Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT Broward County School District	**2 PROJECT NUMBER** 060-2445C-5CS01
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: $498,869.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $498,869.00	**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) **NEW RIVER MIDDLE SCHOOL - LAUDERDALE LAKES MIDDLE 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-5CS01

C) Total Funds Requested:

$498,869

DOE USE ONLY

Total Approved Project:

$498,869.00

D) Applicant Contact & Business Information

Contact Name: Sophia Smart Fiscal Contact Name: Jeffrey Whitney	Telephone Numbers: 754-321-3337 754-321-2080
Mailing Address: Before and After School Child Care 2301 NW 26th St. Fort Lauderdale, Florida 33311	E-mail Addresses: sophia.smart@browardschools.com jeffrey.whitney@browardschools.com
Physical/Facility Address: Before and After School Child Care 2301 NW 26th St. Fort Lauderdale, Florida 33311	UEI number: HN1YXDE1L556 FEIN number: F596000530174

CERTIFICATION

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

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

E) [signature] — Signature of Agency Head

Superintendent of Schools — Title

5/30/24 — Date

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

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

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

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

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

Certification:

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

The School Board of Broward County, Florida	060	Dr. Howard Hepburn
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

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

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

2024-25 21st CCLC Subrecipient Assurances

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

Program Operations

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

Academic Focus

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

Evidence-based Research

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

Supplement, Not Supplant

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

Facilities

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

Supplemental Meals

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

Students with Special Needs

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

Collaboration with Schools

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

Community Awareness

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

Property

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

Records Retention

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

Monitoring and Evaluation Activities

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

Student Safety

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

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

Suspension of the Grant

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

Financial Consequences

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

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

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

Agency Head or Authorized Agency Representative

Signature

Dr. Howard Hepburn
Printed name

Title **Superintendent of Schools**

Date

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

Email **superintendent@browardschools.com**

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

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

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

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

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

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

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

Lauderdale Lakes Middle School and New River Middle School have 250 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-5CS01

Program Name: Lauderdale Lakes MS-New River MS

Section 1: Project Abstract/Summary

New River Middle School's before care program operates from 8/19/2024 to 5/30/2025. Program hours are 7:30am to 8:30am, Monday through Friday, for 170 service days. The afterschool program operates from 8/19/2024 to 5/23/2025, serving 80 students. Program hours are 4:00pm to 6:00pm, Monday through Friday, for 165 service days. The summer program operates from 6/9/2025 to 7/21/2025, serving 80 students. Program hours are 8:30am to 4:00pm, Monday through Friday, for 29 service days.

Lauderdale Lakes Middle School 21st CCLC after school program operates from 8/19/2024 to 5/23/2025 serving 80 students. Program hours are 3:00pm to 6:00pm, Monday through Friday, for 165 service days. The summer program operates from 6/9/2025 to 7/21/2025, serving 75 students. Program hours are 9:00am to 4:00pm, Monday through Friday, with 29 service days.

Both programs serve students in grades 6 through 8 with the objective to increase student achievement. The goal of the programs are to (l) improve academic achievement in reading, math, and science, (2) increase motivation to learn and dedication to the educational process, (3) improve knowledge and application of visual and performing arts, (4) improve physical fitness and healthy behaviors, (5) enhance desires to pursue college and career, and (6) improve parenting skills and literacy among adult family members. By providing instruction, academic remediation, tutoring, homework assistance, and social emotional learning, we strive to help students succeed. Students practice their critical thinking skills through Project-Based Learning (PBL) which helps foster collaboration and real- world problem-solving skills. Students will engage in hands-on projects that connect academic concepts to practical applications, to meet the diverse needs of the students.

To encourage family involvement in students' education, regular family nights will be organized. These events will feature educational and recreational activities designed to build a supportive community and enhance the relationship between home and school. The programs will offer a comprehensive suite of services to parents, including educational workshops on parenting skills, financial literacy, adult education classes, and career development workshops. Family engagement activities such as family nights and parent-child events will strengthen bonds, while support services will connect parents with community resources and create parent support groups. A key priority of the program is to strengthen students' skills in math, science, and reading

through a focused core curriculum. This approach ensures that students build a solid foundation in these essential subjects, preparing them for future academic challenges.

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 make this group of seasoned leaders exceptional in supporting the schools.

Section 3: Evaluation of Community Needs

The School Board of Broward County conducted a comprehensive needs assessment using the most recent data from reliable sources (e.g., US Census, FLDOE, NCES) and surveys as well as meetings with students, parents, and school staff. Several meetings were held with the principal, administrators, teachers, and BCPS Grant Department. School personnel are provided with an overview of the 21st CCLC program requirements, and primary stakeholders (student, parents, and teachers) identified gaps and developed high-interest and engaging program ideas.

The following is from the U.S. Census (2022). The City of Fort Lauderdale is a moderately sized city with a rapidly growing population of 183,146; an increase of 0.29% since 2017. Broward County and The City of Fort Lauderdale are often thought to be high-income areas, but students attending New River Middle and residing in the surrounding area receive little tangible benefits from the wealth of the county. The growing population only exacerbates the devastating effects of poverty due to declining budgets and fewer resources per family. As per

the US Census Bureau (2022), low per capita income ($55,060) is further complicated with incredibly high rent, (As of May 2024, the average rent in nearby Miami, FL is $2,080 per month). This is 37% higher than the national average rent price of $1,516 per month, making Miami one of the most expensive cities in the US- According to apartments.com) and underscored with 18.5% of all families with children living in poverty, as well as 30.1% of female-headed households living in poverty (Census, 2022). New River Middle targets those students and families with the greatest need for out of school time, with 83.0% of the student body qualifying for free or reduced-price lunch (FLDOE, 2021). The majority of the targeted students reside in the low-income houses and apartments surrounding New River Middle.

The Florida Assessment Student Thinking (FAST-School Year 2022-2023) indicates that students attending New River Middle scored 41% below state average in reading and 41% in math. The students at the school are making far less academic progress than in the 2018-19 school year. According to the Subgroup Federal Index, underperforming subgroups are as follows: Black/African American 39%, English Language Learners 32%, Students with Disabilities 35%.

The program will be created to specifically address each identified need: (1) academic remediation/homework help to address student academic progress, (2) STEM to address science and math deficiencies, (3) career and college exploration to help promote matriculation, (4) health and physical education to address obesity rates and health outcomes, (5) arts and culture education to increase creative expression and enhance dedication to education and academic enhancement, (6) adult services to address educational levels and knowledge of parenting. There are few other out-of school programs in the area, and none offering this level of support.

The attendance of students who attend New River Middle School has a high volume of chronic absenteeism especially among the Black/African American students where 173 students make up 74.2% of the absenteeism displayed at the school. Students with disabilities have 20% of the population with chronic absenteeism accounting for 47 students, and 10% of the English Language Learner students also display chronic absenteeism. Providing quality programming geared at these students will encourage students to attend school regularly and on time.

Lauderdale Lakes Start below, the data below is from the school Improvement Plan (SIP) Plan.

School Grade:

*2022-2023: C

*2021-2022: C

*2019-2020: C

*2018-2019: C

*2017-2018: C

ELA Achievement:

*2023: 31% School, 53% District, 49% State

*2022: 30% School, 50% District, 54% State

*2021: 27% School

ELA Learning Gains:

*2023: 42%

*2022: 31%

ELA Lowest 25th Percentile:

*2023: 43%

*2022: 23%

Math Achievement:

*2023: 32% School, 56% District, 56% State

*2022: 27% School, 47% District, 36% State

*2021: 21% School

Math Learning Gains:

*2023: 48%

*2022: 16%

Math Lowest 25th Percentile:

*2023: 60%

*2022: 19%

Science Achievement:

*2023: 33% School, 50% District, 49% State

*2022: 37% School, 52% District, 53% State

*2021: 30% School

Social Studies Achievement:

*2023: 29% School, 67% District, 68% State

*2022: 46% School, 53% District, 68% State

*2021: 35% School

Middle School Acceleration:

*2023: 78% School, 70% District, 73% State

*2022: 78% School, 54% District, 49% State

*2021: 71% School

Graduation Rate:

*2022: 49% District, 49% State

College and Career Acceleration:

*2022: 70% District, 70% State

ELP Progress:

*2023: 28% School, 42% District, 40% State

*2022: 33% School, 74% District, 76% State

*2021: 25% School

Evaluation of the Community Needs for Lauderdale Lakes Middle School 21st Century Program/Objective Data Needs Assessment:

In accordance with ESEA Section 4205(b)(1)(A), Lauderdale Lakes Middle School 21st Century Program's design is based on a thorough assessment of objective data concerning the need for before and after-school programs in the Lauderdale Lakes Community. The needs assessment utilized quantitative and qualitative data from various sources to identify the overall need and the specific academic and personal enrichment areas of focus for students and families.

Quantitative Data Analysis: We reviewed Lauderdale Lakes Middle School's data in the following areas:

Assessments: Academic Achievement, Growth, and Participation: Lauderdale Lakes Middle has consistently received a "C" grade over the past several years. The 2021-2022 school year saw 31% of the students achieving ELA proficiency, 32% in Math, and 33% in science. These scores indicate significant gaps in academic achievement that the 21st Century program will address through a targeted core curriculum designed to strengthen foundational skills in these subjects. According to the Federal Index, underperforming subgroups are as follows: White 23%, Black/African American 39%, Hispanic 27%, English Language Learners 29%, Students with Disabilities 16%, Economically Disadvantaged 35%.

Discipline and attendance: High rates of absenteeism and suspensions are a concern. In the 2022-2023 school year, 263 students (grades 6-8) were absent 10% or more days, and 281 had one or more suspensions. The program aims to provide engaging and structured activities to improve student behavior and attendance, thereby reducing these rates. Students with Early Warning Indicators: A substantial number of students exhibit multiply early warning indicators. For example, 444 students in grades 6-8 have two or more indicators such as absenteeism, suspensions, or course failures. This underscores the need for comprehensive academic and behavioral support, which the program will provide through tailored interventions and enrichment activities.

Based on the School Improvement Plan (SIP), the program will include academic support aimed at improving proficiency in ELA, math, and science, addressing the school's consistent "C" grade and the significant gaps in

academic achievement highlighted by the needs assessment. Also, by offering engaging and structured activities, the program will reduce high absenteeism and suspension rates, providing a safe and supervised space for students that supports parents working. The program will also incorporate comprehensive academic and behavioral support through tailored interventions, addressing the multiple early warning indicators exhibited by many students. Furthermore, the program will offer various services for parents, including educational workshops, career support, and family engagement activities, fostering a holistic approach to improving the overall well-being and success of both students and their families.

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 attendin 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 narrativewill 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

Broward County Public Schools Food and Nutrition Services will be providing both programs with supper during the school year; they will provide breakfast and lunch during the summer.

New River Middle is excited to propose a partnership with Middle River Animal Hospital, The Right Salad, and Ambroise Design & Print to enhance our 21st Century Community Learning Centers (21st CCLC) before- and after- school programs. Our shared commitment to providing high-quality educational and enrichment

opportunities for students aligns perfectly with New River Middle and Broward County Public School's mission. Together, we can create a supportive environment that fosters academic success, personal growth, and community engagement.

With Middle River Animal Hospital (MRAH), a partner of the SEA Stars 21ST CCLC Program, our staff will facilitate a hands-on experience with animals understanding the steps to care for their pets when they are under the weather or injured. MRAH has committed to Cooroitating a presentation for students and families of New River Middle School during a parent night. This resource allows families to learn proper animal treatment and care and provide animal education services to those in our community.

The Right Salad Company's partnership is providing meals for parent nights and a series of classes for students to become informed about healthy eating and possible careers in culinary. The Right Salad Company will facilitate cooking classes for students in the Fall, Spring, and Summer.

Ambrosie Design & Print has committed to the SEA Stars program at New River Middle School by 21st Century Community Learning Centers, which will host a workshop that aligns to STEAM where students are taught the creative process of concept to product. This will be a four-part series that will lead to a physical product of the choice from a product menu.

Lauderdale Lakes Middle School has established partnerships with several key organizations, including Women in Distress, Gang Alternative LLC, New Revelation Christian Church, Children's Service Council, and the BCPS Equity, Diversity and School Climate. Gang Alternative LLC conducts annual workshops for parents covering topics such as Digital Boundaries, Healthy Relationships, Teen Dating, and preventative measures for drug use and violence, all presented through the medium of hip-hop. These workshops are highly anticipated by parents. Women in Distress also provides annual workshops that are eagerly awaited by parents. Counseling workshops for parents and students, alongside life skills and wellness (LSW) activities, are also available along with refreshments for our program. New Revelation Christian Church and Children's Service Council have collaborated with Lauderdale Lakes Middle to provide an annual turkey and groceries giveaway for parents within the Lauderdale Lakes Community. The BCPS Equity, Diversity, and School Climate department offers assistance to at-risk students, with a dedicated ambassador visiting Lauderdale Lakes weekly to provide services to students in small group settings. Currently, the program is focusing on working with peer counseling classes, aiming to support them in managing stress, reducing anxiety, and fostering a sense of peace and calm. The ongoing meetups serve as a platform for school and community stakeholders to engage with students and parents after school hours, offering opportunities and resources to address the mental health needs of young individuals. Furthermore, plans are underway to collaborate with Coastal Wealth Group to deliver workshops on budgeting and to educate parents about college and career readiness for their children. Following a successful workshop conducted by Coastal Wealth Group in previous years, there has been significant interest from parents, teachers, and students to have more of these workshops, as evidenced by positive feedback from surveys.

Lastly, Florida International University has partnered Lauderdale Lakes Middle School to offer a college credit course to eligible 8th grade students based on the Postsecondary Education Readiness Test (P.E.R.T). The course, called College for Success, is part of a dual enrollment program aimed at improving students' learning

and success. It provides engaged learning experiences through meaningful and strategic programming and services, with the goal of facilitating successful transitions between undergraduate and graduate education.

Lauderdale Lakes Middle School has developed a comprehensive plan to increase family and community engagement, aligning with LLMS' vision and goals.

(1) Raising Awareness about the Power of Family and Community InvolvementWorkshops and Seminars: Host events to educate parents and community members about the positive impact of their involvement on student success. Awareness Campaigns: Utilize newsletters, social media, and school websites to share success stories, statistics, and research on the benefits of family and community engagement.

(2) Taking Action to Cultivate Involvement through Specific Programs and PracticesVolunteer Programs: Establish diverse volunteering opportunities for parents and community members to support school activities, from classroom assistance to extracurricular events.

*Parent-Teacher Associations (PTAs): Strengthen PTAs to serve as a bridge between families and the school, organizing events, and providing feedback to school administration.

*Family Engagement Programs: Develop programs that involve families in learning activities, such as family reading nights, math games, or science fairs.

(3) Celebrating Success/Increased Involvement and Its Impact

*Recognition Events: Hold annual or bi-annual events to recognize and celebrate the contributions of families and community members.

*Success Stories: Share stories of successful family and community involvement through newsletters, social media, and local media outlets.

*Awards and Certificates: Create awards or certificates to acknowledge outstanding contributions by parents and community members.

(4) Welcoming All Families into the School Community

*Inclusive Policies: Ensure school policies are inclusive and welcoming to families from diverse backgrounds, including non-traditional family structures and different cultural or linguistic groups.

*Orientation Programs: Offer orientation sessions for new families to help them understand the school culture, resources, and ways to get involved.

*Multilingual Communication: Provide information and communications in multiple languages to accommodate non- English-speaking families.

(5) Communicating Effectively

*Regular Updates: Use multiple channels (emails, social media, school apps, printed newsletters) to keep families informed about school events, policies, and opportunities for involvement.

*Feedback Mechanisms: Implement regular surveys and feedback sessions to understand the needs and concerns of families and respond to them promptly.

*Two-Way Communication: Encourage open dialogue between families and the school through forums, Q&A sessions, and regular meetings.

(6) Supporting Student Success

*Academic Workshops: Provide workshops for parents on how to support their children's learning at home, covering topics like homework help, reading strategies, and technology use.

*Resource Centers: Create family resource centers within the school where parents can access educational materials, computers, and support from staff.

*Mentorship Programs: Develop mentorship programs where community members can support students academically and personally, offering guidance and encouragement.

(7) Collaborating with Community

*Partnerships with Local Organizations: Build partnerships with local businesses, non-profits, and other community organizations to support school programs and provide additional resources.

*Community Events: Host community events at the school to foster a sense of belonging and to create opportunities for families and community members to connect.

*Service-Learning Projects: Engage students in service-learning projects that involve families and community members, promoting collaboration and civic responsibility.

*Implementing this structured approach can create a more inclusive, supportive, and engaged school community, benefiting students, families, and the broader community alike.

*Combining and coordinating federal, state, and local funds effectively requires a strategic approach to ensure the most efficient use of public resources at LLMS. Here’s a detailed plan on how to achieve this:

Combining and Coordinating Funds for Effective Use

(1) Identify Funding Sources and Objectives

*Federal Funds: Examples include Title I, 21st Century Community Learning Centers (CCLC), and other grants focused on enhancing educational outcomes and supporting out-of-school time activities.

*State Funds: These could include state-specific grants for after-school programs, education improvement initiatives, and support for low-income students.

*Local Funds: Local funding sources may come from school district budgets, municipal grants, and community organization contributions.

(2) Develop a Unified Funding Strategy

*Needs Assessment: Conduct a thorough needs assessment to identify areas where additional resources are required and determine how each funding source can address these needs.

*Integrated Budgeting: Create an integrated budget that outlines how each source of funding will be used to support various programs and activities. Ensure that this budget aligns with the objectives of each funding source.

(3) Program Coordination

*Grant Alignment: Align the goals and objectives of different grants to ensure they complement each other and avoid duplication of efforts. For instance, if both federal and state grants support after-school tutoring, coordinate to enhance the program rather than running parallel initiatives.

*Central Coordination Team: Establish a team responsible for overseeing the coordination of funds and programs. This team should include representatives from school administration, program coordinators, and financial officers.

Ensuring Effective Use and Compliance (1)Separate Fund Allocation and Recording

*Distinct Budget Codes: Assign distinct budget codes for each funding source to track expenditures accurately. This ensures compliance with reporting requirements and facilitates easy auditing.

*Spending Plans: Develop detailed spending plans for each funding source, specifying how funds will be allocated across various activities. Ensure that these plans meet the participation requirements and objectives of each grant.

(2) Monitoring and Reporting

*Regular Monitoring: Implement a system for regular monitoring of fund usage. This includes monthly or quarterly reviews of expenditures against the budget to ensure funds are being used as planned.

*Compliance Checks: Conduct periodic compliance checks to ensure all activities and expenditures meet the requirements of the funding sources. This can be done through internal audits or by an external auditor.

Coordination with Other Programs

(1) Collaborative Planning

*Stakeholder Meetings: Organize regular meetings with stakeholders, including program coordinators, teachers, parents, and community partners, to coordinate activities and ensure alignment of goals.

*Shared Resources: Where possible, share resources such as facilities, materials, and staff between different programs to maximize efficiency and impact.

(1) Data and Reporting Systems

*Unified Data Systems: Use a unified data management system to track student participation, program outcomes, and financial expenditures. This ensures that data from various funding sources are consolidated for comprehensive reporting.

*Transparent Reporting: Prepare transparent and detailed reports for each funding source, highlighting how funds were used and the outcomes achieved. Share these reports with stakeholders and funders to demonstrate accountability.

Example Scenario

(1) Federal Funds (21st CCLC Grant)

* Objective: Provide academic enrichment opportunities during after-school hours.

* Allocation: Funding for tutoring programs, STEM activities, and enrichment clubs.

* Tracking: Use a specific budget code for 21st CCLC activities and track participation and outcomes separately.

* State Funds (State After-School Program Grant)

* Objective: Support after-school programs that enhance student learning and well-being.

* Allocation: Funding for arts and music programs, physical activities, and nutrition education.

* Tracking: Separate budget code for state-funded activities, with distinct spending plans and outcomes tracking.

* Local Funds (School District Budget and Community Contributions)

* Objective: Enhance overall student engagement and community involvement.

* Allocation: Funding for family engagement events, community service projects, and volunteer coordination.

* Tracking: Local funds are tracked separately, with clear documentation of expenditures and activities.

By implementing these strategies, the school can ensure that federal, state, and local funds are effectively combined and coordinated, maximizing the impact on student success and community involvement while maintaining compliance with all funding requirements.

Section 6: Target Population, Recruitment and Retention

This Broward County School Board's 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. Ongoing evaluation is conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps and between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The evaluation process provides a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. The school district has committed to providing necessary data on active 21st CCLC students, including attendance, behavior, grades, and other data to support this program. A summative report will be developed at

the end of year on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. The summative report includes all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; student and parent satisfaction surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement are based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

Data Points/Objectives

The process for sharing evaluation findings is an integral part of the evaluation plan, as it represents the primary method for using results to refine, improve, and strengthen program outcomes. Distribution occurs at three levels: (1) administrators, (2) staff members, and (3) stakeholders. The program facilitators will conduct at least one site visit per month, provide an interim written report to help strengthen specific activities, and complete quarterly data chats with center coordinators. In addition to written reports, on-site debriefings and trainings may be provided to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross- training, and support. In all instances, the program facilitator is fully engaged in assisting with implementation of changes to strengthen the program. Finally, evaluations are provided to all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

Continuous Program Improvement

The evaluation process includes all elements of the required reporting deliverables related to evaluation, including quarter reviews, end-of-year/summative reporting, stakeholder survey data, and data required for submission to the federal reporting system used by the U.S. Department of Education. The program and the leadership team are committed to submitting all required data as instructed and through the system developed by these entities. Center Coordinators work hard to provide the program facilitators and data research assistant with all of the data required for the evaluations. To that end, all evaluation activities are scheduled at specific times during the year. The data is sent to the 21st CCLC Leadership Team who is solely responsible for retrieving all data including assessments, report cards, and attendance. Data is maintained in an electronic database management program. The 21st CCLC Administrator oversees timely outcome measurement and effective use of tools, ensuring ongoing analysis of results as a means to maintain or improve quality.

Eligible students will be identified through collaboration with Lauderdale Lakes Middle School's administration, teachers, and support staff. The needs assessment will include a review of academic records, attendance records, and referrals from teachers and counselors. Outreach efforts will include informational sessions for parents and students, distribution of flyers and brochures, and announcements through the school's communication channels.

**Strategies to Encourage Regular Participation

To encourage regular participation and long-term engagement, the program will implement the following strategies:

*Structured Daily Schedule Develop a consistent and engaging daily schedule that includes a mix of academic support, enrichment activities, and recreational time. This structure will help students understand the importance of attending each day to benefit fully from the program.

*Incentive Programs Create an incentive program to reward regular attendance and participation. This could include recognition awards, certificates, and small prizes for students who meet attendance goals.

*Personalized Support Provide personalized academic and social-emotional support to address the individual needs of students, making the program a valuable and supportive resource for their overall development.

*Family Engagement Actively involve parents and guardians in the program through regular communication, workshops, and family events. Engaging families will help create a supportive home

environment that encourages students to attend regularly.

**Engagement of Adult Family Members

To ensure that adult family members are engaged and supportive of their children's participation, the program will implement the following strategies:

*Regular Communication Maintain regular communication with families through newsletters, emails, and parent meetings to keep them informed about program activities, student progress, and upcoming events.

*Workshops and Training Offer workshops and training sessions for parents on topics such as supporting academic success, effective parenting strategies, and understanding adolescent development. These sessions will be designed to empower parents with the knowledge and skills to support their children's education.

*Family Events Organize family events, such as open houses, family nights, and cultural celebrations, to foster a sense of community and encourage family involvement in the program.

*Feedback Mechanisms Establish feedback mechanisms, such as surveys and suggestion boxes, to gather input from parents and guardians on how the program can better meet the needs of their children and families. This feedback will be used to continuously improve the program

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:

1. Initial Setup:

Training program staff on EZ Reports data collection methods for state requirements

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

b. Monthly certification of student essential records enrollment, activities, and attendance records.

c. Monthly update of teachers' names entered for every new student enrolled in grades 6-8. This information will be used to populate the distribution for the Teacher Surveys at the end of the year. Child Abuse & Neglect PR and Youth Mental Health First Aid Recruitment and Retention Collaborative lesson planning for core content areas and project-based learning unit. Site-Coordinator quarterly trainings.

2. Students will complete initial baseline assessment for F.A.S.T.-1 for ELA and Math. Our 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.

Ongoing Monitoring

*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).

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

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

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

*Conduct program surveys at Parent Night meetings.

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

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

*Site-Coordinator quarterly trainings.

Final Evaluation:

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

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

*Analyze data and compile a comprehensive evaluation report.

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

*End of the year student and parent program survey.

*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 SEA Stars (Students Evolving Academically)- New River Middle /Lauderdale Lakes Middle School's 21st CCLC Program will develop students' skills by providing before school and after school programs. The cornerstone of the 21st CCLC SEA Stars Program will be provision of extensive science, technology, Engineering, Art, and Math (STEAM) activities. B.E.S.T State Standards will guide activities and literacy practice will occur as part of the daily routine. Daily homework assistance and intensive one-on-one and small group tutoring will occur. Most New River Middle students' families lack the financial or transportation resources to participate in private enrichment classes or activities. To expose our students to the benefits of developing a lifelong appreciation for recreational fitness and sports health and wellness programing will also occur. The New River Middle /Lauderdale Lakes Middle School's 21st CCLC Program complements the School Improvement Plan by focusing on increasing math, wellness, family nights, and technology competencies. The lessons and experiences promote positive youth development and help students make gains on state high-stake assessments. The proposed New River Middle/Lauderdale Lakes Middle School's 21st CCLC Program strategies and learning opportunities provide a variety of engaging academic and enrichment activities that provide innovative and unique learning activities which differ from the curriculum of the regular school day.

Homework Assistance and Intensive Tutoring- Students will have structured homework time at the beginning of each program day. Program instructors will be on hand to assist and will also note areas of academic challenge for specific students. Tutors will be trained to assist students with math and literacy topics utilizing Teacher Created Materials Math and Reading Intervention Kits. These kits equip teachers and volunteer tutors with lessons, pacing plans, vocabulary activities, diagnostic tests, and differentiation strategies materials for flexible, engaging one-on- one and small group tutoring sessions. Kits include fun reading and math board games to help make students' experiences different from classroom learning. Materials are also aligned for FLDOE and B.E.S.T State Standards.

Tutoring services at New River Middle/Lauderdale Lakes Middle School's 21st CCLC Program will maintain district's best practices for effective tutoring programs. The program coordinator will monitor student access to tutoring to ensure consistent attention, while the intervention kits will ensure instructors are organized and equipped with effective approaches to learning. Student progress will be monitored through ongoing communication with classroom teachers and use of assessments. (Bixby, et al, 2011)

STEAM Rotations - Students will rotate through STEAM classes and participate in enrichment and wellness class each week. This STEAM program design focus will expose students to career options, enrichment, math, science (Marine focus), technology, and out of the box thinking. These components will increase utilization of critical thinking and skill building to meet the crucial needs of New River Middle/Lauderdale Lakes Middle School students. Science - The science "Generation Genius" rotation will be taught through on-line learning, hands on projects and demonstrations, and through use of research-based curricula. Science activities will teach the scientific method while introducing students to a diversity of science fields and subjects.

Science and Technology Concepts (STC) Curricula and Kits were developed by the Smithsonian Institution's National Science Resources Center. Practice based instruction focusing on life, earth, and physical science, technology, engineering and math. Kits contain a comprehensive teacher's guide, class supplies, student investigation books, and online teacher and student resources. Materials to embed literacy practice into the

science lesson are available for each unit. Teachers are supported with explicit instructions and materials for every step of the unit. Use of the curricular materials paired with experiment kits prompts researched-based learning. Students are lead through processes of asking questions and defining problems, developing and using models, planning and carrying out experiments, analyzing and interpreting data, using math, technology, and computational thinking, and constructing and communicating arguments based on evidence. (Slavin, et al, 2012)

Learning.com is a supplemental online curriculum that teaches key concepts in life science, Earth and space science, and physical science, while reinforcing skills across other core subjects. Multisensory experiences - visual, auditory, and interactive - paired with quizzes and journaling exercises keep students interested and engaged with their learning. The program is aligned with the Common Core and provides feedback for instructors following each session that students complete.

KidsGardening.org Helping Young Minds Grow (https://kidsg ardening.org/resource-library/) free online lessons will be utilized to teach hands-on biology topics. Students will utilize the scientific method to learn about soil, plants, flowers and seeds, water and life cycles, and more. Through partnership with the City of Fort Lauderdale Landscaping Division, 21st CCLC SEA Stars Program will receive technical assistance for the gardening club, specifically in terms of the annual growing calendar and how to deal with common garden pests and other challenges. Exciting presentations acknowledge student interests and builds on what they know while engaging them in the practical side of science, a process proven to ignite student science learning. (National Research Council, 2011)

Technology - Students will have daily access to technology resources in the 21st CCLC program "TechnoKids" rotation as they progress through a structured technology curriculum, utilize online learning software for academic practice, and complete research and media projects using Microsoft applications. In the TechnoKids rotation, students will utilize the Learning.com EasyTech curriculum to gain basic technological literacy from mouse basics and keyboarding to word processing and web design. EasyTech is an online program that merges technology training and instruction in core curricular areas. The curriculum includes activities, lessons, practices, and discussions designed to allow elementary educators to integrate technology into such subject areas as language arts, math, science, and social studies. The instruction aligns with ISTE's National Educational Technology Standards and reinforces national math and language arts standards. EasyTech encourages higher-order thinking, problem solving, communication, and collaboration.

Engineering - The engineering "Masterminds" rotation will involve hands on projects to stimulate logic and creative thinking and structured lesson plans. An additional component of this rotation will be career research and speakers to help de-mystify the engineering field as it relates to future areas of study and job opportunities. Engineering is Everywhere (EiE - Musuem of Science) is a research-based, standards-driven, classroom tested curriculum that helps children understand the human-made world around them.

Section 10: Staffing, Volunteers and Professional Learning

New River Middle and Lauderdale Lakes Middle School are committed to recruiting, selecting, inducting, and retaining highly effective teachers, recognizing that high-performing educators are the school's most important asset. In order to drive this theme of excellence, faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community.

New River Middle and Lauderdale Lakes Middle School will provide procedural guidelines and the support needed that enhances the likelihood of recruiting highly effective staff. Comprehensive recruitment is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants. 21st CCLC teachers and program instructors are trained on all elements of the grant including the funding priorities and the provision of Project Based Learning (PBL) and enrichment activities in culturally appropriate ways. Staff will gain a sound understanding of the program design, need, and effective teaching methodology of the 21st CCLC program, and the measurable objectives and activities to be offered to the youth and their adult family members to ensure that the offerings address community needs. Curriculum experts and other project based learning activities will be scheduled to train the teachers and program staff in all elements of the service delivery model.

Professional Development for the 21st CCLC teachers and program staff is offered on a wide variety of program-based subjects. Appropriate 21st CCLC staff will attend the FLDOE statewide training for 21st CCLC recipients in September 2024, including the project director and one program staff. Staff also routinely attend the 21st CCLC Florida After School Alliance (FASA) State Conference. All 21st CCLC staff will meet all of the required certification requirements and possess all of the necessary licenses required by the School District and 21st CCLC. As part of the evaluation process, the program will use self-report surveys and observations to examine professional development satisfaction and overall impacts. Meetings will be conducted quarterly to identify priorities in training needs and ensure professional development activities are completed successfully. The 21st CCLC Administrator will ensure all meetings and activities are completed. Professional development activities will be documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories.

Additionally, related afterschool professional development resources and best practices will be circulated among all 21st CCLC teachers and staff. This program commits to sending one program staff and one administrative staff to the statewide FLDOE training in September 2024. Information from the training will be disseminated among the rest of the program staff through monthly staff meetings.

Section 11: Facilities

Schools will 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 auditorium and computer lab, will be available as needed. Classrooms will be used for academic enrichment, project-based learning, and personal enrichment activities. Students will engage in physical enrichment activities, such as LIST RELEVANT ACTIVITIES, in the gymnasium and outdoor areas. Snacks and supper will be provided to students in the cafeteria.

Section 12: Safety and Student Transportation

The safety of students and their families participating in the 21st CCLC program is of the highest priority to BCPS. To address safety, BCPS will follow the policies and procedures enforced during the regular school day. Documentation of fire drills, emergency drills, and behavioral issues will follow district's standard protocol as required. All hired staff will complete a level 2 background screening, complying with all aspects of the Jessica Lunsford Act, prior to commencing employment. Student safety will be maintained during on and offsite

activities by following BASCC safety protocol. Staff will follow designated student ratios and secure the school with a single point of entry monitored by a security guard. Parents will have a designated phone number to call in case of emergency or contact. Staff will have two-way radios available for every cohort of students. Equipment for physical fitness will be monitored for defects.

Travel to the site is not necessary as New River Middle and Lauderdale Lakes Middle is the actual site of programming ensuring safe accessibility to the program's services. Once the regular school day ends, participants will meet in a designated, secure area of the school (e.g., classrooms or cafeteria) where attendance is taken. Transitions between programming will be monitored by program staff trained in afterschool classroom management. At the end of programming, students will be released to their parents, allowed to walk home with parental consent, or transported home via district transportation. The method of dismissal will be indicated on student enrollment applications. The BCPS Bus Transportation Department will provide transportation from the school sites to homes daily and during the summer school component. All drivers will participate in district transportation training and will have current CDL licenses on file at the district office. Parents/guardians choosing to pick-up early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pick-up will not be allowed to remove a student under any circumstance.

Student safety will be maintained during all off-site activities by meeting the field trip ratio criteria of 15:1 students to teachers; requiring parent permission; and completing head counts before, during, and after trips and during any unexpected stops in which students disembark the bus. All services will be provided at the targeted public schools making them compliant with the Americans with Disabilities Act (ADA) and a familiar environment for students.

Section 13: Project Budget

See attached budget.

Section 14: Sustainability

Lauderdale Lakes Middle School and New River Middle 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 provide valuable educational and enrichment opportunities for students.

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

Agency Name: BROWARD CSD Project Number: 060-244C-5CS01

Program Name: NEW RIVER MIDDLE SCHOOL - LAUDERDALE LAKES MIDDLE SCHOOL

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:

Section 10: Staffing, Volunteers and Professional Learning

- Provide a staffing structure that would adequately meet the ratios in the site profile worksheet
- Provide a staffing structure that would allow the implementation of a 21st CCLC program with fidelity and goes above and beyond a basic afterschool program?
- Include robust qualifications and duties of the Instructional Facilitator/Program Director.
- Include applicant plans to use volunteers in activities carried out through the 21st CCLC program, the applicant describes how it would encourage and use appropriately qualified persons to serve as the volunteers?
- Name and describe the proposed trainings for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities described. Specify the elements that will be addressed of the 21st CCLC service delivery model.

Section 11: Facilities

- Include where the facility is located in relation to the students' schools and their homes?
- Include how students and their adult family members can access the facility(ies)?

Section 14: Sustainability

- Describe the preliminary plan and what strategies are in place to develop continued support after the funding ends.
- Describe the proposed members of the advisory board and the methods they will use to implement the sustainability plan.
- Describe the frequency of the advisory board meetings.

Original RFP Proposal

New River Middle

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School	40	1	170	$2.00	$ 13,600.00	$ 13,600.00
Afterschool	60	2	165	$4.00	$ 79,200.00	$ 79,200.00
w/ Transportation	20	2	165	$5.00	$ 33,000.00	$ 33,000.00
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer	60	7.5	29	$6.00	$ 78,300.00	$ 78,300.00
w/ Transportation	20	7.5	29	$7.00	$ 30,450.00	$ 30,450.00
					$ 234,550.00	$ 234,550.00

Lauderdale Lakes Middle

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	60	3	165	$4.00	$ 118,800.00	$ 118,800.00
w/ Transportation	20	3	165	$5.00	$ 49,500.00	$ 49,500.00
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer	52	7	29	$6.00	$ 63,336.00	$ 63,336.00
w/ Transportation	23	7	29	$7.00	$ 32,683.00	$ 32,683.00
					$ 264,319.00	$ 264,319.00

Total as per operations =	$ 498,869.00	$ 498,869.00
DOE 100A Budget Request =	$ 498,869.00	
Proportion =	100.00%	

Revised

Site #1 Name

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School	40	1	170	$2.00	$ 13,600.00	$ 13,600.00
Afterschool	60	2	165	$4.00	$ 79,200.00	$ 79,200.00
w/ Transportation	20	2	165	$5.00	$ 33,000.00	$ 33,000.00
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer	60	7.5	29	$6.00	$ 78,300.00	$ 78,300.00
w/ Transportation	20	7.5	29	$7.00	$ 30,450.00	$ 30,450.00
					$ 234,550.00	$ 234,550.00

Site #2 Name

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				$2.00	$ -	$ -
Afterschool	60	3	165	$4.00	$ 118,800.00	$ 118,800.00
w/ Transportation	20	3	165	$5.00	$ 49,500.00	$ 49,500.00
Early Release				$4.00	$ -	$ -
Weekends				$4.00	$ -	$ -
w/ Transportation				$5.00	$ -	$ -
Holidays/School Breaks				$6.00	$ -	$ -
w/ Transportation				$7.00	$ -	$ -
Summer	52	7	29	$6.00	$ 63,336.00	$ 63,336.00
w/ Transportation	23	7	29	$7.00	$ 32,683.00	$ 32,683.00
					$ 264,319.00	$ 264,319.00

Total as per operations =	$ 498,869.00	$ 498,869.00
DOE 100A Budget Request =	$ 498,869.00	**2024-25 Funding Amount**
Adjusted Proportion =	100.00%	

FLORIDA DEPARTMENT OF EDUCATION
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2024-2025 SITE PROFILE

Agency Name	Broward County School District		**Project Number**	060-2445C-5CS01	
Site Name	New River Middle School			**Zip Code**	33020
Site Address:	3100 Riverland Rd.	**City**	Fort Lauderdale	**County**	Broward
Site Contact Name:		**Phone**	(754) 323-3600	**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**
New River Middle School	6,7,8	1630	58.1%	6,7,8	40	80	80		
				TOTAL	**40**	**80**	**80**		

BEFORE SCHOOL SITE OPERATIONS						
Start Date	8/20/24	**End Date**	5/30/25	**Total Number of Service Days**		170
Non-service days	8/12/24, 8/13/24, 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/22/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 12/20/24, 12/23/24, 12/24/25, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/25, 2/14/25, 2/17/25, 3/21/25, 3/24/25, 3/25/25, 3/26/25, 3/27/25, 3/28/25, 3/31/25, 4/18/25, 5/26/25, 5/30/25, 6/2/25, 6/3/25					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of Before School services per typical week.**
Start Time	7:30 AM	7:30 AM	7:30 AM	7:30 AM	7:30 AM	
End Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	
Hours	1	1	1	1	1	5

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/19/24	**End Date**	5/23/25	**Total Number of Service Days**		165
Non-service days	8/12/24, 8/13/24, 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/22/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 12/20/24, 12/23/24, 12/24/25, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/25, 2/14/25, 2/17/25, 3/21/25, 3/24/25, 3/25/25, 3/26/25, 3/27/25, 3/28/25, 3/31/25, 4/18/25, 5/26/25, 5/27/25, 5/28/25, 5/29/25, 5/30/25, 6/2/25, 6/3/25					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	
Hours	2	2	2	2	2	10
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	6/9/25	**End Date**	7/21/25	**Total Number of Service Days**			29
Non-service days	6/19/25, 7/4/25						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Total hours of Summer services per typical week.**
Start Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM		
End Time	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM		
Hours	7.5	7.5	7.5	7.5	7.5		37.5

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

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

FLORIDA DEPARTMENT OF EDUCATION
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2024-25 CENTER SITE PROFILE

Agency Name	Broward County School District		**Project Number**	060-2445C-5CS01	
Site Name	Lauderdale Lakes Middle School			**Zip Code**	33309
Site Address:	3911 NW 30th Ave	**City**	Lauderdale Lakes	**County**	Broward
Site Contact Name:		**Phone**	(754) 322-3500	**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**
Lauderdale Lakes Middle School	6,7,8	881	66.97%	6,7,8		80	75		
				TOTAL		**80**	**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	8/20/24	**End Date**	5/23/25	**Total Number of Service Days**		165
Non-service days	8/12/24, 8/13/24, 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/22/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 12/20/24, 12/23/24, 12/24/25, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/25, 2/14/25, 2/17/25, 3/21/25, 3/24/25, 3/25/25, 3/26/25, 3/27/25, 3/28/25, 3/31/25, 4/18/25, 5/26/25, 5/27/25, 5/28/25, 5/29/25, 5/30/25, 6/2/25, 6/3/25					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 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		0	**Hours**		0

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	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM		
End Time	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM		
Hours	7	7	7	7	7		35

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

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

FLORIDA DEPARTMENT OF
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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

Lauderdale Lakes Middle School

New River

21st Century Community Learning Center

Summer Program

Monday-Thursday	Monday	Tuesday	Wednesday	Thursday
9:00-9:30	Breakfast and attendance	Breakfast and attendance	Breakfast and attendance	Breakfast and attendance
9:30-12:30	Academic enrichment and PBL activities	Academic enrichment and PBL activities	Academic enrichment and PBL activities	Academic enrichment and PBL activities
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-4:00	Extended PBL education, STEM programming, and enrichment activities	Extended PBL education, STEM programming, and enrichment activities	Extended PBL education, STEM programming, and enrichment activities	Extended PBL education, STEM programming, and enrichment activities

New River Middle School
21st Century Community Learning Center
AFTERS CHOOL PROGRAM

MONDAY-THURSDAY	Monday	Tuesday	Wednesday	Thursday	Friday
4:00- 4:10	Sign-In	Sign-In	Sign-In	Sign-In	Sign-In
4:10-4:35	Dinner	Dinner	Dinner	Dinner	Dinner
4:35-5:00	Homework Academic Enrichment Remediation	Homework Academic Enrichment Remediation	Homework Academic Enrichment Remediation	Homework Academic Enrichment Remediation	Homework Academic Enrichment Remediation
5:00-5:50	1. Marathon Training-Couch to 5k 2. Math 3. Science	1. Write Brain 2. Technology	1. Math 2. Gardening 3. STEAM	1. Marathon Training-Couch to 5k 2. Write Brain 3. Technology	Fantastic Friday Group Activity
5:50- 6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Lauderdale Lakes Middle School

21st Century Community Learning Center

After School Program

Monday-Thursday	Monday	Tuesday	Wednesday	Thursday
3:00-3:30	Attendance check-in and snack	Attendance check-in and snack	Attendance check-in and snack	Attendance check-in and snack
3:30-5:00	Homework, tutoring, and academic remediation	Homework, tutoring, and academic remediation	Homework, tutoring, and academic remediation	Homework, tutoring, and academic remediation
5:00-5:30	Dinner	Dinner	Dinner	Dinner
5:30-6:00	PBL activities; Dance, art, character education, or topical sessions	PBL activities; Dance, art, character education, or topical sessions	PBL activities; Dance, art, character education, or topical sessions	PBL activities; Dance, art, character education, or topical sessions
6:00	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal

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

Agency Name: **Broward County School District**			**Program Name:** **New River Middle and Lauderdale Lakes Middle**		
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*
Middle River Animal Hospital	*CBO*	*In-kind*	*Partner will provide two class sessions (Fall and Spring) on real-world concepts about animal care and wellness.*	*Character Education* *85% of regularly participating students will increase their life skills*	*Yes*
The Right Salad	*FPO*	*In-kind*	*Partner will provide meals for three parent nights and host a cooking class for students during the fall, spring, and summer session.*	*Character Education* *85% of regularly participating students will increase their life skills*	*Yes*
Ambrosie Design & Print	*FPO*	*In-kind*	*Partner will facilitate a four-part series on product design with a showcase at a parent night.*	*Character Education* *85% of regularly participating students will increase their life skills.*	*Yes*
The Legal Connection	*FPO*	*In-Kind*	*Partner will provide snacks and other food related items during fall, spring, and summer session*	*The goal of this partnership is to provide incentives, food and other related items as needed to support student retention and engagement*	*Yes*
Publix	*FPO*	*In-Kind*	*Partner will provide snacks and other food related items during fall, spring, and summer session.*	*The goal of this partner ship is to provide food to parent and family night events as it aligns with Family Engagement.*	*Yes*

New River Middle School (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*
Lauderdale Lakes Middle School (Principal)	*SD*	*In-Kind*	*Principal will provide guidance and support to all aspects of the program.*	*The goal of this partnership is to align the daytime school with the afterschool program.*	*Yes*

Instructions

(Please do not submit instructions)

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

Organization Type: Use the appropriate acronym:

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

Contribution Type: Select the one that best applies

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

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

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

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

Established 1915
BROWARD
County Public Schools

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

The School Board of Broward County, Florida

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Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 21, 2024

To Whom it may concern:

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

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

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

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

Sincerely,

Mary Mulder, Executive Director
Food and Nutrition Services

MM:mf

Cc:

Established 1915
BROWARD
County Public Schools

New River Middle School
Lezondra Harris, Principal
3100 Riverland Road
Fort Lauderdale, Florida 33312
phone: 754-323-3600 • fax: 754-323-3685
lharris@browardschools.com
www.browardschools.com/newriver

The School Board of Broward County, Florida

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Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 23, 2024

To whom it may concern:

As principal of New River Middle School, it is my pleasure to write this letter supporting the continued work of 21st Century Community Learning Center in Broward Middle Schools. The resources provided under this grant will give our students access to an extended learning opportunity that will promote their academic growth and enhance their development of resiliency skills.

As principal, I can assure you that you will have my support and the support of my staff to implement with fidelity the initiatives proposed within the Browards grant narrative.

New River Middle will provide access to our facilities, access to our technology/equipment and designate space for parent events that may be required to make the program a success.

Thank you for the opportunity to have New River Middle School participate in this grant.

Sincerely,

Lezondra Harris
Principal

Gary D. Wright

Owner

954-873-4547

therightsalad@gmail.com

www.therightsalad.com

THERIGHTSALAD

Dear Mrs. Harris,

On behalf of The Right Salad, I want to assure you of our support for the 21st CCLC Program. It is our intention to help the students and families of New River middle School become aware of proper nutrition and diet. We will also provide health education services during a parent night to teach families how veggies can heal the body.

The Right Salad Company welcomes the opportunity to support New River's students and help them begin thinking about their choices for healthy entrees in and out of school. Unfortunately, too many students are unaware of the benefits of a healthy diet, ultimately impacting their overall health as young adults leading to preventable health issues. As a business member of the community.

We plan to share our expertise and knowledge about the nutrition and the Restaurant Business industry at events available to the students. We look forward to hosting dinner for three of the parent nights during the school year.

Sincerely,

Gary D. Wright

Gary D. Wright

Middle River
Animal Hospital

1300 East Oakland Park Boulevard, Suite B,
Oakland Park, FL 33334
(954) 566-1115

Mrs. Lezondra Harris, Principal
Broward County Public Schools
New River Middle School
3100 River land Road
Fort Lauderdale, FL 33312

May 22, 2024
RE: 21st Century Community Learning Center Program

Dear Mrs. Harris:

On behalf of Middle River Animal Hospital, I want to assure you of our support for the 21st Century Community Learning Centers Program. It is our intention to help the students and families of New River Middle School become aware of proper animal treatment and care, as well provide animal education services to those in our community. As a partner of the SEA Stars 21ST CCLC Program, our staff will facilitate a hands-on experience with animals understanding the steps to care for their pets when they are under the weather or injured.

Middle River Animal Hospital welcomes the opportunity to support New River's students and help them begin thinking about their future outside the classroom. Unfortunately, too many students begin college without a clear career path ultimately resulting in wasted tuition dollars and excessive student loan debt. As a business member of the community, I plan to share my expertise and knowledge about the animal science industry at events available to the students.

In addition to giving students knowledge on animal care and treatment, we will also expose students to careers in medicine and technological services.

Sincerely yours,

Dr. Beatriz Perez

Ambroise Design & Print
11501 Terra Bella Blvd, Plantation, FL
754-201-6906
info@ambroisedp.com
www.ambroisedp.com

New River Middle School
3100 Riverland Road
Fort Lauderdale, FL 33312

Dear Mrs. Frazier,

I am pleased to be writing a letter of support for the SEA Stars program at New River Middle School by 21st Century Community Learning Centers. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available before and after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. As a design and print business we look forward to the opportunity to assist in related work and expose students in your program to creative arts.

As apart of our commitment to the SEA Stars program at New River Middle School by 21st Century Community Learning Centers, we would like to host a workshop that aligns to STEAM where students are taught the creative process of concept to product. This will be a four-part series that will lead to a physical product of the choice from a product menu.

Warm regards,

Rudy Ambroise

Rudy Ambroise
Owner

Legal Connection
P.O Box 5209
Lighthouse Point, Fl 33064
(561) 643 8306
Marketing@thelegalconnection.org

Lauderdale Lakes Middle School
3911 NW 30th Ave.
Lauderdale Lakes FL. 33309

Dear Mrs. Frazier.

I am pleased to be writing a letter of support for the 21st Century Community Learning Centers (21st CCLC) program at Lauderdale Lakes Middle School. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. Overall, the 21st CCLC aftercare program will play a valuable role in supporting the holistic development of middle school students by providing academic support, structured activities, socialization opportunities, and a safe environment during the after-school hours.

As a part of our commitment we would like to host a workshop that aligns to STEAM where students are taught the innovative hands-on learning, college and career ready experience that will aim to equip students with the knowledge, skills, and confidence to thrive in higher education and pursue fulfilling careers in STEAM fields.

Warm regards,

Tierro Hampton

Revelation Christian Church
3911 NW 30th Ave
(954) 815-5734
Robens_Chery1@yahoo.com

Lauderdale Lakes Middle School
3911 NW 30th Ave.
Lauderdale Lakes FL. 33309

Dear Mrs. Frazier.

I am pleased to be writing a letter of support for the 21st Century Community Learning Centers (21st CCLC) program at Lauderdale Lakes Middle School. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. Overall, the 21st CCLC aftercare program will play a valuable role in supporting the holistic development of middle school students by providing academic support, structured activities, socialization opportunities, and a safe environment during the after-school hours.

As a part of our commitment we would like to host a workshop that aligns to STEAM where students are taught the innovative hands-on learning, college and career ready experience that will aim to equip students with the knowledge, skills, and confidence to thrive in higher education and pursue fulfilling careers in STEAM fields.

Warm regards,

Pastor Chery

Established 1915
BROWARD
County Public Schools

Lauderdale Lakes Middle School
Alexandra Ries, Interim Principal
3911 NW 30th Avenue
Lauderdale Lakes, FL 33309
754-322-3500
https://www.browardschools.com/lauderdalelakes

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Brenda Fam, Esq.
Daniel P. Foganholi
Dr. Jeff Holness
Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

To Whom it May Concern,

I am writing to express my enthusiastic support for the 21st Century Community Learning Center (21st CCLC) program hosted at Lauderdale Lakes Middle School. As the interim principal, I am committed to fostering an enriching educational environment that extends beyond the regular school day, providing students with valuable learning opportunities and support. The 21st CCLC program is instrumental in enhancing our students' academic achievement, personal growth, and overall well-being. To ensure the success and sustainability of this vital program, I am pleased to offer the following support from Lauderdale Lakes Middle School:

Facilities Support and Access to Technology: Our school will provide the necessary facilities to host the 21st CCLC program. This includes access to classrooms, the media Center, and other relevant spaces to facilitate various educational activities and projects. Understanding the importance of technology in modern education, we will ensure that the 21st CCLC program has access to our technological resources.

Ongoing Partnership and Community Collaboration: We are dedicated to maintaining a strong, collaborative partnership with the 21st CCLC program. This partnership will be characterized by regular communication, shared goals, and mutual support to promote data-based instruction and community collaboration. By working together, we aim to integrate project-based learning strategies that will not only engage our students but also connect their education to real-world contexts. Recognizing the importance of community involvement in education, we will actively promote collaboration with local organizations, businesses, and families. By leveraging community resources and expertise, we aim to provide our students with a well-rounded education that prepares them for future success.

I am confident that with our combined efforts, we can create an enriching, supportive environment that fosters academic excellence and personal growth. Thank you for your continued dedication to our students' success. We look forward to a fruitful partnership with the 21st Century Community Learning Center.

Sincerely,

Alexandra Ries
Interim Principal
Lauderdale Lakes Middle School

City of Lauderdale Lakes
4300 NW 36th St
(954) 357-5797
Dhinkson@Broward.org

Lauderdale Lakes Middle School
3911 NW 30th Ave.
Lauderdale Lakes FL. 33309

Dear Mrs. Frazier.

I am pleased to be writing a letter of support for the 21st Century Community Learning Centers (21st CCLC) program at Lauderdale Lakes Middle School. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. Overall, the 21st CCLC aftercare program will play a valuable role in supporting the holistic development of middle school students by providing academic support, structured activities, socialization opportunities, and a safe environment during the after-school hours.

As a part of our commitment we would like to host a workshop that aligns to STEAM where students are taught the innovative hands-on learning, college and career ready experience that will aim to equip students with the knowledge, skills, and confidence to thrive in higher education and pursue fulfilling careers in STEAM fields.

Warm regards,

Dwight Hinkson

ASZ Caring Hearts
2800 W Oakland Park Blvd suite 305
(954) 530 4363
ASZcaringhearts.com

Lauderdale Lakes Middle School
3911 NW 30th Ave.
Lauderdale Lakes FL. 33309

Dear Mrs. Frazier.

I am pleased to be writing a letter of support for the 21st Century Community Learning Centers (21st CCLC) program at Lauderdale Lakes Middle School. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. Overall, the 21st CCLC aftercare program will play a valuable role in supporting the holistic development of middle school students by providing academic support, structured activities, socialization opportunities, and a safe environment during the after-school hours.

As a part of our commitment we would like to host a workshop that aligns to STEAM where students are taught the innovative hands-on learning, college and career ready experience that will aim to equip students with the knowledge, skills, and confidence to thrive in higher education and pursue fulfilling careers in STEAM fields.

Warm regards,

Mr. Pierre

Ambroise Design & Print
11501 Terra Bella Blvd, Plantation, FL
754-201-6906
info@ambroisedp.com
www.ambroisedp.com

New River Middle School
3100 Riverland Road
Fort Lauderdale, FL 33312

Dear Mrs. Frazier,

I am pleased to be writing a letter of support for the SEA Stars program at New River Middle School by 21st Century Community Learning Centers. We strongly support this grant application and the focus on encouraging children of the community to have extracurricular activities available before and after school.

As an organization whose mission is to better the lives of the youth across America through creativity and expression, we know your true passion is fostering the brilliant minds of tomorrow. As a design and print business we look forward to the opportunity to assist in related work and expose students in your program to creative arts.

As apart of our commitment to the SEA Stars program at New River Middle School by 21st Century Community Learning Centers, we would like to host a workshop that aligns to STEAM where students are taught the creative process of concept to product. This will be a four-part series that will lead to a physical product of the choice from a product menu.

Warm regards,

Rudy Ambroise

Rudy Ambroise
Owner

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

May 28, 2024

Dear Sophia,

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

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

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

We look forward to a successful and impactful collaboration.

Sincerely,

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

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BROWARD
County Public Schools

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

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Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 21, 2024

To Whom it may concern:

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

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

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

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

Sincerely,

Mary Mulder, Executive Director
Food and Nutrition Services

MM:mf

Cc:

Established 1915
BROWARD
County Public Schools

Family and Community Engagement
Dr. Lori Canning, Executive Director
Nadia J. Clarke, Assistant Director
Telephone: 754-323-4716
lori.canning@browardschools.com
nadia.clarke@browardschools.com
www.browardschools.com/gulfstreamearlylearningcenter

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Sarah Leonardi
Nora Rupert
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 28, 2024

To Whom It May Concern:

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

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

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

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

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

Best Regards,

Lori Canning

Dr. Lori Canning
LC:jrk

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

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

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

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

21st CCLC Job Descriptions

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

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

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

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

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

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

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

21st CCLC Job Descriptions

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

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

21st CCLC Job Descriptions

UPCOMING TRAININGS

EZREPORTS/Deliverables

August

CPR/ Youth Mental Health

September

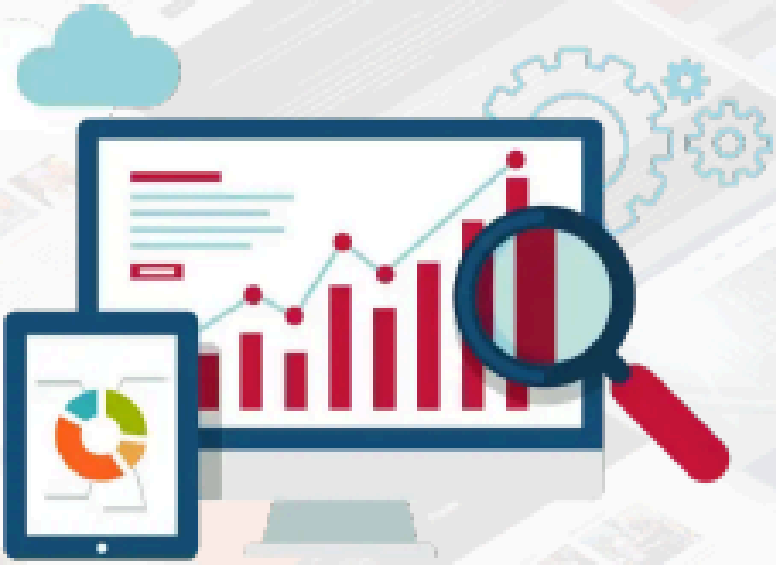
Child Abuse & Neglect

October

Site- Coordinator Bootcamp

November

Program Recruiting & Retention



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

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

Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: August 1-31, 2024 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	September 5, 2024
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: September 1-30, 2024 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	October 5, 2024

Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: October 1-31, 2024 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	November 5, 2024
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: November 1-30, 2024 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	December 5, 2024
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: December 1-31, 2024 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	January 5, 2025

Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: January 1-31, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	February 5, 2025
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: February 1-28, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	March 5, 2025
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: March 1-31, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	April 5, 2025

Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: April 1-30, 2025 • All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	May 5, 2025
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: May 1-31, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	June 5, 2025
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: June 1-30, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update.	July 5, 2025

Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet.	Period: July 1-31, 2025 All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update. • Summative Evaluation Report	August 5, 2025