# Florida Department of Education
## Project Award Notification

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| **1 PROJECT RECIPIENT**<br>Broward County School District | **2 PROJECT NUMBER**<br>060-2445C-5CR17 |
| **3 PROJECT/PROGRAM TITLE**<br>Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Renewability<br><br>**TAPS 25B146** | **4 AUTHORITY**<br>**84.287C 21st CCLC ESSA Title IV, Part B**<br>**USDE or Appropriate Agency**<br><br>**FAIN#**: S287C240009 |
| **5 AMENDMENT INFORMATION**<br>Amendment Number:<br>Type of Amendment:<br>Effective Date: | **6 PROJECT PERIODS**<br><br>Budget Period: 08/01/2024 - 07/31/2025<br>Program Period:08/01/2024 - 07/31/2025 |
| **7 AUTHORIZED FUNDING**<br>Current Approved Budget: $679,080.00<br>Amendment Amount:<br>Estimated Roll Forward:<br>Certified Roll Amount:<br>Total Project Amount: $679,080.00 | **8 REIMBURSEMENT OPTION**<br>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**<br>**Program**: Contobia Horsey-Adams<br>Phone: (850) 245-9209<br>Email: contobia.horseyadams@fldoe.org<br>**Grants Management**: Unit B (850) 245-0735 | **Comptroller Office**<br>**Phone**: (850) 245-0401 | **UEI#**: HN1YXDE1L556<br>**FEIN#**: F596000530174 |

**11 TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.
- For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.
- All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.
- The Department's approval of this contract/grant does not excuse compliance with any law.

**12 APPROVED:**

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

9.25.24 — 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<br>Office of Grants Management<br>Room 332 Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0735 | *21st Century Community Learning Centers (21st CCLC) Renewability Cohort 17*<br>*North Fork - Oriole*<br>TAPS NUMBER: *258146* | Date Received<br>05/06/2024 |
| B) Name and Address of Eligible Applicant:<br>*The School Board of Broward County, Florida*<br>*600 S. E. Third Avenue*<br>*Fort Lauderdale, Florida 33301* | | Project Number (DOE Assigned)<br>060-2445C-5CR17<br>~~060-2445B-5CR17~~ |

| C) Total Funds Requested: | D) Applicant Contact & Business Information | |
|---|---|---|
| $679,080.00 | Contact Name:<br>Sophia Smart<br>Fiscal Contact Name:<br>Jeffrey Whitney | Telephone Numbers:<br>754-321-3337<br>754-321-2080 |
| DOE USE ONLY<br>Total Approved Project:<br>$ 679,080.00 | Mailing Address:<br>*Before and After School Child Care*<br>*2301 NW 26th St.*<br>*Fort Lauderdale, Florida 33311* | E-mail Addresses:<br>*sophia.smart@browardschools.com*<br>jeffrey.whitney@browardschools.com |
| | Physical/Facility Address:<br>*Before and After School Child Care*<br>*2301 NW 26th St.*<br>*Fort Lauderdale, Florida 33311* | UEI number: *HN1YXDEIL556*<br>FEIN number: *F596000530174* |

## CERTIFICATION

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

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

E) Signature of Agency Head | Superintendent of Schools (Title) | 4/29/24 (Date)

**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.

| | 4/29/24 | 7 54321-2600 |
|---|---|---|
| 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. (DM)

***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. (DM)

***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.(DM)

***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. (DM)

***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. (DM)

***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. (DM)

***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. (DHL)

***Collaboration with Schools***

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

***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. (DHL)

***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. (DHL)

***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. (DHL)

***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). (DHL)

***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

FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

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** 4/29/24

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

**Email** superintendent@browardschools.com

## 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 consultations 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.

North Fork- Oriole have 127 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 21st Century Community Learning Centers (21st CCLC)**
**Program Year 2024-25**

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**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** 4/29/24

**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)<br>**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<br>**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)<br>**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<br>**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<br>**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<br>**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.

**Broward County Public Schools**

**21st Century Community Learning Centers (2018-19) Request for Proposal Response:**

**North Fork Elementary and Oriole Elementary (TAPS Number 19B030)**

## 3.1 Project Abstract/Summary

Broward County Public Schools (BCPS) provides 21st Century Community Learning Center (21st CCLC) services at the two following locations: North Fork Elementary (101 NW 15th Avenue, Fort Lauderdale, FL 33311) and Oriole Elementary (3081 NW 39th Street, Lauderdale Lakes, FL 33309). Both locations provide services to 80 elementary aged students. North Fork serves grades 2 to 5 and Oriole serves grades K – 5. Services are provided afterschool Monday through Friday from 2:50-5: 50 pm during the school year (August 15, 2018 – May 31st, 2019) and Monday through Thursday from 8:00 am – 4:00 pm (June 10 – July 26, 2019) during the summer.

Program activities for targeted students include homework assistance, tutoring, mentoring, academic enrichment, and Project Based Learning (PBL) and Social Emotional Learning (SEL). Daily student programming is developed in conjunction with the students' current curriculum and aligned with each school's School Improvement Plans (SIPs). This focused and collaborative approach maximizes student success. The program goals include increased academic achievement, enhanced decision-making skills, improved health/wellness, and increased parental involvement. The latter is facilitated with a minimum of six family night sessions/meetings throughout the school year geared at engaging adult family members and supporting targeted youth.

## 3.2 Community Notice and Needs Assessment

### 3.2.a. Community Notice

BCPS has been proactive in engaging the community served by actively collaborating with the targeted students' schools, the district, the community, and eligible private/parochial schools in order to reach the 21st CCLC goals and objectives. BCPS also has ongoing quarterly

consultations with local private and parochial schools to share and receive feedback regarding the process and development of the program's goals and objectives as well as input on shaping goals and objectives in accordance with P.L/ 107-110, Title IX. Regular communication has been maintained to best solicit input into the program and objectives. BCPS encourages consistent collaboration and feedback in an effort to most effective partner with the neighboring charter, private/parochial schools, the community, and community-based organizations.

On July 10, 2017, the district released a formal announcement (letter of intent) to communicate the district's intent to submit. Additional notice to all stakeholders was made available on the district's website. The district then convened a planning team to review all potential schools and selected these targeted schools based on need defined by their eligibility criteria and their ability to address student needs. This team actively collaborated to reach the goals and objectives mutually agreed upon. Print materials in English, Spanish, Creole, and Portuguese will be sent home with students during the first month of school informing parents of the 21st CCLC goals and objectives. Additionally, BCPS has utilized platforms such as BCPS meetings, Title I Nights, School Advisory Council meetings, social media, BCPS website, emails and school functions/conferences to help broadly convey our intent to submit a proposal in response to this RFP. BCPS also disseminates additional information and solicits feedback from the community by keeping its website updated regularly. The BCPS website is available in multiple languages to optimize dissemination of this information. After statewide review, the grant narrative will be disseminated to the community via DPI's 21st CCLC website. This website, located at browardprevention.org will be maintained and updated on at least a monthly basis. It should be noted that the BCPS website provides conversion of all web page information in multiple languages. Additionally, print materials in English, Spanish, Creole, and Portuguese will also be sent home with students during the first month of school informing parents of the 21st CCLC goals and objectives. The District's Intent to Apply is also televised during School Board meetings to inform the public and broaden opportunities for feedback.

### 3.2.b Needs Assessment

Both Broward County Public Schools (BCPS) target schools selected for this proposal have many similarities in demographics, risk factors, low statewide assessment testing scores, extreme levels of poverty, concerning crime statistics and low levels of parental involvement. North Fork and Oriole both have grades of "D" indicating the need for significant intervention in the areas of academic and family supports While these schools do not share immediate geographic proximity, both share risk factors warranting the need for increased intervention and support. North Fork Elementary is an LEA identified school in need of support. Oriole is a school identified in Florida's Differentiated Accountability (DA) list for Targeted Support and Improvement.

North Fork Elementary (North Fork) is a Title I school located in Fort Lauderdale. The current enrollment is approximately 504 students in grades Kindergarten to 5th grade. North Fork is 5.8 miles from Oriole Elementary. The schools are not in immediate proximity to each other. North Fork has a grade of "D" and an identified poverty rate supported by Free and Reduced Priced Meal (FRM) eligibility of 97.8%. The demographic breakdown at this school is 95.2% Black; 2.6% Hispanic, and 1.8% White. North Fork is ranked 173rd among 187 Elementary schools in the District and 1914th out of 2,118 elementary schools statewide. North Fork has also been identified as a "Low 300 School" which is recognized by the Florida Department of Education (FLDOE) as one of the lowest performing schools in the state. Average standard testing scores were 10.8 in 2018. This means 90.4% of Florida's elementary schools had higher testing scores. (FLDOE, 2018)

The population of North Fork's school boundary area is estimated at 4,763 residents. According to the US Census (2015), 92% are Black, 6% are White and 2% are Hispanic. (US Census) The neighborhood surrounding North Fork is a community with a diverse population which includes a high concentration of West Indian and Haitian cultures. Current census data

reflects this area has a 6% Haitian and a 9% West Indian population. Of note, census data indicates that French Creole is the primary language spoken in 8% of the homes and Spanish in 2% of the homes in this community. The school has 17.5% ELL students. Student demographics are reflective of the community and closely mirror the North Fork student population demographics.

Oriole Elementary (Oriole) is a Title I school nestled in the middle of the city of Lauderdale Lakes. The current enrollment is approximately 617 students in grades pre-Kindergarten to 5th grade. Oriole is approximately 5.8 miles from North Fork Elementary and not in immediate proximity. Oriole has a school grade of "D" and an identified poverty rate, based on FRM eligibility, of 92.2%. Oriole has been listed as a "Low 300 School" which is recognized by the FLDOE as one of the lowest performing schools in the state. Additionally, Oriole was recognized as a "DA" school warranting Targeted Support and Intervention. School demographics at this target school are as follows: 89.8% African American, 5% Hispanic, and 1.9% White. Oriole is ranked 157th among 187 Elementary schools in the District and 1765th out of 2,118 elementary schools statewide. Oriole has also been identified as a "Low 300 School" which is recognized by the Florida Department of Education (FLDOE) as one of the lowest performing schools in the state. Average standard testing scores were 20.8 in 2018. (FLDOE, 2018) placing Oriole scores in the lowest 16% statewide.

Oriole Elementary serves a population of diverse cultures. The boundary population is 5,622. According to the US Census (2015), 87% are Black, 5% are White, and 8% are Hispanic. The neighborhood surrounding Oriole Elementary reflects a community with a large population of Haitian, Jamaican, and West Indian ancestry. Current census data reflects that this area is home to one of the second highest percentage of Jamaicans in the US comprising 19% of the community. It also has the sixth highest percentage of Haitian residents with 16%. There is also a very large West Indian population at 15%. The community closely mirrors the Oriole student population demographics.

Neighborhood crime statistics are dismal for both communities. US Census data supports that 93% of communities have a lower crime rate than residents within immediate proximity to North Fork (with a rate of 411 crimes per square mile). Oriole has a rate of 470 crimes per square mile. The state average for Florida is 64 crimes per square mile. This variance is significant and the community's residents chances of becoming a victim of violent crime are 1 in 112, compared to the statewide average rate of 1 in 217 (FBI, 2016).

BCPS Data Warehouse statistics for 2017-18 reveal that both North Fork and Oriole report substantial levels of disciplinary infractions. North Fork reported 386 discipline infractions, year to date; Oriole reported 406 discipline infractions year to date. The majority of these infractions were behavioral based on disobedience/defiance and disruptive behavior. North Fork recorded 16 suspensions and Oriole 10. Law Enforcement consultations were required in 17 incidents at both North Fork and at Oriole. Both target schools have truancy rates higher than the statewide average. The significant impact of chronic poverty and the need to address students' social and emotional well-being is a paramount concern of BCPS since the elimination of the zero-tolerance behavioral policies. Prevention interventions and programming are necessary to break the cycle of pervasive violence this community experiences.

US Census data supports that a great majority of children and parents living in the catchment area reported incomes placing them at or below the federal poverty line. It appears that 74% of the children living in this area are living in poverty; an extraordinarily high percentage compared to other neighborhoods in the nation.

Research suggests that living in poverty has critical negative effects on the physical and mental health and well-being of our nation's children. Poorer children and youth are also at greater risk for poor academic achievement, school drop-out, abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays. Persistent poverty has more detrimental effects on IQ and contributes to long-term cognitive and socio-emotional functioning as adults (APA, 2014). District personnel and community partners supporting the

project will provide assistance and resources to increase target schools' capacity to address this myriad of neighborhood risks. The Afterschool Alliance (page 1) reports "More than a quarter of America's school children are on their own after the school day ends." Thus, the need for funding for afterschool programs is urgent and will provide valuable and safe environments for children.

North Fork and Oriole both have School Improvement Plans (SIP) which focus on critical areas in need of improvement. The center staff will review both SIPs and will work collaboratively with student educators to ensure aligned focus and goal attainment for student success. Both schools have very specific Best Practice interventions that will be supported by the 21st CCLC team. The 21st CCLC program will work collaboratively with students, teachers, and community partners to work towards these improvement goals. There was a timely discussion with the community and private schools and meaningful feedback was solicited and received. All parties were apprised of intent and feedback was utilized in planning.

The need for 21st CCLC programming for this community is great. There are limited afterschool resources and they are cost prohibitive and not easily accessible for our students. There is a huge benefit to supporting students at their school site. The transition is seamless and encourages attendance. Additionally, transportation is also provided home. This funding will support a defined need and gap in services in the community. Ongoing consultation and collaboration with all community stakeholders will continue as it is imperative to recognize and address unidentified needs and emerging gaps in services. BCPS continues to work on developing its Sustainability Plan by building partnerships throughout the community. BCPS is currently working closely with Broward's Children's Services Board (CSB) to continue to fund 21st CCLC programming in the future and therefore close gaps in services with supplemental funding. CSB currently funds and supports our programs and has expressed the intent to continue to do so. BCPS will continue to seek meaningful partnerships in the community that will allow us to continue to provide much needed 21st CCLC programming.

### 3.3 Dissemination of Information

North Fork and Oriole Elementary have a Dissemination Plan which outlines the description of 21st CCLC services and includes both targeted schools' (North Fork and Oriole Elementary) locations. North Fork Elementary (101 NW 15th Avenue, Fort Lauderdale, FL 33311) and Oriole Elementary (3081 NW 39th Street, Lauderdale Lakes, FL 33309). Both North Fork and Oriole Elementary will keep the community apprised of promising practices and all data-based success of the programs. This information will be updated and shared on at least a quarterly basis on the BCPS website which is already in existence at browardprevention.org. BCPS currently maintains a program web page which includes program information including the name of the targeted school and description of 21st CCLS Program offered. It also includes hours of operation and contact information for the Center Coordinator. It will share the promise of the 21st CCLC programs and provide continuous and updated information about the programs, objectives and goal attainment. A copy of the approved grant narrative will also be posted on the web page. A section of the web page is devoted to reporting ongoing progress towards the proposed goals and objectives. The web page also includes program information and program description and other pertinent information such as site address, hours of operation and contact information for the center coordinator. A copy of the approved grant narrative will be posted on the web page. A section of this web page is dedicated to reporting ongoing progress towards the proposed goals and objectives. We will ensure that the community is kept apprised of promising practices and post the data supported success of the program. This information is updated by our Clerk Specialist, Akheim Paisley who will also be responsible for the maintenance of this webpage. This information will be presented in a manner that is clear to understand is accessible to all. This information will also be shared at monthly school board meetings. Parent/Teacher nights, and other school outreach events.

BCPS will continue to utilize varied platforms to elicit informal and formal feedback from stakeholders including, but not limited to, Title I Nights, School Advisory Council meetings, as well

as school surveys and questionnaires. Program information will also be sent to local media outlets and presentations made at both schools' Open Houses to inform and familiarize parents, students, and community members about the program and its benefits. Flyers and letters, in multiple languages, will be disseminated throughout North Fork and Oriole in recognition of our diverse communities. BCPS recognizes our community's uniqueness and diversity and our Dissemination Plan reflects this. The Dissemination Plan is appropriate for the communities served by these schools because the outreach recognizes our diverse community and the need for numerous platforms by which to share information. These consultations have been meaningful and have afforded opportunities for stakeholders to present viewpoints, feedback, and to be actively involved in the development of this program and its goals and objectives. This collaboration has reinforced the importance of strengthening the connectedness between teachers and afterschool support to ensure optimal results. Many of the 21st CCLC staff will be educators at the target schools making communication between regular day and afterschool more seamless.

### 3.4 Target Population, Recruitment and Retention

Both targeted schools, North Fork and Oriole, meet the criteria as highlighted in Section 1.5 of this RFP. Students at both proposed sites attend the target schools. This is a significant factor in maximizing the number of participation days for each student. Students will be recruited and provided with continuous services that encourage full participation and spark creativity and interest. BCPS is focused on developing positive outcomes for students to ensure optimal attendance. The objective is to ensure that program activities align with students' needs and interests. The activities will be educational but wholly engaging, promoting interest and attendance. Write Brain is a great example of this and we are very excited about this literacy initiative as we have seen the enthusiasm of the students who have been involved to date. Attendance is recorded and reported for each student served. Formal sign-in and out procedures are in place. Our program students will seamlessly transition from regular school day into 21st

CCLC programming while will heighten attendance. Ongoing outreach efforts to keep adult family members involved and engaged include meaningful outreach and interventions to meet adult family members' needs and to generate interest and involvement in their children's education.

North Fork students in grades 2-5 and Oriole students in grades K-5 will attend. Students with special needs, regardless of their severity of need, will not be excluded from services, provided they can be safely accommodated within the program. North Fork and Oriole Elementary project enrollment priority will be given to students identified by school administration, students scoring below a level 3 on standardized testing in all subject areas, and students with ELL needs. North Fork and Oriole Elementary center administration will have the ability to screen the most at-risk students for recruitment into the program. Given that the majority of students scored below proficiency level on state assessments, the project may have to institute a first come, first serve policy for enrollment. Print materials in English, Spanish, Creole, and Portuguese will be sent home with students during the first week of school informing parents of 21st CCLC goals and objectives. Parent involvement is critical so BCPS has developed strategies to not only reach family members, but to provide services that are culturally sensitive to meet their needs and to fully engage them.

### 3.5 Times and Frequency of Service Provision for Student and Adult Family Members

Both schools operating schedules are designed to meet the targeted students and their adult family members' needs. (See attached schedules) There will be a minimum of 300 hours per program per year across all program components. Afterschool will operate five days a week at both schools for three hours daily and four days a week for eight hours daily during the summer recess. The 21st CCLC program offers services during non-school hours. The afterschool program is critical to best serve the children of working families and has been identified as a pressing need in this community. The summer programming is essential to reduce the risk of "summer learning loss" which is more pronounced in low-performing students. Sample schedules for each component proposed are included for review.

Services to adult family members will include training for academic supports, financial literacy, and parenting. BCPS center administrators, with the support of district staff, will coordinate adult family member services to include adult family member training surrounding academic supports, financial literacy, and parenting. These educational forums will include other related educational activities to help adult family members assist students to achieve academically. Six family night sessions will target 80 family members on scheduled Tuesdays from 6:00 p.m.-7:00 p.m. with three events occurring in 2018 and three events occurring from January to May 2019. Both North Fork and Oriole Elementary, in conjunction with the district's center administrators, will work with the BCPS' Family and Community Engagement (FACE), ESOL Department, as well as the Technical Centers, in order to provide information and access to students and families about the various technical and adult education programs available to them. Families will also be encouraged to seek out career training and options and to identify short and long-term goals to return to school for the attainment of such. Families will also be educated on financial aid and scholarship programs offered through Atlantic Technical Center, as well as through the District's Career, Technical, Adult and Community Education (CTACE) All activities will be designed to support family members to become active participants and strong support systems for the student. Site Profile Worksheets have been attached for each proposed center with the number of students and families to be served and programming component to be offered.

According to Perkins, Christner, Hoy, Webster, and Mock (2004), Parent involvement in afterschool programs provides the same benefits to children, families, and programs as parent involvement in the regular school day. (Kakli, Kreider, Little, Buck & Coffey, 2006) noted that parental participation is increased when parents' concerns and needs are taken into consideration. As previously referenced, adult family members of students in North Fork and Oriole Elementary have high-risk factors contributing to daily stressors that make parenting and supporting the needs of their child more challenging.

### 3.6 Program Evaluation

In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) will be used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).

Stufflebeam's CIPP model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.) The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to context, input, process, and products (outcomes). Evaluation questions also follow the requirements of the formative and summative evaluation. *Context: 1) Are the appropriate students receiving grant-related services 2) How many students are receiving grant-related services 3) What is the average daily attendance of the students receiving services 4) How many students have attended the program for more than 30-days Inputs: 5) Were appropriate programs and activities selected to ensure progress was made toward project objectives 6) Were sufficient resources allocated to ensure progress was made toward project objectives 7) Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period Process: 8) Were activities implemented as intended in the approved grant application to ensure progress was made toward project objectives 9) Were partnerships formed to strengthen the sustainability and implementation of the proposed activities. Products* represent progress (formative) or

achievement (summative) of goals and objectives as outlined in Section 5b. Measurable Objectives and Assessments of the proposal.

Baseline, Mid-Year, and End of Year data necessary to assess program progress towards goals will be collected by the project director/database clerk in collaboration with the Evaluation Team. Individual student data such as report card grades (Reading, Math, and Science) and conduct grades related to each outcome will be collected electronically from the district in September 2018, December 2018, and May 2019. The same fall, winter, and spring timeline will be utilized for all personal enrichment assessments with information collected online to ensure minimal disruption to the afterschool day. Baseline assessments for newly enrolled students will occur on the 15th of each program month to ensure data is recorded promptly.

Center coordinators will document PBL products for both academic and personal enrichment projects. Student conduct grades will be utilized to assess positive behaviors. The evaluation team will create a health knowledge survey to measure healthy behaviors and a parent survey to measure knowledge acquisition of content provided during parent events. Additionally, the project will also utilize parent, teacher, and student survey results provided by the 21st CCLC administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction.

Dr. John Enger will manage the 21st CCLC evaluation project team. Dr. Enger was selected from a pool of consultants approved for hire through an RFP administered through the district's Student Assessment and Research Department. The RFP identified qualified researchers by evaluating proposers based on specific evaluation criteria and protocol. Dr. Enger will serve as lead of the BCPS 21st CCLC evaluation team. Dr. Enger offers over 30 years of experience acting as principal investigator for national and international educational and child well-being projects. Dr. Enger earned his Ph.D. in Educational Measurement and Statistics from the University of Iowa. He has taught courses in educational measurement, statistics, research methods, and program evaluation. Dr. Enger has received three academic-year

Fulbright scholar appointments in the areas of educational measurement, research methods, and program evaluation. He has served as an external evaluator for school districts, ministries of education, civil service commissions, and the U.S. Department of Education.

Dr. Enger will conduct on-site program visits (including interviews) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and objectives. Site visit reports of each visit will be provided to district administration with the identification of center strengths and weaknesses. The evaluation team will also prepare a *formative summary* (February 2019) to include objective assessment and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2019) to include all U.S. Department of Education reporting requirements such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, lessons learned and overall recommendations for improving the program.

All evaluation activities including weekly evaluator consultations, evaluator participation in quarterly advisory council meetings, and data collection processes will be used to continuously refine, improve, and strengthen the program in order to achieve the stated goals and objectives. Evaluation information will be shared with the 21st CCLC Advisory Committee and disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via email and findings will be posted on the site's Facebook Page and Website. Feedback and recommendations will be discussed quarterly with the Advisory Committee for possible improvements to the project.

The project recognizes the need to collect and maintain accurate data. As such, the Evaluation Team has agreed to provide a permission driven, online portal for collection and reporting of required data. This confidential platform will collect and compile daily attendance by component, student demographics, and student baseline-mid-post measures for each objective. Reporting through the platform will be aligned to state requirements to provide immediate, continuous feedback on center progress and data completeness. Each target school location

signed a data sharing agreement (*uploaded as an attachment*) that outlines their consent to collect the data above. To further ensure the integrity and accuracy of the data gathered, the project will utilize a database manager through the district to oversee data collection and completeness. The database manager will act as a liaison with centers to ensure adherence to the evaluation timeline by reviewing (1) entry of attendance data as requested, (2) personal enrichment assessment completion by the 15th of every month, and (3) completion of surveys as requested.

### 3.6.a Statewide Standard Objectives

### 3.6.b Objectives for Academic Benchmarks

### 3.6.c Applicant-Specified Objectives

Following the RFP guidelines, The Measurable Objectives and Assessments fillable form was completed and attached to this proposal to comply with section 3.6.a – 3.6.c. of the RFP. Seven goals and objectives that included the required state-wide standard objectives, academic benchmarks, and three additional personal enrichment benchmarks were linked to findings from the needs assessment as follows: 1) sustained low academic achievement and risks associated with the negative effects of poverty - Statewide Standard Academic Objectives 2) poor decision-making skills as evidenced by numbers of discipline infractions - Personal Enrichment: Behavior and Problem Solving 3) need for nutrition education - Personal Enrichment: Healthy Behaviors and 4) increased parental involvement to reduce environmental risk factors - Adult Family Member Performance.

### 3.7 Approved Program Activities

Proposed North Fork and Oriole 21st CCLC program activities were based solely on the needs assessment data and feedback garnered from the community. As suggested, Project Based Learning (PBL) will be an essential strategy used to deliver an enriching and engaging content. According to the Buck Institute of Education (2012), there are forty years of accumulated evidence that instructional strategies and procedures that make up standards- focused PBL are

effective in building deep content understanding, raising academic achievement, and encouraging student motivation to learn. Some approved program activities include: 1) Write Brain – Memory Mash allowing students to write about their favorite story and to share and discuss the characters. 2) Write Brain – Unite to Write where students will be given a story card of their choice; 3) Can I Play? – interactive activity allowing students to understand how and why simple machines are used and; 4) May the Force Be with You explores how the world works / how matter and energy are connected; 5) From Farm to Table helps students create healthy snacks from around the globe to share with their parents during Family Nights; 6) This Land is Your Land connects students to geography, social studies, and science; 7) School Beats – where students collaborate and build skills in facilitating the business of their entertainment company. Students will be engaged in this interactive program by developing their own artwork, records, music, and titles. To combat low reading scores, PBL activities will be implemented throughout the academic year with more intensive PBL projects occurring during summer programming. When possible, student field trips that highlight concepts from the classroom will be used as culminating events. BCPS is very excited to implement a new literacy initiative, Write Brain. It is an innovative narrative and creative writing curricula that are geared to inspire PBL/Literacy programs specifically for after school hours. Through an in-depth and standards-aligned literacy course, students will write thoughtfully crafted storybooks that are published in the process. This generates imagination, creativity, and excitement. The program is especially successful with English learners as it is highly scaffolded and meets each student where they are. Write Brain is disguised learning.

Afterschool will begin at 2:50 allowing students transition time from the regular school day. Students will sign in, receive a snack, and then begin homework, tutoring, and academic remediation, which will be offered for approximately 30 minutes at a 16:1 student ratio. Following homework time, students will transition to their assigned grade level cohort classroom for PBL activities for approximately one hour. Small group tutoring, individual tutoring, and homework assistance will be available for students in the endeavor to improve academic achievement. Then

students will transition to their assigned grade level cohort classroom for PBL activities for approximately one hour. PBL activities will require the additional assistance of a teacher assistant to the lower student to staff ratios. For the final hour of the day, students will rotate through personal enrichment activities such as Character Education and Physical Fitness. Research supports that students who complete homework assignments had higher academic grades than students who did not (Cooper, Robinson, & Patall, 2006; Cooper & Valentine, 2001; Epstein & Van Voorhis, 2001). Computer-based software platforms will be made available during both component times to assist students in need of further remediation or for students who have completed their assignments. Computer remediation software such as Science Delta, MAFS, First in Math, Reflex Math, LAFS, I-Ready, and I-Station will be available in the computer lab to assist identified students. Both proposed schools' technology components will incorporate research-based programs such as ELA and Mathematics; I-Ready for remediation, practice, and assessment. For Science, Study Island will be used.

Summer activities will be similar to the afterschool schedule, but due to the availability of additional programming hours, all selected programming will be available every day. Students participating in summer services will receive both breakfast and lunch as well as have the opportunity to participate in PBL related field trips.

According to Perkins, Christner, Hoy, Webster, and Mock (2004), Parent involvement in afterschool programs provides the same benefits to children, families, and programs as parent involvement in the regular school day. Kakli, Kreider, Little, Buck & Coffey (2006) noted that parental participation is increased when parents' concerns and needs are taken into consideration. As previously referenced, adult family members of students in North Fork and Oriole Elementary undergo daily stressors that make parenting and supporting the needs of their child challenging.

BCPS center administrators, with the support of district staff, will coordinate adult family member services to include adult family member training surrounding academic supports,

financial literacy, and parenting. Six family night sessions will target 80 family members on scheduled Tuesdays from 6:00 p.m.-7:00 p.m. with three events occurring from August to December 2017 and three events occurring from January to May 2018. North Fork and Oriole Elementary will work closely with Broward County Public School's Family Literacy Department, ESOL Department, as well as the Technical Centers that will provide information and access to students and families about the various technical and adult education programs including Adult ESOL, Adult Basic Education, and General Education Development (GED) that are available to parents. The technical schools will encourage field trips to tour the campuses and provide information on the literacy and career opportunities available to both students and families within Broward County. Counselors will be available to discuss career pathways programs, including opportunities for individuals to identify short and long-term goals and return to school in order to attain their long-term career goal. Information about career readiness and employability skills.

### 3.8 Applicant's Experience and Capacity

BCPS has extensive experience providing out of school time programming using public funds. They have demonstrated a well-developed capacity to utilize accounting systems to track funds and expenditures. By the mid -1980's, non-profit agencies were providing child care services at school sites, so BCPS needed to then create policies and procedures to ensure that safety and quality were priorities. Minimum supervision rates were set for all programs. 20:1 for Kindergarten through 5th grade. These ratios are lower than Broward County Child Care Licensing requirements.

BCPS began participation in the 21st CCLC program during the first cohort of funding in 2002 and has since been awarded and successfully managed nineteen 21st CCLC projects with an active project in each funding cohort. Past 21st CCLC evaluation reports detailed academic improvement increases across all objects, decreased suspensions, fewer unexcused absences/improved attendance, improved nutrition, and increased physical fitness (Younkin, 2014).

BCPS' Diversity, Prevention, and Intervention (DPI) department have provided prevention and intervention technical assistance to assist students of Broward County students for over 20 years. DPI oversees 21st CCLC programs, as it manages policies and interventions related to Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS); student conduct; instructional strategies; and health and wellness prevention.

DPI manages or has managed funding across all levels of government. An example of Federal funding includes the Safe Schools Healthy Students Initiative with braided funding across the U.S. Department of Education (USDOE)., the Office of Juvenile Justice and Delinquency Prevention, and the Substance Abuse and Mental Health Administration (SAMHSA). DPI currently manages several grants through the Florida Department of Children and Families (DCF) among others. Due to the interface with these various funding streams, DPI has become knowledgeable in managing federal funds. BCPS has numerous processes in place to ensure all grant funds are managed in adherence to outlined rules and regulations. DPI receives a yearly internal audit to ascertain best practices, both fiscally and programmatically. Strict guidelines with multiple layers of approval are in place for contracts. The BCPS Business Support Center will provide centralized business services to DPI to track grant funds, ensure grant funds are appropriately managed and to also ensure timely submission of reports.

### 3.9 Staffing & Professional Development

Well-developed and trained staff is key to success. BCPS' and DPI's organizational structure supports high program quality and compliance with 21st CCLC rules and regulations. BCPS will require all staff hired, that are not already existing staff, to have a level 2 criminal background screening, complying with all aspects of the Jessica Lunsford Act, before commencing employment. All staff will undergo yearly level 2 screenings, to ensure continued compliance.

Staff will receive yearly training surrounding 21st CCLC fiscal and reporting requirements. Additional training will support BASCC basic requirements such as CPR/First Aid/AED training.

All sites will have onsite trained CPR staff at all times. Staff will receive required BCPS mandatory anti-bullying training, district abuse, and neglect reporting, and medication dispensing protocol. DPI administration will provide professional development encompassing 21st CCLC policies and procedures and PBL best practices to assist staff with appropriate expectations. The hired center administration will participate in the state conference as part of the district delegation and 21st CCLC award requirement.

### 3.9.a Staffing Plan

As outlined in the attached organizational chart, Tresha Fletcher (Grant Manager/District Equal Educational Opportunities/ADA Compliance Administrator) will act as the 21st CCLC Project Director (21st CCLC Grant Manager) under the administrative oversight of Ms. Michaelle Pope, Chief of Student Support Initiatives. Ms. Pope has over 35 years of experience in education, and school/district administration, holding positions such as School Principal, teacher, Area Director of School Improvement, and Curriculum Facilitator. Ms. Pope holds a Master of Science in Education from the University of Miami, and Bachelor of Arts from the State University of New York. Ms. Pope will ensure that grant deliverables and outcomes are promptly met. Ms. Tresha Fletcher possesses a Master's degree in Educational Leadership with 26 years of experience in implementing, coordinating, and supervising student support initiatives. Ms. Fletcher has coordinated the district's efforts surrounding bullying prevention and peer counseling support. Ms. Fletcher's previous experience included management of a United States Department of Education (USDOE) Character Education grant, BCPS online instructor, Miami-Dade Community College tutoring grant coordinator, and school to career facilitator for the District of Columbia Public Schools. Both Ms. Pope and Ms. Fletcher's backgrounds, knowledge of federal programs, and familiarity with 21st CCLC enable a timely startup and on-time implementation of project programs and activities. Ms. Tangie Carr will serve as the 21st CCLC Administrative and Data Research Coordinator and will act as a liaison to all 21st CCLC target schools. Ms. Carr has over 14 years of experience with data management, four of which have been dedicated to 21st CCLC. Ms. Carr

has experience in collecting, maintaining, analyzing and successfully reporting accurate program evaluation data. Subsequently, BCPS has utilized this evaluation data to assess, modify, and improve program plans in a continuous effort to improve program quality. Recent monitoring reports are included with required corrective actions.

### 3.9.b. Professional Development

BCPS has a PDP (Professional Development Plan) that is responsive to the needs of staff. Staff will receive annual training in regards to 21st CCLC fiscal and reporting requirements. Additional training will support BASCC basic requirements such as CPR/First Aid/AED training. All sites will have on-site trained CPR staff. BCPS requires anti-bullying training, district abuse, and neglect reporting, and medication dispensing protocol. DPI administration will also provide professional development encompassing 21st CCLS policies and procedures and PBL best practices to assist staff with appropriate expectations. The hired center administration will participate in the state conference as part of the district delegations and 21st CCLC award requirement. CCLC policies and requisite background screenings to all new staff needed for the program.

### 3.10 Facilities

North Fork Elementary is located at 101 NW 15th Avenue, Fort Lauderdale, FL 33311) and Oriole Elementary at 3081 NW 39th Street, Lauderdale Lakes, FL 33309. Both sites are safe and easily accessible sites. Both sites can easily accommodate 80 students in the 21st CCLC programs. Both schools' facilities already met all applicable and accessibility standards, including the Americans with Disabilities Act (ADA). All safety inspection forms are readily available on-site. Participants at both sites will have access to classrooms, cafeteria, media center/library, computer lab, science lab, and outdoor playground. Northfork and Oriole have outdoor recreational areas. Both include large areas for play and sport, including basketball courts. Both target schools have ample parking space to accommodate parking for all parents of participating students during family activities/parent sessions. There is more than ample space to store and secure equipment

and resources. As district public schools, both North Fork and Oriole are exempt from the DCF licensing requirements. The programs will take place at the respective schools so travel to the site is not necessary. Family members live in close proximity to the school and will have easy access to the program site.

### 3.11 Safety and Student Transportation

The safety of students and their families in the 21st CCLC program is of the highest priority to BCPS. To address safety and safeguard students, BCPS has a clear strategy in place to ensure the from the program sites to their home. Travel to the site is not necessary as both North Fork and Oriole Elementary are the actual centers of programming ensuring safe access to the programs' services. Documentation of fire drills, emergency drills, and behavioral issues will follow the BCPS standard protocol as required. All hired staff will complete a level 2 background screening, complying with all aspects of the Jessica Lunsford Act, before commencing employment.

A safety coordinator (security guard) will be brought on during program hours to ensure that all students and staff are kept safe on the campus. Student safety will be maintained during on and offsite activities by following the 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 the 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 both North Fork and Oriole Elementary are the actual centers of programming ensuring safe and seamless access 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. Parents or approved individuals choosing to pick-up children 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.

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. Parents or approved individuals choosing to pick-up children 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.

The BCPS Bus Transportation Department will provide transportation from the center to assigned bus stops 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. BCPS will ensure the vehicles are safe and dependable. The Student Transportation and Fleet Services Department is committed to the safe and efficient transportation of all Broward County Public Schools' bus riders in compliance with federal, state and local guidelines. This department consists of District Transportation Operations supporting Vehicle Maintenance ensuring safe vehicles for the transportation of students. 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. The BCPS Transportation Plan supports the attendance goals of the program by providing continuity of transition from regular day to aftercare during the regular school year. The Plan also supports the attendance and safety goals during non-school days, holidays, and summer programming.

## 3.12 Partnerships, Collaboration, and Sustainability (8 points)

### 3.12.a. Partnerships

North Fork and Oriole will provide required nutritious snacks and meals during afterschool and summer programming in partnership with the United States Department of Agriculture through the National School Lunch Program. FLIPANY is also partnering with 21st CCLC as a meal sponsor. Documentation supporting distributed snacks/meals will be collected and reported via the district's 21st CCLC online platform. Both target schools participated in several planning sessions after selection for submission by DPI committee. See attached Letters of Support from various partners in this regard.

Both targeted schools' partnerships reflect the continuation of prior partnerships and the development of new ones. In particular, our partners have extended their desire to provide resources and supplies for schools to ensure that all students have the materials and skills they need to succeed. Our partners will also volunteer, providing mentoring and support. Many of our partners will provide critical support and services to further engage our adult family members.

### 3.12.b Collaboration

Students targeted for intervention are enrolled and attend North Fork and Oriole Elementary Schools. There is constant communication with the schools and students to support learning that occurs during the school day. Reinforce concepts learned in the classrooms. Should actively communicate and collaborate to determine concepts being learned in the classroom. Cover current content. Describe what strategies are developed to continue meaningful collaboration through the school year. Including private school students. How, what info requested and frequency and maintenance of communication channels.

### 3.12.c. Sustainability

BCPS does have a preliminary plan for how the program will continue after funding ends. BCPS is aware of the need to remain proactive in identifying new sources of funding due to the anticipated decreases in future 21st CCLC funding. BCPS's Sustainability Plan and subsequent

strategies will continuously review and revised in anticipation of this. BCPS is committed to securing additional funding and supports for our target population to ensure the same level of services provided during upcoming years when funding ends. One significant and viable option for continued support includes our strong relationship and partnering with the Children's Services Council of Broward County (CSC). They currently sustain our 21st CCLC High School programs. It is BCPS' expectation that as these students age they will transition into the high school partnership with CSC allowing for continued support and programming continuity for these students. BCPS will continue to research grants and other Federal funding sources to supplement and sustain programming for our high need students. BCPS continually seeks opportunities to build additional partnerships and secure funding for this purpose. The advisory board will also play a key role in this.

## 4.0 Project Budget (15 points)

As instructed in the RFP, the project budget is attached.

## 5.0 Priority Points

The priority preference forms were attached with supporting documentation of FRM rates to support that both schools meet **Priority 1** eligibility criteria for the maximum of five points each. **Evidence that the proposal targets only high-need students and families.** *All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population received free/reduced-price meals. 1.b. Over 80% of the student body receives free/reduced-price meals.* **Five points** are being requested as both target schools have extremely high rates of students receiving free/reduced-price meals (FRM). The FLDOE Lunch Status Survey supports that North Fork and Oriole both have extremely high student populations that receive FRM – 97.8% and 92.2% respectively. This data supports that both targeted schools are qualified as "high-need" schools and meet the criteria cited.

# Cohort 17 (2018-19) RFP Scope of Work/Narrative Addendum

Agency Name: Broward County School District (NF/Oriole) Project Number: 060-24449B-9CC17
Program Name:
North Fork & Oriole

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: ÿ Additions ÿ ~~Deletions~~ ÿ Both

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

**RFP 3.1 Project Abstract/Summary:**

§ **List the dates, days and hours of service indicated the updated Site Profile Worksheet.**

§ **Show the ages and grades of students to be served and number of students at each targeted school listed?**

~~Services are provided afterschool Monday through Friday from 2:50-5: 50 pm during the school year (August 15, 2018 – May 31st, 2019) and Monday through Thursday from 8:00 am – 4:00 pm (June 10 – July 26, 2019) during the summer~~

Services are provided for afterschool at North Fork Elementary Monday through Friday from 2:55 - 5:55 pm during the school year, from 9/4/18 to 5/31/19 and 8/14/19 to 8/29/19; and 12:25 – 5:55 pm on Early Release Days. Services are provided for afterschool at Oriole Elementary Monday through Friday from 2:50 pm- 5:50 pm during the school year, from 9/4/18 to 5/31/19 and 8/14/19 to 8/30/19; and 12:25 – 5:55 pm on Early Release Days. Both locations will provide services during the summer Monday through Friday from 8:00 am – 4:00 pm.

**RFP 3.3 Dissemination Plan:**

§ **Paragraph 1 contains duplicate narrative "A copy of the approved grant narrative…"**

~~A copy of the approved grant narrative will be posted on the web page. A section of this web page is dedicated to reporting ongoing progress towards the proposed goals and objectives~~

**RFP 3.5 Times and Frequency of Service Provision for Students and Adult Family Members**

§ **Describe operations that match the site profile worksheet, sample schedules, and AFMS schedule.**

Students will participate in Project Base Learning (PBL), Reading, Math and Science enrichment and/or remediation. Students will also participate in personal enrichment activities such as Nutrition, Social Emotional Learning, Dance, Music and/or Drama.

**RFP 3.7 Approved Program Activities**

§ **Provide math activities that includes interactive and hands-on or PBL Math (see notes on Activity Plans).**

Mango Math – where students will work collaboratively to learn money management, how to create a budget, build a scale model of a home and plan a budget to carpet, tile, paint, etc. their home. This project will build creativity, critical thinking, problem solving, decision-making, life skills and personal responsibility.

§ **Afterschool should be listed to begin after dismissal, so 2:55 pm would be a more suitable start time.**

Afterschool will begin at 2:50 pm at Oriole Elementary and 2:55 pm at North Fork Elementary

Students will sign in, receive a snack, and then begin homework, tutoring and academic remediation, which will be offered for approximately ~~30~~ 60 minutes at a 16:1 ratio. Personal enrichment will be at a 20:1 ratio, while academics will be at 16:1.

§ **Include some detail about summer activities/field trips/expert facilitators.**

STEM based PBL projects occurring during summer programming by certified teachers. Summer activities will be provided through hands-on, minds-on interactive projects that help reinforce 21st century skills like collaboration, communication, creativity and critical thinking. Social Emotional Learning modules will be implemented to reinforce additional 21st century sill development. When possible, students will attend field trips to places such as the Frost Museum, Marine Environmental Education Center, Miami Aquarium and Palm Beach Zoo, that highlight concepts from the classroom which will be used as culminating events.

§ **Revise days and years on page 17, paragraph 1**

Six family night sessions will target 80 family members on scheduled ~~Tuesdays~~ days from 6:00 p.m.-7:00 p.m. with three events occurring from August to December ~~2017~~ 2018 and three events occurring from January to May ~~2018~~ 2019.

**RFP 3.9a Staffing & Professional Development**

§ **Identify the required staff members listed in the RFP. (Certified teachers, program director, site coordinator, staff member responsible for collection and maintenance of data, staff member responsible for collaborating with the target school(s), two staff members who are CPR/first aid certified)**

Ms. Sheneka Blue will be the Center Coordinator at Oriole Elementary. Ms. Tiara Mocombe will be the Center Coordinator at North Fork Elementary. The Center Coordinators are certified educators and were selected based on their experience, leadership and knowledge of the population and community resources within their school service areas. Oriole and North Fork Elementary will staff an estimated five certified teachers to deliver rigorous instruction aimed at improving students' academic performance. Four teacher assistants will be hired to support the 21st CCLC teachers. A 16:1 student to staff ratio will be maintained for all academics; homework, tutoring and remediation; and 20:1 ratio for personal enrichment activities. A safety coordinator will be hired to maintain a safe environment for all students and staff. The safety coordinator, center coordinator and 21st CCLC teachers will receive training in CPR and first aid. A District Program Facilitator will be identified to provide direct programmatic support to each 21st CCLC Center Coordinator, coordinate family member sessions and organize required deliverables.

§ **Include a description ensuring Florida Professional/Temporary Educators are used to deliver activities aimed at improving academic performance.**

All teachers hired must have a valid Florida certification either a professional or temporary certification. These teachers will be responsible for providing all academic lessons.

**RFP 3.11 Safety and Student Transportation**

§ **Sentence 2 which contains a syntax error "strategy in place to ensure the from the …"**

~~BCPS has a clear strategy in place to ensure the from the program sites to their home.~~

BCPS has a clear strategy in place to ensure students have a safe transition from the program sites to their homes.

- **Paragraphs 3 and 4 contain repeated narrative. Remove paragraph 4**

~~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. Parents or approved individuals choosing to pick-up children 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.~~

**RFP 3.12a Partnerships**

- **Describe any partnerships the applicant has secured to support the proposed program.**
- **Identify each partner and describe their contribution to the program and how the partnership will work.**

Partners who we have engaged to assist with adult family member services include Academy of the Heart and Mind Education (AHAM) who will provide mindful parenting courses, and the Black Child Development Institute, who will implement activities that focus on literacy development, health and wellness, and family empowerment.

**RFP 3.12b Collaboration**

- **Describe what strategies has the applicant developed to continue meaningful collaboration with the schools attended by the targeted students and the private schools in the local area.**
- **Identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.**

21st CCLC District staff will communicate with Oriole and North Fork center principals and staff via email, monthly center visits, webinars, and professional development. Daily and weekly communication will occur to ensure current student learning is being focused on and reinforced. Staff will work collaboratively to ensure meaningful communication throughout the school year. In addition, 21st CCLC center administrators will also be leaders within the target schools, allowing 21st CCLC district staff a clear connection between both the principal and center staff for authentic communication of student progress and needs. Prospective activities are planned for the year by targeted schools and align with specific needs of the students, which align with regular school day curriculum. Both Principals are eager to support the project, committing staff to participate in the planning of this proposal through the detailed needs assessment and creation of PBL plans. Regular contact with private schools and the community will also be maintained with phone calls, emails, and meetings.

Both Oriole and North Fork will have access to student data entered into the evaluation platform, which reports student attendance, progress, and achievement. School Improvement Plan (SIP) concerns are sustained through the proposal which includes Response to Intervention (RtI), School wide Positive Behavior Plan, and Resources for Students and Parents. Oriole and North Fork will utilize RtI interventions for struggling students and Positive behavior lessons that are aligned with Social and Emotional Learning (SEL) activities. The afterschool and summer programs will serve as a school resource for families in need, providing remediation, tutoring, and parent involvement activities that assist families based on the risk factors addressed in the needs assessment

**RFP 3.12c Sustainability**

- **Describe the proposed members of the advisory board which meet the minimum requirements on page 40 of the RFP.**
- **Describe the methods the advisory board will use to implement the sustainability plan.**
- **Describe the frequency of the advisory board meetings.**

The advisory board will consist of school administrators, at least one school day teacher, students, at least two parents, and community stake holders. The advisory board will play a key role in making sure they solicit stakeholders in the community to assist with the after school program. The advisory board along with the Grant Manager and District Staff will also assist in identification and acquisition (when appropriate) of external funding and resources to support the students and program. The program will ensure all members have a sense of values, and concern for and interest in the program's development. The center coordinator and target school principal will solicit stakeholders in the community to assist with the after school program establishing a meaningful advisory board. This will allow them to meet a minimum of 3 times a year to discuss program marketing and sustainability.

# Appendix A
## Continuing Improvement 2019-20

Agency Name: Broward County School District  Project Number: 060-2440B-0CC17

Program Name: North Fork/Oriole

*Reason(s) for the change:*

This change includes: ÿ Additions ÿ ~~Deletions~~ × Both

*Narrative Language:*

Services are provided for afterschool at North Fork Elementary Monday through Friday from ~~2:55 - 5:55~~ 2:50pm to 5:50pm during the school year~~., from 9/4/18 to 5/31/19 and 8/14/19 to 8/29/19; and 12:25 – 5:55 pm on Early Release Days.~~ Services are provided for afterschool at Oriole Elementary Monday through Friday from ~~2:50 pm- 5:50 pm~~ 2:25 to 6:00pm during the school year~~, from 9/4/18 to 5/31/19 and 8/14/19 to 8/30/19; and 12:25 – 5:55 pm on Early Release Days.~~ Both locations will provide services during the summer Monday through Friday. ~~from 8:00 am – 4:00 pm.~~

3.12.a. Partnerships

North Fork and Oriole will provide required nutritious snacks and meals during afterschool and summer programming in partnership with the United States Department of Agriculture through the National School Lunch Program. FLIPANY is also partnering with 21st CCLC as a meal sponsor. Documentation supporting distributed snacks/meals will be collected and reported via the district's 21st CCLC online platform. Both target schools participated in several planning sessions after selection for submission by DPI committee. See attached Letters of Support from various partners in this regard.

Underscore reflects additions to the 2018-19 narrative.
~~Cross-out~~ reflects deletion of language in the 2018-19 narrative.

# Appendix A
## Continuing Improvement 2020-21

Agency Name: Broward County School District

Project Number: 060-2441B-1CC17

Program Name: North Fork-Oriole

*Reason(s) for the change:*
At this time there are no changes to be made to the narrative.

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

*Narrative Language:*

Underscore reflects additions to the 2018-19 narrative.
~~Cross-out~~ reflects deletion of language in the 2018-19 narrative.

# Appendix A
## Continuing Improvement 2021-22

| | | | |
|---|---|---|---|
| Agency Name: | The School Board of Broward County, Florida<br>NORTH FORK/ORIOLE | Project Number: | 060-2442B-2CC17 |
| Program Name: | 101 NORTH FORK ORIOLE | | |

*Reason(s) for the change:*
Changes to the 21st CCLC GPRA measures.

This change includes: ÿ Additions ÿ Deletions

# Appendix A

## Continuing Improvement 2022-23

Agency Name: Broward County School District

Project Number: 060-2443B-3CC17

Program Name: North Fork - Oriole

*Reason(s) for the change:*

No reason for changes.

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

*Narrative Language:*

Underscore reflects additions to the previous narrative.
Cross-out reflects deletion of language in the previous narrative.

# Appendix A
## Continuing Improvement 2023-24

Agency Name: Broward County District School

Project Number: 060-2444B-4CR17

Program Name: North Fork & Oriole

*Reason(s) for the change:*

The programs being operated under the grant are run though the Broward County School Board. All staff for our programs are BCSB employees and have regular contract hours that they must work within. The programs that have early release days due to staff being employed during that time. Staff will not be able to work earlier because it conflicts with their contract. We need to remove early release days from our program schedules.

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

*Narrative Language:*

**RFP 3.1 Project Abstract/Summary:**

- List the dates, days and hours of service indicated the updated Site Profile Worksheet.
- Show the ages and grades of students to be served and number of students at each targeted school listed?

~~Services are provided afterschool Monday through Friday from 2:50-5: 50 pm during the school year (August 15, 2018 – May 31st, 2019) and Monday through Thursday from 8:00 am – 4:00 pm (June 10 – July 26, 2019) during the summer~~

~~Services are provided for afterschool at North Fork Elementary Monday through Friday from 2:55 - 5:55 pm during the school year, from 9/4/18 to 5/31/19 and 8/14/19 to 8/29/19; and 12:25 – 5:55 pm on Early Release Days. Services are provided for afterschool at Oriole Elementary Monday through Friday from 2:50 pm- 5:50 pm during the school year, from 9/4/18 to 5/31/19 and 8/14/19 to 8/30/19; and 12:25 – 5:55 pm on Early Release Days. Both locations will provide services during the summer Monday through Friday from 8:00 am – 4:00 pm.~~

Services are provided for both afterschool programs Monday through Friday from 2:25 - 5:25 during the school year (August 21, 2023 -June 7, 2024) and Monday through Friday during the summer from 8:00 am – 4:00pm

Underscore reflects additions to the previous narrative.
~~Cross-out~~ reflects deletion of language in the previous narrative.

# Appendix A
## Continuing Improvement 2024-25

Agency Name: The School Board of Broward County, Florida

Project Number: 060-244B-5CR17

Program Name: Nita Lowery 21st CCLC - North Fork - Oriole

*Reason(s) for the change:*

No changes are needed at this time.

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

*Narrative Language:*

Underscore reflects additions to the previous narrative.
~~Cross-out~~ reflects deletion of language in the previous narrative.

PROPOSED

# Florida's 21st Century Community Learning Centers

## Continuation Attendance-Based Funding Worksheet

## 2024-25

This worksheet is designed to bring all 21st CCLC subgrantees into minimum compliance with the attendance thresholds established by the Request for proposals/Applications. It is a standardized process to establish the maximum funding for which the continuing program is eligible. Every 21st CCLC program proposed to provide services to a specific number of students at specific sites on a daily basis (Average Daily Attendance - ADA), and was funded based on this proposed ADA.

| Broward County School District | | 060-2445B-5CR17 |
|---|---|---|
| **Agency Name** | | **2024-25 Project Number** |
| **$679,080.00** | **2** | **17** |
| **2023-24 Award Amount (DOE 200)** | **Number of Sites** | **Cohort** |

*Agency entering Year 7 of funding.*

### Program-Level Analysis -- Overall Average Daily Attendance by Component

| Component | Proposed Daily Attendance | Reported Daily Attendance | Overall Performance (Reported/Proposed) | Subject to Site-Level Adjustment? |
|---|---|---|---|---|
| Before School | 0 | n/a | n/a | no |
| Afterschool | 160 | n/a | n/a | no |
| Weekend | 0 | n/a | n/a | no |
| Summer / no transportation | 80 | n/a | n/a | no |
| Summer /w transportation | 80 | n/a | n/a | no |

### Site-Level Funding Summary (Individual Site Analysis Attached)

| Site Name | 2024-25 Max. Site Funding |
|---|---|
| Oriole Elementary | $ 336,544.00 |
| North Fork Elementary | $ 336,536.00 |
| | |
| | |
| | |

### 2024-25 Maximum Funding Amount

**$673,080.00**

### Special Notes / Comments

2024-25: Both sites' Early Release days reduced to 0 (from 5) due to district changes, with the 5 days added to AS.

# Florida's 21st Century Community Learning Centers

**Site-Level Average Daily Attendance - Funding Worksheet**

Agency Name: **Broward County School District**

2024-25 Project # **060-2445B-5CR17** **Cohort:** **17**

**2**
**# of Sites**

## Oriole Elementary

| | 2023-24 | | | Review | | | 2024-25 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Proposed (Most Recent) | Reported (As submitted for Sept '23-April '24) | | Min Red ADA % | Subject to Adjustment | Transportation | New Funding Request Guide | | | | | | Maximum Funding (Proportion Applied) |
| | # Students | ADA | % Perform | | | | # Students | Hrs/Day | # Days | Base Rate | Adj. Rate | Service Total | 100.00% |
| Before School | | n/a | n/a | n/a | no | -- | | | | $2.00 | $2.00 | $ - | $ - |
| Afterschool | 40 | n/a | n/a | n/a | no | no | 40 | 3 | 179 | $4.00 | $4.00 | $ 85,920.00 | $ 85,920.00 |
| Afterschool w/Trans. | 40 | n/a | n/a | n/a | no | yes | 40 | 3 | 179 | $5.00 | $5.00 | $ 107,400.00 | $ 107,400.00 |
| | | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Early Release | 80 | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Weekend Days | | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Summer | 40 | n/a | n/a | n/a | no | no | 40 | 8.102 | 34 | $6.00 | $6.00 | $ 66,112.32 | $ 66,112.32 |
| Summer w/Trans. | 40 | n/a | n/a | n/a | no | yes | 40 | 8.1 | 34 | $7.00 | $7.00 | $ 77,112.00 | $ 77,112.00 |
| | | | | | | | | | | | | $ 336,544.32 | $ 336,544.00 |

## North Fork Elementary

| | 2023-24 | | | Review | | | 2024-25 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Proposed (Most Recent) | Reported (As submitted for Sept '23-April '24) | | Method of Review | Subject to Adjustment | Transportation | New Funding Request Guide | | | | | | Maximum Funding (Proportion Applied) |
| | # Students | ADA | % Perform | | | | # Students | Hrs/Day | # Days | Base Rate | Adj. Rate | Service Total | 100.00% |
| Before School | | n/a | n/a | n/a | no | | | | | $2.00 | $2.00 | $ - | $ - |
| Afterschool | 40 | n/a | n/a | n/a | no | no | 40 | 3 | 179 | $4.00 | $4.00 | $ 85,920.00 | $ 85,920.00 |
| Afterschool w/Trans. | 40 | n/a | n/a | n/a | no | yes | 40 | 3 | 179 | $5.00 | $5.00 | $ 107,400.00 | $ 107,400.00 |
| | | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Early Release | 80 | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Weekend Days | | n/a | n/a | n/a | no | no | | | | $4.00 | $4.00 | $ - | $ - |
| Summer | 40 | n/a | n/a | n/a | no | no | 40 | 8.101 | 34 | $6.00 | $6.00 | $ 66,104.16 | $ 66,104.16 |
| Summer w/Trans. | 40 | n/a | n/a | n/a | no | yes | 40 | 8.1 | 34 | $7.00 | $7.00 | $ 77,112.00 | $ 77,112.00 |
| | | | | | | | | | | | | $ 336,536.16 | $ 336,536.00 |

**Calculating the Ratio**

| | | |
|---|---|---|
| Total Services Proposed | $ | 679,080.00 |
| Maximum Funding | $ | 679,080.00 |

| | |
|---|---|
| Proportion to Unit Cost | 100.00% |

This proportion must be applied every year of funding

The proportion must reflect the scenario most beneficial for the department (the best deal). If a program increases the level of services, the ratio must be revised to reflect the lower proportion. The proportion cannot be increased.

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# 2024-2025 SITE PROFILE

| | | | | | |
|---|---|---|---|---|---|
| **Agency Name** | Broward County School District | | **Project Number** | 060-2445B-5CR17 | |
| **Site Name** | Oriole Elementary | | | **Zip Code** | 33309 |
| **Site Address:** | 3081 NW 39th Street | **City** | Lauderdale Lakes | **County** | Broward |
| **Site Contact Name:** | Nina Black | **Phone** | (754) 322-7550 | **Email** | Nina.Black@browardschools.com |

**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 |
| Oriole Elementary | PK, K, 1, 2, 3, 4, 5 | 756 | 80.42% | K,1,2,3,4,5 | | 80 | 80 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | TOTAL | | 80 | 80 | | |

**BEFORE SCHOOL SITE OPERATIONS**

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

**AFTER SCHOOL SITE OPERATIONS**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Start Date** | 8/12/24 | **End Date** | 6/3/25 | **Total Number of Service Days** | | 179 |
| **Non-service days** | 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 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, | | | | | |
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Total hours of After School services per typical week.** |
| **Start Time** | 2:15 PM | 2:15 PM | 2:15 PM | 2:15 PM | 2:15 PM | |
| **End Time** | 5:30 PM | 5:30 PM | 5:30 PM | 5:30 PM | 5:30 PM | |
| **Hours** | 3.25 | 3.25 | 3.25 | 3.25 | 3.25 | 16.25 |
| **Early Release Dates** | 2/14/25 | | | **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** | 7/28/25 | **Total Number of Service Days** | | | 34 |
| **Non-service days** | 6/19/25, 7/4/25 | | | | | | |
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Total hours of Summer services per typical week.** |
| **Start Time** | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | | |
| **End Time** | 4:00 PM | 4:00 PM | 4:00 PM | 4:00 PM | 4:00 PM | | |
| **Hours** | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 | | 40.0 |

**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** | 1:15 | **Personal Enrichment Ratio** | 1:20 |

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# 2024-25 CENTER SITE PROFILE

| | | | | | |
|---|---|---|---|---|---|
| **Agency Name** | Broward County School District | | **Project Number** | 060-2445B-5CR17 | |
| **Site Name** | North Fork Elementary | | | **Zip Code** | 33311 |
| **Site Address:** | 101 NW 15th Avenue | **City** | Fort Lauderdale | **County** | Broward |
| **Site Contact Name:** | Meredith McKinney | **Phone** | (754) 322-7350 | **Email** | Meredith.Mckinney@browardschools.com |

**TARGET SCHOOLS**

| School Name | School-wide Information | | | # Targeted Students | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades Served by School | Enrollment | Free and Reduced Lunch Rate | Grades Served by Program | BS | AS | SUM | W | H |
| North Fork Elementary School | PK, K, 1, 2, 3, 4, 5 | 437 | 87.68% | 1,2,3,4,5 | | 80 | 80 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | TOTAL | | 80 | 80 | | |

**BEFORE SCHOOL SITE OPERATIONS**

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

**AFTER SCHOOL SITE OPERATIONS**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Start Date** | 8/12/24 | **End Date** | 6/3/25 | **Total Number of Service Days** | | 179 |
| **Non-service days** | 9/2/24, 10/3/24, 10/14/24, 11/5/24, 11/11/24, 11/25/24,11/26/24, 11/27/24, 11/28/24, 11/29/24, 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, | | | | | |
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Total hours of After School services per typical week.** |
| **Start Time** | 2:25 PM | 2:25 PM | 2:25 PM | 2:25 PM | 2:25 PM | |
| **End Time** | 5:25 PM | 5:25 PM | 5:25 PM | 5:25 PM | 5:25 PM | |
| **Hours** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 15.0 |
| **Early Release Dates** | 2/14/25 | | **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** | 07/28/2025 | **Total Number of Service Days** | | | 34 |
| **Non-service days** | 06/19/25, 07/04/25 | | | | | | |
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Total hours of Summer services per typical week.** |
| **Start Time** | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | | |
| **End Time** | 4:00 PM | 4:00 PM | 4:00 PM | 4:00 PM | 4:00 PM | | |
| **Hours** | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 | | 40.0 |

**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** | 1:15 | **Personal Enrichment Ratio** | 1:20 |

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

| Scope of Work Tasks/Activities | Deliverables (product or service) | Evidence (verification) | Due Date (completion) |
|---|---|---|---|
| Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work. | Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet. | Period: November 1-30, 2024<br>All subrecipients must submit via the department's online system, a monthly<br>• Student attendance count.<br>• Number of hours of programming per student and/or family.<br>• Participant data update. | December 5, 2024 |
| Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work. | Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet. | Period: December 1-31, 2024<br>All subrecipients must submit via the department's online system, a monthly<br>• Student attendance count.<br>• Number of hours of programming per student and/or family.<br>• Participant data update. | January 5, 2025 |
| Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work. | Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet. | Period: January 1-31, 2025<br>All subrecipients must submit via the department's online system, a monthly<br>• Student attendance count.<br>• Number of hours of programming per student and/or family.<br>• Participant data update. | February 5, 2025 |
| Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work. | Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the Site Profile Worksheet. | Period: February 1-28, 2025<br>All subrecipients must submit via the department's online system, a monthly<br>• Student attendance count.<br>• Number of hours of programming per student and/or family.<br>• Participant data update. | March 5, 2025 |

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

| Scope of Work Tasks/Activities | Deliverables (product or service) | Evidence (verification) | Due Date (completion) |
|---|---|---|---|
| Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work. | Implement the 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<br>All subrecipients must submit via the department's online system, a monthly<br>• Student attendance count.<br>• Number of hours of programming per student and/or family.<br>• Participant data update.<br>• Year-end Summative Evaluation Report. | August 5, 2025 |