skills. Additionally, STEM opportunities such as coding classes and robotics clubs are all designed to enhance student engagement and learning.

Family Support Services: offering workshops and programs designed to enhance comprehension skills and reading strategies fostering fluency in readers. Additionally providing support for out parent to improve their English language proficiency and develop effective parenting skills to navigate challenges of raising children.

Community Assets and Gaps Existing Assets:

Community Centers: Local community centers such as the "Boys and Girls Club" of North Lauderdale offer some after-school programs and recreational activities.

Needed Assets:

After-School Programs: After-school programs designed to provide regular academic support and enrichment activities.

Non-Profit Organizations: Partnerships with non-profits to provide occasional tutoring and mentor support for our young boys and girls in grades three to

Family Literacy and Education Programs: There is a pressing need for more reliable and readily available programs to assist parents and guardians in literacy strategies, English Language proficiency, and mentoring support.

21st CCLC Program Components:

Academic Enrichment: Providing daily after-school tutoring and homework assistance aimed at bridging and elevating student achievement in English Language Arts, Math, and Science. Enrichment Activities: To foster a well-rounded education by offering a diverse range of activities such as performing arts, debate club, robotics club, etc. all designed to enhance student engagement and learning.

Family Support Services: Hosting regular family engagement events featuring workshops on literacy strategies end English language skills, strengthening the home school connection by empowering parents with resources to actively support their child's education at home.

By meeting these needs through the 21st CCLC program, Broadview Elementary seeks to establish a nurturing and enriching environment that promotes academic achievement and improves the overall well-being of our

students and families. Parents have expressed a need to improve their English Language skills for daily life, work,and further education enabling them to better support their academic learning at home.

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

The 21st Century Community Learning Centers (21st CCLC) program at North Lauderdale Elementary has established key partnerships with Total Pediatric Care, Pediatric Associates, and the City of North Lauderdale to enhance its initiatives and support student success comprehensively. Total Pediatric Care is a crucial partner, addressing health concerns for students without insurance by providing up to 14 free clinic visits. This ensures that all students have access to necessary medical care, which is essential for their continued participation and focus on academics. Additionally, Total Pediatric Care supports the school's 21st Century Grant program by offering shadowing and career opportunities for students and parents, contributing to their personal and professional development. Pediatric Associates enhances community health awareness by providing medical service information, participating in school events, and distributing health-related materials. This partnership helps ensure that students and families have access to essential healthcare resources, thereby supporting the overall well-being of the school community.

The City of North Lauderdale supports the school by providing material resources for events, such as performance stages, sound equipment, police and fire details, and staff assistance. The City also contributes large quantities of canned and dried food for the school's food pantry and offers financial support for programs assisting students in need. Additionally, the city advertises the aviation program embedded in the 21st Century Grant and provides transportation for field trips, further enhancing student opportunities.To maintain meaningful collaboration with the schools attended by targeted students, the program will schedule monthly meetings with school administrators and 21st Century teachers to discuss student progress, address challenges, and coordinate support services. Information requested from schools will include student academic progress, attendance records, and behavioral data, which will be used to tailor interventions effectively.Communication channels will be maintained through emails, phone calls, and in-person meetings, ensuring all stakeholders are updated and engaged.

The program will coordinate federal, state, and local funds to maximize the use of public resources. For other state or federal funding for activities, the program will ensure coordinated activities to meet participation requirements for each funding source. Funds will be allocated, and spending recorded separately to maintain clear financial oversight and accountability. Through these partnerships and structured communication and funding strategies, the 21st CCLC program at North Lauderdale Elementary aims to provide comprehensive support, enhancing student success and community engagement.

Partnership and Collaboration Plan for Broadview Elementary

The 21st Century Community Learning Centers (21st CCLC) program at Broadview Elementary School has established strategic partnerships. These partnerships are designed to coordinate federal, state, and local programs, making the most of available resources while ensuring comprehensive support for the students and their families. Securing Meals and Snacks: To meet the nutritional needs of students attending the 21st CCLC program, partnerships have been established with local organizations that provide meals and snacks in accordance with USDA guidelines: Broward County Public Schools Nutrition Services: This partnership ensures that all students receive nutritious snacks and meals during after-school hours and summer programs. The Nutrition Services department will provide snacks and meals at no cost to the program, adhering to USDA nutritional standards.

Ongoing Collaboration with Schools: The 21st CCLC program at Broadview Elementary is designed to align closely with the regular school day. To ensure active and meaningful collaboration, the following strategies will be implemented:

Regular Meetings: Monthly coordination meetings with Broadview Elementary teachers and administrators to align program activities with classroom content.

Data Sharing: Frequent sharing of academic performance data and classroom content updates to tailor enrichment activities that reinforce classroom learning.

Private School Inclusion: Regular consultations with local private schools to ensure equitable services for their students. These consultations will be scheduled quarterly, with additional meetings needed to address specific needs and feedback.

Effective Use of Public Resources: The 21st CCLC program will coordinate and integrate various funding sources

to ensure the effective use of public resources. This includes:

Federal and State Funding: Coordination with existing federal programs like Title I to align goals and avoid duplication of services. Title, I fund are used to support academic interventions, while 21st CCLC funds will be allocated towards enrichment activities and family engagement.

Local Funding: Collaboration with local government agencies and non-profits to leverage additional resources for program sustainability. For example, requests for funding from grants and local foundations will be sought to fund specific enrichment activities such as STEM workshops and arts programs.

Tracking and Reporting: All expenditures related to the 21st CCLC program will be meticulously tracked and reported to ensure transparency and accountability. Separate accounts will be maintained for each funding source, and regular audits will be conducted to ensure compliance with federal, state, and local regulations.

Partner Contributions:

Broward County Public Schools Nutrition Services: Provides daily snacks and meals.

Local Libraries and Community Centers: Offer space for program activities and additional educational resources. Non-Profit Organizations: Various local non-profits will provide specialized enrichment activities, such as art classes, music lessons, and sports programs.

Communication/Collaboration: scheduled monthly meetings with school administrators and 21st Century teachers to discuss student progress

Annual Surveys: For parents, students, and teachers to gather feedback and inform program improvements. Coordination of Funds: The program will utilize a comprehensive approach to integrateand coordinate various funding sources:

Federal Funds: Used primarily for academic support and enrichment activities. State Funds: Allocated for program operations and staff training.

Local Grants and Donations: Targeted for specific needs such as technology upgrades and extracurricular activities. By working with these partners, the 21CCLC program at Broadview Elementary school strives to provide high quality services that support student achievement and family engagement.

Section 6: Target Population, Recruitment and Retention

The proposed 21st CCLC program targets students from North Lauderdale Elementary School and Broadview Elementary who are in the lowest 25th percentile of academic performance in ELA and Math, representing our most fragile learners facing significant challenges in their educational journey. Both schools are Title I schools in Broward County, Florida, identified for support under state accountability measures, making them eligible for the 21st CCLC Grant. Serving students from kindergarten through fifth grade, priority enrollment will be given to those demonstrating the greatest academic need based on standardized test scores, teacher recommendations, and other indicators, including absenteeism. By focusing on this group, the grant aims to provide critical

opportunities for these students to expand their knowledge and skills. This focused support is essential in fostering a more inclusive and equitable education system where every student has the chance to succeed and realize their full potential.

To ensure that students with special needs are adequately served, the program will include specialized support tailored to their unique learning requirements. This will involve collaboration with special education teachers to design individualized plans that accommodate the students 'specific challenges and leverage their strengths. Additionally, trained staff will provide one-on-one or small group support to ensure these students can fully participate in and benefit from all program activities.

A formal sign-in and sign-out sheet is available to parents in the school's designated single point of entry. The site coordinator is responsible for ensuring that daily attendance is recorded in the EZReports system. Research demonstrates that students exhibit stronger positive outcomes with increased attendance, particularly when it is over 15 days. The engaging curriculum includes enrichment activities such as arts, sports, aviation, and technology, designed to appeal to diverse student interests. To further incentivize attendance and active participation, a robust reward system is established. Students can redeem points to use toward parties, stickers, snacks, and special privileges for consistent attendance. Certificates are provided to students during quarterly recognition ceremonies to celebrate outstanding attendance and participation.

Parental involvement is fostered through regular communication and active participation in program activities. Quarterly showcases feature students' projects completed in the after-school program, providing a platform for parents to engage and celebrate their children's accomplishments.

Additionally, the program engages adult family members of participating students by offering comprehensive support services. These include literacy programs aimed at improving reading and writing skills, parent workshops on effective parenting and supporting student learning at home, financial literacy workshops, GED courses, health and wellness sessions, and support services for English Language Learning parents.

To ensure students remain in the programs throughout each day, staff will create a safe and structured environment. Attendance will be monitored closely, and activities will be designed to keep students engaged. Regular communication with parents about their child's progress and attendance through letters, flyers, and voicemails/text messages from Broward School's "Parent Link" platform will be utilized. By implementing these strategies, the 21st CCLC program aims to provide comprehensive support to these students and their families, through academic support and fostering community engagement.

Target Population

The 21st Century Community Learning Centers (21st CCLC) program targets students from Broadview Elementary School, a Title I school in Broward County, Florida, and North Lauderdale Elementary Schools. The target student population includes students from kindergarten through fifth grade.

Identifying and Enrolling Eligible Students

Priority for enrollment will be given to students who show the greatest academic need based on standardized assessment scores, teacher observations and recommendations, and socio-economic status. The 21st Century Program will then collaborate with Broadview Elementary School's administration and teachers to select the

participants after careful review of their academic data, classroom performance, attendance

records, and socio-economic status. In addition, the program's benefits will be shared with parents and guardians to encourage enrollment and consistent attendance.

Encouraging Regular Participation

The program will implement the following strategies to encourage participation:

Engaging Curriculum: A variety of enrichment activities like robotics will be provided to students.

Incentive Programs: an attendance initiative will be implemented, and students will be rewarded for active participation.

Parental Involvement: Parents will receive regular communication regarding program activities and attendance via parent links and notices.

Engaging Parents and Guardians

The program will engage our participating families by offering several academic nights such as Literacy Night, Math Night, STEM Night, and ELL Night. During these evening events the parents and students participate in various grade level activities and games to promote that evening's specific academic areas. In addition, the Title 1 Mobile Unit will be invited to share resources with our families.

Ensuring Continuous Participation

To ensure participation, the staff will monitor attendance and provide the students with engaging activities during the session. Parents will receive communication about the importance of daily attendance and their child's progress throughout the sessions. The goal of the 21st CCLC program is to provide continuous support to Broadview Elementary School students and their families, advance academic achievement and promoting community 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

The 21st CCLC program at North Lauderdale Elementary incorporates research-based and evidence-based practices to select educational and related activities that complement and enhance academic performance, achievement, postsecondary, and workforce preparation. These activities align with the authorized activities under ESEA Section 4205(a) and are designed to meet the measures of effectiveness described in ESEA Section 4205(b).

Alignment with ESEA Section 4205(a) Authorized Activities

Academic Enrichment Activities

Alignment: The program provides targeted academic enrichment during non-school hours, including after-school and summer sessions. These activities are designed to align with state academic standards and local curricula, helping students succeed in core subjects such as reading, math, and science.

Evidence-Based Practice: Based on differentiated instruction principles from Carol Ann Tomlinson, these tailored learning experiences improve student outcomes by addressing diverse learning needs. Studies from the U.S. Department of Education's “What Works Clearinghouse” show that afterschool programs offering homework assistance and tutoring significantly enhance academic performance and attitudes toward school.

STEAM Education:

Alignment: The program integrates STEAM activities to foster critical thinking, problem-solving skills, and interest in STEAM careers.

Evidence-Based Practice: Supported by the National Research Council (2009), hands-on, inquiry-based learning enhances students' understanding and retention of scientific and artistic concepts. This aligns with the authorized activity of providing educational programs that include STEAM.

Arts and Cultural Programs:

Alignment: Incorporating arts and cultural programs into the curriculum helps develop creativity and expression, critical for 21st-century workforce success.

Evidence-Based Practice: Research shows arts education boosts academic achievement and increases motivation and engagement in school, supporting authorized activities related to providing well-rounded education activities.

Physical Activity and Nutrition Education:

Alignment: Emphasizing physical activity and nutrition education aligns with promoting healthy lifestyles.
Evidence-Based Practice: CDC research (2010) indicates that regular physical activity improves concentration, memory, and classroom behavior, enhancing academic performance. Nutrition education helps students adopt healthy eating habits, improving overall well-being and readiness to learn.

Family Engagement:

Alignment: Family engagement activities involve parents in their children's education, which is crucial for student success.

Evidence-Based Practice: Studies by Henderson & Mapp (2002) show that active parental involvement leads to higher grades, better attendance, and higher graduation rates. The program offers workshops to equip parents with the tools to support their children's development.

Meeting Measures of Effectiveness Described in ESEA Section 4205(b)

The program's activities are designed to meet the following measures of effectiveness:

Assessment of Objective Data: The program uses assessment data to identify the need for academic enrichment and behavioral support, ensuring targeted interventions.

Performance Measures: Activities are designed with performance measures that ensure high-quality academic enrichment opportunities, aligning with state and local academic standards.

Evidence-Based Research: The program incorporates evidence-based practices, such as differentiated instruction and STEAM education, which are shown to improve academic outcomes.

Periodic Evaluation: Regular evaluations will assess the program's progress in providing high-quality opportunities for academic enrichment and overall student success, with results used for continuous improvement.

Expected Improvement in Student Academic Achievement and Overall, Success

The program's activities are expected to improve student academic achievement and overall success by:

Providing Tailored Academic Support: Differentiated instruction and targeted tutoring address the specific needs of students, helping them improve in core academic areas.

Engaging Students in STEAM and Arts: These activities foster critical thinking, creativity, and problem-solving skills, preparing students for postsecondary education and the workforce.

Promoting Healthy Lifestyles: Physical activity and nutrition education enhance students' physical health, which positively impacts their academic performance.

Involving Families in Education: Parental workshops and engagement activities create a supportive home environment that encourages academic success.

Demonstrating the Use of Best Practices

The program will use best practices, including research-based and evidence-based practices, to provide educational and related activities that complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development. These practices are supported by well- established educational research and align with the requirements of ESEA Section 4204(b)(2)(I).

Overall, the 21st CCLC program at North Lauderdale Elementary leverages evidence-based practices to create a holistic and supportive learning environment. By integrating academic and enrichment support, family

engagement, and providing meals and snacks, the program aims to improve both academic and social-emotional outcomes.

Authorized Program Activities

The proposed 21st Century Community Learning Centers (21st CCLC) program at Broadview Elementary School is designed to address the academic and social needs identified in a needs assessment. The program will offer a comprehensive schedule of activities aligned with the approved activities outlined in ESEA Section 4205(a). These activities aim to advance student academic achievement, support student success, and provide opportunities for family engagement.

Quarterly Family Engagement Nights:

Quarter 1 – Literacy Night Quarter 2 – Math Night Quarter 3 – STEM Night Quarter 4 – ELL Night

Addressing Identified Needs

The proposed activities directly address the needs identified:

Academic Enrichment and Tutoring:

Needs Addressed: Low academic performance in reading and math.

Evidence-Based Practices: Tutoring and academic interventions aligned with state academic standards and district curriculum (source: U.S. Department of Education).

STEM Activities:

Needs Addressed: Limited access to enrichment opportunities.

Evidence-Based Practices: Providing STEM education. "Successful STEM Education"). Literacy

Education Programs:

Needs Addressed: Low literacy rates and financial literacy.

Evidence-Based Practices: Implementing literacy programs and financial education workshops (source: National Literacy Trust).

Services for Individuals with Disabilities:

Needs Addressed: Inclusion and support for students with disabilities.

Evidence-Based Practices: Adapting activities to meet individual needs and providing specialized support (source: Individuals with Disabilities Education Act).

Programs for English Learners:

Needs Addressed: Language barriers and academic achievement for English learners.

Evidence-Based Practices: Language skills development and academic support (source: National Center for Education Statistics).

Technology Education:

Needs Addressed: Limited exposure to technology.

Evidence-Based Practices: Providing technology education to enhance global awareness and digital literacy (source: Partnership for 21st Century Skills).

Implementation and Monitoring

• Interventions: Many interventions specific to each activity will be implemented, such as differentiated instruction, hands-on learning, and project-based activities. The goal of each activity implemented is to meet the specific needs identified.

• Evaluation and Continuous Improvement: To measure the progress of the students, data will be collected and analyzed regularly to see the progress being made to obtain the program's goals. This includes tracking attendance, engagement, academic performance, and feedback from our students and families. The results will be used to adjust and improve program activities.

• Community Engagement: The results will be shared with the community through quarterly reports, parent links, newsletters, and the program's web page. This transparency ensures that all stakeholders are informed and involved in the continuous improvement process.

The goal is to provide a comprehensive enriching environment that promotes academic and personal growth for all students.

Section 10: Staffing, Volunteers and Professional Learning

The 21st Century Community Learning Centers (21st CCLC) program features a well-defined organizational structure to ensure high program quality and compliance with all relevant regulations. This structure is designed to meet the student-to-teacher ratio of one teacher to twenty students, as indicated in the site profile worksheet, and includes robust qualifications and duties for each position to ensure the program is implemented with fidelity, going beyond a basic afterschool program.

Key positions within this structure include the Site Coordinator, Certified Teachers, Paraprofessionals and Activity Leaders, Volunteers, Security Staff, and CPR-trained personnel. All 21st CCLC staff and contractors must be cleared through a Level II background screening as described in Chapters 39, 402, and 409, F.S. Volunteers assisting more than 10 hours per month must also be cleared through a Level II background screening.The Site Coordinator works at least 30 hours per week and is required to have a bachelor's degree in education, social work, or a related field, with experience in managing educational or afterschool programs. The Site Coordinator is responsible for coordinating daily activities, collaborating with school and community resources, supervising staff, and ensuring program goals are met. Certified Teachers supervising academic enrichment activities must hold a valid Florida Professional Educator's certificate or temporary certificate, preferably in the relevant grade levels and content areas. Their duties include supervising academic enrichment activities, providing homework

assistance and tutoring, and designing activities to improve performance in core subjects. Paraprofessionals and activity leaders, possessing at least a high school diploma or equivalent and experience working with children, facilitate non-academic activities, assist with homework, lead enrichment activities, and support teachers in delivering the program. Volunteers are recruited through local community organizations and partnerships such as All volunteers assisting more than 10 hours per month must be approved by Broward County Public Schools and cleared through a Level II background screening. Volunteers support students in various activities, provide additional assistance to staff, and help with special projects and events. The program also actively recognizes and appreciates volunteers, providing certificates of appreciation, public acknowledgment in school newsletters, and opportunities for volunteers to participate in school events and celebrations. This recognition not only rewards volunteers but also encourages ongoing commitment and attracts new volunteers. The staffing structure aligns with scheduled activities (15 hours a week) by assigning specific roles and responsibilities that match the program components. Certified teachers lead academic enrichment sessions, ensuring activities are aligned with state standards and local curricula, while paraprofessionals and activity leaders facilitate personal enrichment activities. Volunteers provide additional support across various components.

A comprehensive training schedule is implemented to equip all staff with the necessary skills and knowledge. Initial training before the program starts covers program goals and objectives, compliance requirements, child development, and safety protocols, led by the district Instructional Facilitator, experienced educators, and safety experts. Monthly training sessions include curriculum updates, instructional strategies, behavioral management, and cultural competency, conducted by certified educational consultants and local experts. Quarterly workshops focus on data collection and reporting, effective communication with families, and enrichment activity planning, facilitated by external consultants with expertise in afterschool programming. An annual review and planning session covers program evaluation, goal setting, and professional development planning, led by the district Instructional Facilitators and external evaluators.The professional learning plan is tailored to meet staff needs, including an annual needs assessment to identify areas for improvement and professional development needs. Based on this assessment, targeted training sessions are scheduled throughout the year. Staff will participate in collaborative planning sessions and peer observations to share best practices and learn from each other. Additionally, staff are encouraged to attend relevant workshops, conferences, and seminars to stay updated on best practices and new developments in the field. Staff will participate in collaborative planning sessions and peer observations to share best practices and learn from each other. This peer-based learning fosters a culture of continuous improvement. This structured approach ensures that the staff can effectively apply their knowledge in real-world program activities, enhancing the overall quality of service delivery and outcomes for students and their families.

Types of training include curriculum and instruction, behavior management, family engagement, and data analysis, all led by experienced educators and district leadership. Our staff will participate in relevant quarterly trainings and professional development which is provided by Broward County Public Schools. By implementing this staffing structure and training plan, the 21st CCLC program at North Lauderdale Elementary ensures high-quality service delivery, continuous improvement, and positive outcomes for students and their families.

Integration with Scheduled Activities

The staffing structure aligns with the scheduled activities by assigning specific roles and responsibilities that match the program components. Certified teachers will lead academic enrichment sessions, ensuring that activities are aligned with state standards and Broward Schools curriculum. Paraprofessionals and activity leaders will facilitate personal enrichment activities, while volunteers will help across various components.

Training Schedule

A comprehensive training schedule will be implemented to ensure all staff are equipped with the necessary skills and knowledge:

Initial Training:

Topics: Program goals and objectives, compliance requirements, child development, and safety protocols.
Trainers: Project Director, experienced educators, and safety experts.

Monthly Training Sessions:

Topics: Curriculum updates, instructional strategies, behavioral management, and cultural competency.
Trainers: Certified educational consultants and local experts.

Quarterly Workshops:

Topics: Data collection and reporting, effective communication with families, and enrichment activity planning.
Trainers: External consultants with expertise in afterschool programming.

Annual Review and Planning:

Topics: Program evaluation, goal setting, and professional development planning. Trainers: Project Director and external evaluators.

Volunteer Plan

Volunteers will be recruited through local community organizations and partnerships. A comprehensive orientation and training program will be provided to ensure volunteers understand their roles and responsibilities. Regular check-ins and feedback sessions will be conducted to maintain engagement and address any issues.

Professional Learning Plan

The professional learning plan will be tailored to meet the needs of the staff and will include:

Needs Assessment: Conducted annually to identify areas for improvement and professional development needs.
Ongoing Training: Based on the needs assessment, targeted training sessions will be scheduled throughout the year.

Collaboration and Peer Learning: Staff will participate in collaborative planning sessions and peer observations to share best practices and learn from each other.

External Training Opportunities: Staff will be encouraged to attend relevant workshops, conferences, and seminars to stay updated on best practices and new developments in the field.

Types of Trainings and Trainers

Curriculum and Instruction: Led by experienced educators and curriculum specialists. Family

Engagement: Facilitated by community outreach experts.

By implementing this staffing structure and training plan, the 21st CCLC program at Broadview Elementary will ensure high-quality service delivery, continuous improvement, and positive outcomes for students and their families.

Section 11: Facilities

The sites provide 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

To ensure safety and effective student transportation in the 21st Century Community Learning Centers (21st CCLC) program at North Lauderdale Elementary and Broadview Elementary, several procedures will be implemented, adhering to Broward County Schools' security protocols. Most students at both schools walk to school; therefore, neither will utilize buses for morning, afternoon, or after school transportation during the normal school year or summer. All students participating in the program will be transported to their respective site through their parents dropping them off and signing them into schools via walking or car. Off-campus field trips will not be scheduled; instead, on-campus field trips will enhance the vocational education curriculum quarterly. Upon arrival, students will be required to be signed in by an adult. Teachers will collect their walkie-talkies and escort students from their general education classes to a designated holding area where students will sign in. Teachers will then retrieve their students and escort them to the 21st Century learning area where attendance will be taken. Throughout the day, students will remain in their designated areas and use the classroom restroom as needed.

Before the CCLC program begins, parents will be required to fill out dismissal forms outlining how students get home and who is approved to pick them up. All parents, whether walkers or car riders, will arrive and dismiss from the west main gate with identification. Security will check the parent's identification, sign their child out, and use a walkie-talkie to notify teachers of the parent's arrival. Parents will park in the designated 21st Century area in the front of the school and wait in their vehicles. No student will be able to walk home without a parent/guardian due tosafety concerns.

A security professional will be present during the CCLC hours of 3:00 – 6:00 PM during the school year and 8:00 AM – 4:00 PM during the summer. All employees will be required to pass a Level 2 background screening, and at least two employees at each location will be trained in CPR and basic first aid by the program's start on August 19,2024. As outlined by Broward County Schools, no medication will be dispensed by regular school staff. Custodial services will be provided at no additional cost during the regular school year since custodial personnel are already on duty. During the summer, an extra custodial staff member may need to be added to maintain cleanliness and safety standards. These measures ensure a secure and supportive environment for all students participating in the 21st CCLC program.

Safety Plan for Emergencies Emergency Drills:

Regular emergency drills (fire, lockdown, and evacuation) will be conducted to ensure that students and staff are familiar with the procedures.

Each classroom will have clear, posted evacuation routes, and students will be trained to follow these routes calmly and quickly.

Drills will be coordinated with local emergency services and Broward Schools to ensure the school's procedures align with community-wide emergency response plans.

Designated Safe Areas:

The school will designate specific safe areas for different types of emergencies, such as severe weather shelters for tornadoes and secure areas for lockdown situations.

These areas will be clearly marked, and staff will receive training on how to move students to these areas quickly and safely.

Communication Protocols:

Staff will use walkie-talkies and the school's PA system to communicate during emergencies, ensuring that everyone receives timely and accurate information.

Each staff member will have a list of emergency contacts and procedures to follow in case of an incident. First Aid and Medical Response:

At least two staff members at each location will be trained in CPR and basic first aid, with refresher courses provided annually.

An emergency medical kit will be available in each classroom and common area, stocked with necessary supplies to address minor injuries and health issues.

Safety Plan for In-House Field Trips Supervision:

Certified teachers and paraprofessionals will supervise all in-house field trip activities maintaining appropriate student-to-staff ratios to ensure close monitoring of all students.

Additional volunteers, who have been screened and trained, will assist in supervision to provide extra support. Pre-Trip Briefings:

Before each in-house field trip, students will receive a briefing on the activities planned, expected behavior, and safety protocols.

Staff will review emergency procedures with students, including what to do if they get separated from the group or encounter a problem.

Activity-Specific Safety Measures:

Each activity will have specific safety measures tailored to the nature of the activity. For example, science experiments will include safety goggles and clear instructions on handling materials.

Art projects involving tools or materials with potential hazards will be closely monitored, and students will receive instruction on safe use.

Designated Check-In Points:

Regular check-in points will be established throughout the in-house field trip to account for all students and ensure they remain within the designated areas. Staff will conduct headcounts at these check-in points to ensure no student is missing. Emergency

Response Plan:

An emergency response plan will be in place for each in-house field trip, including steps to take in case of an injury or other emergencies.

Staff will have immediate access to emergency contact information and medical records for each student. Day-to-Day Safety Procedures

Arrival and Dismissal:

Students will be signed in by an adult upon arrival, and teachers will escort them from their general education classes to a designated holding area. At the end of the day, parents will pick up their children from a secure area with identification checks conducted by security personnel.

Section 13: Project Budget

See attached budget.

Section 14: Sustainability

Broadview Elementary School and North Lauderdale Elementary School 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: Broward CSD

Project Number: 060-2445C-5CS02

Program Name: Broadview ES/ North Lauderdale ES

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:

North Lauderdale Elementary School's afterschool program opens on 8/19/2024 and ends on 5/23/2025, serving ~~80 students~~. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program will begin operating 6/9/2025 and end 7/21/2025, serving 75 students. Program hours are 8:00am to 4:00pm, Monday through Friday, for 29 service days.

Broadview Elementary School's 21st CCLC after school program opens on 8/19/2024 and ends 5/19/2025 serving ~~80 students~~. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program opens on 6/9/2025 and ends 7/21/2025, serving 75 students. Program hours will be 8:00am to 4:00pm, Monday through Friday, with 29 service days.

North Lauderdale Elementary School's afterschool program opens on 8/19/2024 and ends on 5/23/2025, serving 75 students. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program will begin operating 6/9/2025 and end 7/21/2025, serving 75 students. Program hours are 8:00am to 4:00pm, Monday through Friday, for 29 service days.

Broadview Elementary School's 21st CCLC after school program opens on 8/19/2024 and ends 5/19/2025 serving 75 students. Program hours are 2:00pm to 5:00pm, Monday through Friday, for 161 service days. The summer program opens on 6/9/2025 and ends 7/21/2025, serving 75 students. Program hours will be 8:00am to 4:00pm, Monday through Friday, with 29 service days.

Original RFP Proposal

Broadview Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	75	3	161	$4.00	$ 144,900.00	$ 144,900.00
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	75	8	29	$6.00	$ 104,400.00	$ 104,400.00
w/ Transportation				$7.00	$ -	$ -
					$ 249,300.00	$ 249,300.00

N. Lauderdale Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	75	3	161	$4.00	$ 144,900.00	$ 144,900.00
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	75	8	29	$6.00	$ 104,400.00	$ 104,400.00
w/ Transportation				$7.00	$ -	$ -
					$ 249,300.00	$ 249,300.00

Total as per operations =	$ 498,600.00	$ 498,600.00
DOE 100A Budget Request =	$ 498,600.00	
Proportion =	100.00%	

Revised

Broadview Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	75	3	161	$4.00	$ 144,900.00	$ 144,900.00
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	75	8	29	$6.00	$ 104,400.00	$ 104,400.00
w/ Transportation				$7.00	$ -	$ -
					$ 249,300.00	$ 249,300.00

N. Lauderdale Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	75	3	161	$4.00	$ 144,900.00	$ 144,900.00
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	75	8	29	$6.00	$ 104,400.00	$ 104,400.00
w/ Transportation				$7.00	$ -	$ -
					$ 249,300.00	$ 249,300.00

Total as per operations =	$ 498,600.00	$ 498,600.00
DOE 100A Budget Request =	$ 498,600.00	**2024-25 Funding Amount**
Adjusted Proportion =	100.00%	

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2024-25 CENTER SITE PROFILE

Agency Name	Broward County School District		**Project Number**	060-2445C-5CS02	
Site Name	Broadview Elementary School			**Zip Code**	33068
Site Address:	1800 SW 62nd Avenue	**City**	North Lauderdale	**County**	Broward
Site Contact Name:		**Phone**	(754) 322-5540	**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**
Broadview Elementary School	PreK, K, 1, 2, 3, 4, 5	711	78.06%			75	75		
				TOTAL		**75**	**75**		

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						0

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/19/24	**End Date**	5/19/25	**Total Number of Service Days**		161
Non-service days	8/12/24, 8/13/24, 8/14/24, 8/15/24, 8/16/24, 8/23/24, 8/30/24, 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, 5/20/25, 5/21/25, 5/22/25, 5/23/25, 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	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	
Hours	3	3	3	3	3	15
Early Release Dates			**Total Service Days**		**Hours/Day**	

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

SUMMER SITE OPERATIONS							
Start Date	6/9/2025	**End Date**	07/21/2025	**Total Number of Service Days**			29
Non-service days	06/19/25, 07/04/25						
	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**	75

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

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2024-25 CENTER SITE PROFILE

Agency Name	Broward County School District		**Project Number**		
Site Name	North Lauderdale Elementary School			**Zip Code**	33068
Site Address:	17500 Kimberly Blvd.	**City**	North Lauderdale	**County**	Broward
Site Contact Name:		**Phone**	(754) 322-7440	**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**
North Lauderdale Elementary School	PreK, K, 1, 2, 3, 4, 5	689	77.5%			75	75		
				TOTAL		**75**	**75**		

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						0

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/19/24	**End Date**	5/19/25	**Total Number of Service Days**		161
Non-service days	8/12/24, 8/13/24, 8/14/24, 8/15/24, 8/16/24, 8/23/24, 8/30/24, 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, 5/20/25, 5/21/25, 5/22/25, 5/23/25, 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	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	
Hours	3	3	3	3	3	15
Early Release Dates			**Total Service Days**		**Hours/Day**	

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

SUMMER SITE OPERATIONS							
Start Date	6/9/2025	**End Date**	07/21/2025	**Total Number of Service Days**			29
Non-service days	06/19/25, 07/04/25						
	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**	75

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

Broadview Elementary School's 21st Century Afterschool Program

Daily Schedule

Time	Task	Instructions
2:00pm-2:15pm	**Transition/Sign-in**	Students report to Holding Area (West end of the cafeteria with their designated Para's at their designated tables) Students sign in and begin a Healthy Lifestyle: ➢ Wash hands ➢ Use restroom ➢ Distribution of name tags ➢ Prepare for Supper
2:15pm-2:50pm	**Supper**	Students eat supper at their designated tables. TA's will monitor students.
2:50pm-3:25pm	**Homework Help/Tutoring**	Students transition to classrooms. TA's and teachers will assist students with homework help and tutor. Those students without any homework will work on another activity.
3:25pm – 4:10pm	**Academic Time**	This time will be used to help remediate or enrich students in various subject areas.
4:10pm – 4:45 pm	**Personal Interest Choices**	Students will attend their assigned interest area for the quarter.
4:45pm-5:00pm	**Dismissal Procedures**	Clean Up and prepare for dismissal. Parent must sign students out. No child to walk alone.

Broadview Elementary School's 21st Century Afterschool Program

Daily SUMMER Schedule

8:00am-8:30am	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**
8:30am-9:30am	**Academic Enrichment: ELA, Math, Science, and Writing**				
10:00am-10:30am	**STEAM**	**STEAM**	**Physical Fitness**	**Math**	**Math**
10:30am-11:00am	**Physical Fitness**	**Physical Fitness**	**STEAM**	**Physical Fitness**	**Physical Fitness**
11:00am-11:30am	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
11:30am-12:30pm	Social Emotional Learning Activities	Healthy Lifestyles and Well- Rounded Edcuational Activities	Technology	Social Emotional Learning Activities	**Technology**
12:30pm-1:30pm	**PBL**	**PBL**	**PBL**	**PBL**	**PBL**
1:30pm-2:00 pm	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**
2:00pm-2:30pm	**Physical Activities**	**Physical Activities**	**Physical Activities**	**Physical Activities**	**Physical Activities**
2:30pm-3:00pm	**Character Ed**				
3:00pm-3:45pm	**Chess/Academic Well Rounded Educational games**				
3:45pm-4:00pm	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**

North Lauderdale Elementary School
21st Century Afterschool Program Daily Schedule

Time	Task	Instructions
2:00pm-2:15pm	**Transition/Sign-in**	Students report to Holding Area (West end of the cafeteria with their designated Para's at their designated tables) Students sign in and begin a Healthy Lifestyle: ➢ Wash hands ➢ Use restroom ➢ Distribution of name tags ➢ Prepare for Supper
2:15pm-2:50pm	**Supper**	Students eat supper at their designated tables. TA's will monitor students.
2:50pm-3:25pm	**Homework Help/Tutoring**	Students transition to classrooms. TA's and teachers will assist students with homework help and tutor. Those students without any homework will work on another activity.
3:25pm – 4:10pm	**Academic Time**	This time will be used to help remediate or enrich students in various subject areas.
4:10pm – 4:45 pm	**Personal Interest Choices**	Students will attend their assigned interest area for the quarter.
4:45pm-5:00pm	**Dismissal Procedures**	Clean Up and prepare for dismissal. Parent must sign students out. No child to walk alone.

21st Century SUMMER Program Daily Schedule

8:00am-8:30am	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**
8:30am-9:30am	**Academic Enrichment: ELA, Math, Science, and Writing**				
10:00am-10:30am	**STEAM**	**STEAM**	**Physical Fitness**	**Math**	**Math**
10:30am-11:00am	**Physical Fitness**	**Physical Fitness**	**STEAM**	**Physical Fitness**	**Physical Fitness**
11:00am-11:30am	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
11:30am-12:30pm	Social Emotional Learning Activities	Healthy Lifestyles and Well- Rounded Edcuational Activities	Technology	Social Emotional Learning Activities	**Technology**
12:30pm-1:30pm	**PBL**	**PBL**	**PBL**	**PBL**	**PBL**
1:30pm-2:00 pm	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**	**Well Rounded Educational games**
2:00pm-2:30pm	**Physical Activities**	**Physical Activities**	**Physical Activities**	**Physical Activities**	**Physical Activities**
2:30pm-3:00pm	**Character Ed**				
3:00pm-3:45pm	**Chess/Academic Well Rounded Educational games**				
3:45pm-4:00pm	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**

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

Agency Name: **Broward County School District**				**Program Name:** **Broadview Elementary and North Lauderdale Elementary**	
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*
Total Pediatric Care	*HBO*	*In-kind*	*Up to 14 free clinic visits for students without insurance, shadowing and career opportunities, support for the program.*	*Addresses health concerns, supports student health and academic participation, contributes to career development*	*Yes*
Pediatric Associates	*HBO*	*In-kind*	*Medical service information, participation in school events, distribution of health-related materials*	*Enhances community health awareness, supports overall well-being of students and families*	*Yes*
City of North Lauderdale	*CNT*	*In-kind, Funds, Transportation*	*Material support for events (performance stages, sound equipment, police and fire details, staff assistance), financial support for student programs, transportation for field trips, advertising the aviation portion of program*	*Supports school events, ensures student safety, enhances student opportunities through transportation and program advertising*	*Yes*
North Lauderdale Elementary (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*

Broadview Elementary (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.*	*No*

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.

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

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