

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-2441B-1CC16
3 PROJECT/PROGRAM TITLE Nita M Lowey 21st Century Community Learning Centers Statewide Continuation <div style="text-align: right;">TAPS 21B031</div>	4 AUTHORITY 84.287C 21st CCLC ESSA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C200009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2020 - 07/31/2021 Program Period: 09/01/2018- 07/31/2023
7 AUTHORIZED FUNDING Current Approved Budget: \$684,840.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$684,840.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/31/2021</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2021</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2021</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2020</u> 	
10 DOE CONTACTS Program: Kimberly Berry Phone: (850) 245-0821 Email: Kimberly.Berry@fldoe.org Grants Management: Unit B (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 077283471 FEIN#: F596000530174 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. Other: See page two line eleven for terms and conditions. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED: <div style="text-align: center;"> _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">1/25/2021</div> </div> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;"> </div>	

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.)

Additional Terms and Conditions:

To ensure compliance with the Florida Department of Financial Services, Comptroller/Chief Financial Officer Memoranda Number(s) CFOM # 01 & 02, 2012-2013 the department will initiate amendments for project products and services as necessary. Please contact Angelia Rivers at (850) 245-0853, Angelia.Rivers@fldoe.org
- Required Deliverables**
- All agencies are required to submit all deliverables and evidence of activities as required to the 21st CCLC Program Office at the FDOE by the 15th of each month.
- Financial Consequences**
- The Florida Department of Education's 21st CCLC Program Office shall periodically review the progress made on the activities and deliverables listed in the Project Deliverable and Invoice Form. If the applicant fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of deliverables, proposed activities and/or proposed goals/objectives) established in the approved application, or to make appropriate progress on the activities and/or towards the deliverables, and they are not resolved within two weeks of notification, the 21st CCLC Program Office may approve a reduced payment, or request the applicant redo and resubmit the work, or terminate the project altogether.
- Subsequent award years
- The 21st CCLC program period is a maximum of five years contingent upon: (1) availability of funding from the USED; (2) satisfactory performance by the sub-grantee as evaluated by the FDOE; (3) submission of annual renewal documents as required by FDOE; (4) compliance with all grant requirements and conditions set forth within the most current RFP/RFA and supplements.
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: 21st Century Community Learning Centers 2020-21 TAPS NUMBER: 21B031	DOE USE ONLY Date Received 07/10/2020						
B) Name and Address of Eligible Applicant: The School Board of Broward County, Florida 600 South East Third Avenue KCW Building Fort Lauderdale, FL 33301		Project Number (DOE Assigned) 060-2441B-1CC16						
C) Total Funds Requested: \$684,840 <hr style="width: 25%; margin-left: 0;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 684,840 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Tom Albano Fiscal Contact Name: Jennifer Bass </td> <td style="width: 40%;"> Telephone Numbers: 754-321-1633 754-321-1664 </td> </tr> <tr> <td> Mailing Address: Grants Administration 600 South East Third Avenue Fort Lauderdale, FL 33301 </td> <td> E-mail Addresses: Tom.albano@browardschools.com Jennifer.bass@browardschools.com </td> </tr> <tr> <td> Physical/Facility Address: Equity & Diversity Lauderdale Manors Early Learning Center 1400 NW 14th Court Fort Lauderdale, FL 33311 </td> <td> DUNS number: 0772834710000 FEIN number: 59-6000530 </td> </tr> </table>		Contact Name: Tom Albano Fiscal Contact Name: Jennifer Bass	Telephone Numbers: 754-321-1633 754-321-1664	Mailing Address: Grants Administration 600 South East Third Avenue Fort Lauderdale, FL 33301	E-mail Addresses: Tom.albano@browardschools.com Jennifer.bass@browardschools.com	Physical/Facility Address: Equity & Diversity Lauderdale Manors Early Learning Center 1400 NW 14 th Court Fort Lauderdale, FL 33311	DUNS number: 0772834710000 FEIN number: 59-6000530
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Physical/Facility Address: Equity & Diversity Lauderdale Manors Early Learning Center 1400 NW 14 th Court Fort Lauderdale, FL 33311	DUNS number: 0772834710000 FEIN number: 59-6000530							
CERTIFICATION <p>I, <u>Robert W. Runcie</u>, (Please Type Name) 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.</p> <p>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.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 40%;"> E) Signature of Agency Head </div> <div style="width: 30%;"> Superintendent of Schools Title </div> <div style="width: 20%; text-align: center;"> Date </div> </div>								



Vendor/Subrecipient Determination for Federally Funded Programs

Non-State Organization: Broward County School District - Morrow-Oakridge

Non-State Organization Type:

☐ State/Local Government

☒ Public Edu. Agency (LEA/College/University)

☐ Nonprofit

☐ For-Profit

Federal Program Adminstrating Agency: US Department of Education

CFDA No. (Catalog of Federal Financial Assistance No.): 84-287C

Contract No. 060-2441B-1CC16

Contract Agreement Period: From 08/01/2020 To 07/31/2021

Part A: Check either Vendor or Subrecipient based upon an analysis of the defining characteristics for each.

1. Vendor (check all that apply):

☐ Provides the goods and services within normal business operations

☐ Provides similar goods or services to many purchasers

☐ Operates in a competitive environment

☐ Provides goods or services that are ancillary to (in support of) the operation of the Federal program

☐ Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

2. Subrecipient (check all that apply):

☒ Determines who is eligible to receive what Federal assistance

☒ Has its performance measured in relation to whether objectives of a Federal program were met

☒ Has responsibility for programmatic decision making

☒ Is responsible for adherence to applicable Federal program requirements specified in the Federal award

☒ Uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity

Part B: Conclusion.

Use of judgment in making determination. In determining whether an agreement between your agency and another organization casts the latter as a subrecipient or a contractor, the substance of the relationship is more important than the form of the agreement. All of the characteristics listed above may not be present in all cases, and your agency must use judgment in classifying each agreement as a subaward or a procurement contract. (2 C.F.R. Part 200.330(c))

Based on your analysis of the responses to Part A indicate your evaluation of the organization for this contract:

(check one) ☒ **Subrecipient**

☐ **Vendor**

Comments:

Completed by:

Wayarne Tolliver

(Signature)

Wayarne Tolliver

(Name)

Contract Manager

21st CCLC and BFCO Grants

(Title)

12/16/20

(Date)

NOTES:

(1) This checklist is a tool for individuals managing contracts to determine a provider's status as either a Vendor or a Subrecipient as defined in 2 C.F.R. Part 200.330.

(2) 21st CCLC subrecipients are not permitted to issue sub-awards. If you determine that the relationship between your agency and another non-federal entity casts the latter as a subrecipient you must take steps to correct this area of non-compliance.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Department of Education's General Education Provisions Act (GEPA)

Section 427 of the General Education and Provisions Act requires each applicant for funds (other than an individual person) includes in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

In the text area below, please provide a brief narrative outlining how your program will meet the requirements outlined in Section 427 of the General Education Provisions Act (GEPA).

In carrying out the vision to offer educational services through the Nita M. Lowey 21st Century Community Learning Center program, The School Board of Broward County, Florida will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for the individuals we serve. Federally-funded activities, programs and services will be accessible to all teachers, students and other program beneficiaries with special needs, allowing them to participate fully in the projects. The School Board of Broward County, Florida does not discriminate on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation in its education and research programs or its services and activities. The School Board of Broward County, Florida provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants.

Please see additional pages for more information.

The School Board of Broward County, Florida

Applicant Organization


Signature of Agency Head

SIGN HERE

Superintendent of Schools

Title

April 21, 2020

Date Signed

GEPA STATEMENT OF ASSURANCE

The School Board of Broward County, Florida serves an academically, culturally and racially diverse population and is committed to equal access and treatment for all students, employees and the general public. The Board's policy of nondiscrimination (4001.1) guides and governs decision making at all levels. The policy states:

The School Board of Broward County, Florida (Hereinafter referred to as "The Board") shall not discriminate against students, parents, or guardians of students, employees, applicants, contractors, or individuals participating in School Board sponsored activities. The School Board is committed to the provision of equal access in all student, employment, and business programs, activities, services and operations that are operated or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. It is the intent of this policy, and respective procedures, to support and implement protections against discrimination and harassment as prohibited by the constitution, federal and state statutes, county ordinance, and all other applicable laws or regulations.

In addition, the district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was submitted and approved by the Florida Department of Education available in its entirety at <https://beessgsw.org/spp/institution/public>. It includes assurances for compliance with statutes and State Board of Education rules affecting programs for exceptional students as well as requirements of the Individuals with Disabilities Education Act (IDEA). The portion of the policies and procedures, Section A: Instructional Program, contains provisions for philosophy, curriculum and instructional support as they relate to students with special needs, including but not limited to:

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.

GEPA STATEMENT OF ASSURANCE

3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

The district's current signed certification page is attached below.

GEPA STATEMENT OF ASSURANCE

SIGNATURE PAGE

School District: Broward

Administrator of Exceptional Student Education: Sonja Clay

This document is effective for the **2020–2021 through 2021–2022** school years.

CERTIFICATION OF APPROVAL

I, Robert W. Runcie, do hereby certify that each of the statements below are true:



Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

4.20.20

Date of Approval

SIGN HERE

SPECIAL PROGRAMS AND PROCEDURES

The district's Exceptional Student Education (ESE) Policies and Procedures (SP&P) document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

Section D

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

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

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

Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant 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).

and other participants.

The School Board of Broward County

Typed Agency Name

060

Agency Number

Robert W. Runcie, Superintendent

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.



Signature (must be original)

SIGN HERE

April 21, 2020

Date

754-321-2600

Area Code/Telephone Number

Nita M. Lowey 21st CCLC Subrecipient Assurances

The Subrecipient Assurances Signature Page certifies the applicant's agreement to the assurances outlined below. These Assurances must be signed by the Agency Head or the Agency's Authorized Representative. **Each page must be initialed in the bottom right corner.**

PLEASE READ COMPLETELY BEFORE SIGNING.

Nita M. Lowey 21st CCLC Program Assurances

Description: Program specific assurances.

The agency understands that the Request for Proposals (RFP)/Request for Applications (RFA) describes the program requirements and expectations for the implementation of the 21st CCLC Program.

Program Operations

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.

Academic Focus

All 21st CCLC programs are required to operate in a manner that will maximize the program's impact on the academic performance of the participating students. Programs will **provide a breadth of activities and services that offer opportunities** for students to learn new skills, develop creative ways to approach challenges and achieve academic success.

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required as part of the deliverables. ***Each student in the program must be afforded of the full breadth of programming each week as described in the RFP/RFA.***

Services and benefits provided must be secular, neutral and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

Evidence-based Research

The agency will implement activities based on evidence-based research – The authorizing statute provides principles of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on evidence-based research. The programs or activities must be based in research that shows that the students will meet challenging State academic standards.



Supplement. Not Supplant

Funds under this part will be used to increase the level of state, local and/or other nonfederal 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. Programs must also coordinate Federal, State, and local programs to make the most effective use of resources (ESSA Section 4204(b)(2)(C)). Programs are prohibited from using 21st CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services (21st CCLC NonRegulatory Guidance, Section G-7). Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA) that has a 21st CCLC grant.

Facilities

Program facility(ies) will be as available and accessible to participants as the students' local school. The facility(ies) have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. 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/RFA and in Florida's child care law ([§402.301-319 or regulations for School-Age Child Care [6A-6.0910, Florida Administrative Code]).

Supplemental Meals

The program will provide 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. Depending on when the 21st CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students shall **not** be charged for costs associated with supplemental snacks/meals. Documentation of meeting supplemental snack/meal requirements will be required as part of the deliverables.

Students with Special Needs

In accordance with state and federal laws, children with special needs must 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. Description of services to students with special needs will be required as part of the deliverables.

- Title X, Part C: Homeless Education Program:
<http://www.fl DOE.org/schools/family-community/activities-programs/homeless-edu-program.stml>



- Council for Exceptional Children: <http://www.cec.sped.org/>
Bureau of Exceptional Education and Student Services:
<http://www.fldoe.org/academics/exceptional-student-edu/>

For Federal Programs - General Education Provisions Act (GEPA)

A concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs was submitted with the proposal/application. For details refer to Section 427 of GEPA, Public Law 103-382, at www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Professional Development

The program has a professional development plan that is responsive to the needs of its staff, and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21st CCLC funding purpose as outlined in the application. 21st CCLC orientation/professional development and evidence of staff training will be required as part of the deliverables.

Collaboration with Schools

The agency will operate the 21st CCLC program in active collaboration with the school attended by the participating students. Adequate communication between the 21st CCLC program staff and the students' regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21st CCLC program. The agency has a written communication plan to identify how these groups will share information about the needs and performance of 21st CCLC students. Communication plans include how the regular school lessons will be identified and reinforced during the 21st CCLC program.

The program was developed and will be implemented in active collaboration with the schools attended by participating students (ESSA, Section 4204(b)(2)(D)) as outlined in the RFP/RFA.

21st CCLC Advisory Board

The agency will establish a local 21st CCLC Advisory Board comprised of students, teachers, parents and members of community agencies and businesses. The agency will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will consider such topics as program needs and concerns, operations and sustainability. The Advisory Board will include **at least two parents and two students (if the program is serving middle or high school students)**.

Documentation supporting 21st CCLC advisory board meetings will be required as part of the deliverables.

Community Awareness

The agency 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. (ESSA, section 4204(b)(2)(L)).



Property Under the 21st CCLC

Property acquired (e.g., computers, classroom desks, tables) under the 21st CCLC program will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If the 21st CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment will be used and/or distributed in accordance with EDGAR, 34 CFR, Subpart C, Sections 74.30-74.37 and 80.31-80.33.

Record Retention

Programs must 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, typically the submission of the final Project Disbursement Report or until such time as all pending reviews or audits have been completed and resolved.

Monitoring and Evaluation Activities

The subrecipient agrees to fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the FDOE and/or authorized representatives. The subrecipient agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, responding to data requests, submitting accurate data).

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 USED.

The program understands that the formative and summative evaluation report are **required** of all 21st CCLC programs, that the reports will be compared to all data submitted to the FDOE and USED, that this report may be used to determine continuation of funding and that adequate progress has been defined as achieving 85% of approved objectives.

Student Safety

Ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures, etc. will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.

Suspension of the Grant

The FDOE 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.

Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business

Federal grant subrecipients, and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving.

Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.



Statement of Assurance for Evaluation Data

Description: While the 21st CCLC grant may include up to five (5) years of funding, the years following the initial year are dependent upon the evaluation of data supporting successful program implementation aligned with the components of the Request for Proposal (RFP) and Request for Application (RFA) submitted.

- By accepting grant funds, subrecipients agree to participate in both the federal and state evaluation of the Florida 21st CCLC program.
- Subrecipient must submit the Objective and Performance Indicator data to the Florida Department of Education (FDOE); and submit all federally required 21st CCLC program data to the United States Department of Education, as required and outlined in the RFP/RFA.
- Agency understands that if evaluation data does not support program progress as required, the FDOE may reduce and/or terminate future funding.

Project Deliverable Assurance

Description: All subrecipients must collect, submit online and keep copies on file, all required deliverables for each performance period. All required deliverables will be submitted on the 21st CCLC web-based system by their respective due date as outlined in the RFP/RFA.

Required Deliverables

All agencies are **required** to submit all deliverables and evidence of activities as required by the **Reporting Outcomes** section of this RFP to the assigned FDOE Program Development Specialist for submission to the FDOE by the 15th of each month.

Financial Consequences

The Florida Department of Education, 21st CCLC Program Office, shall periodically review the progress made on the activities and deliverables listed. If the applicant fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of deliverable, proposed activities and/or proposed goals/objectives) established in the approved application or to make appropriate progress on the activities and/or towards the deliverables, and they are not resolved within two weeks of notification, the 21st CCLC Program Office will (1) approve a reduced payment, (2) request the applicant redo the work and/or (3) terminate the project.

By accepting grant funds, the agency agrees to submit the required project deliverables for Nita M. Lowey 21st CCLC program as outlined in the 2020-2021 RFP/RFA. The agency understands that if the deliverables do not support program progress as required, the FDOE will reduce and/or terminate future funding.



**Subrecipient Assurances
Signature Page**

All information requested below must be provided.

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency shall comply with the program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the Request for Proposal (RFP)/Request for Application (RFA).

Agency Name

The School Board of Broward County, FL

**Agency Head or
Authorized Agency
Representative**



Original Signature*

Robert W. Runcie

Printed Name

Title

Superintendent of Schools

Date

6/30/2020

Phone No.

754-321-2600

Email

supt runcie@browardschools.com

**Please note that only original signatures will be accepted. Stamped or electronic signatures are not allowable. Blue ink is preferred.*

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

Description:

Both ESSA and the Education Department General Administrative Regulations (EDGAR) require that 21st CCLC funded programs provide equitable services to eligible private school students, teachers and other education personnel. The applicant 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 agency(ies) (LEA) service areas. Documentation supporting private school consultation will be requested as part of the deliverables.

For more information, see SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS at www.ed.gov/policy/elsec/leg/esea02/pg111.html.

The FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) General Assurances states: "After timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity." 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's) Grants Administration Department obtains the list of private schools from the State of Florida's website where all nonpublic schools in the State of Florida are required to register. The Grants Administration Department sends a survey to all nonpublic schools inviting them to participate in federal programs. The Grants Administration Department then hosts an initial consultation meeting that is open to all private school principals, administrators, or their representatives. Upon verification that the interested private schools meet the basic requirements to participate in federal programs, the Grants Administration Department forwards a list of interested and qualified private schools to the District's 21st CCLC program managers. A supplementary list of nonpublic schools specifically interested in participating in the 21st CCLC program is then generated. 21st CCLC program managers reference the specialized list to e-mail principals and agency representatives in the geographic areas of potential 21st CCLC program sites for meaningful consultation about opportunities available for students, teachers, and other education personnel.

In reference to the 2020-2021 RFA, no private school has yet responded with interest to have its students, teachers, or education personnel participate in the potential 21st CCLC program at **Morrow Elementary School and Oakridge Elementary School.**

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

Zero (0)

- (c) The number of students enrolled in private schools who will receive benefits under the program.

Zero (0)

- (d) The basis the applicant used to select the students.

Anticipated consultation with administrators at the local nonpublic school(s) to determine students with academic need.

- (e) The manner and extent to which the applicant complied with § 76.652 (consultation).

- The 2020-2021 Nonpublic Schools Survey of Intent to Participate in Federal Programs was executed January 2020 to March 2020.
- The District 21st CCLC program managers received the list of private schools interested in the 21st CCLC program March 14, 2020 (with additions in April & May 2020).
- After the release of the 2020-2021 RFA on June 12, 2020 by the FLDOE, an e-mail communicating the District's intent to apply for 21st CCLC at the specified program sites was sent on June 17, 2020 to all eligible nonpublic schools who noted interest in the 21st CCLC program within the District's 2020-2021 Nonpublic Schools Survey of Intent to Participate in Federal Programs.
- Community Notice was also posted on the District's 21st CCLC website. These communications outlined the contact information for student, teacher, or education personnel involvement at the potential afterschool and summer program sites

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

Not applicable for program year 2020-2021

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

Not applicable for program year 2020-2021

- ☐ 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.

Agency Name The School Board of Broward County, Florida

**Agency Head or Authorized
Agency Representative**


Signature

Robert W. Runcie

Printed name

Title Superintendent of Schools

Date June 30, 2020

Phone No. 754-321-2600

Email supt_runcie@browardschools.com

**Please note that only original signatures will be accepted. Stamped or electronic signatures are not allowable. Blue ink is preferred.*

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

The School Board of Broward County, Florida (Morrow/Oakridge)

B) DOE Assigned Project Number:

060-2441B-1CC16

C) TAPS Number:

21B031

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	110	Salaries: 21st CCLC Manager, Grant Oversight Full-Time 12 Month Position One (1) District Manager to oversee all district 21st CCLC programs, work with business partners, establish support of 21st CCLC programs in communities, forecast funding opportunities to support program activities and sustainability of sun setting grants, maintain budget of all grants and documentation of all deliverables, complete annual reports, conduct staff developments, and trouble shoot center challenges. The District Manager's salary is shared between five 21st CLCC grants at 20% FTE for (1CCC7, 1CCC12, 1CC15, 1CC16, 1CC17) and is in-kind for four 21st CCLC grants (1CC10, 1CCC6, 1CCC9, 1CC11) operated by the Broward County Public Schools and serves in lieu of the 21st CCLC project director. $\$35/\text{hour} \times 37.5 \text{ hours per week} \times 52 \text{ weeks} = \$68,250$ $\$68,250 \times .20 = \$13,650$ 5% Administration: \$683 2.5% Evaluation: \$341	0.20	\$ 13,650	0%			
6100	210	Fringe: Manager, Grant Oversight, Retirement Retirement benefits calculated @ 8.26% of this 21st CCLC grant's portion of the Manager's salary. $\$13,650 \times 8.26\% = \$1,127$ 5% Administration: \$56 2.5% Evaluation: \$28		\$ 1,127	100%			
6100	220	Fringe: Manager, Grant Oversight, FICA FICA benefits calculated @ 7.65% of this 21st CCLC grant's portion of the Manager's salary. $\$13,650 \times 7.65\% = \$1,044$ 5% Administration: \$52 2.5 % Evaluation: \$26		\$ 1,044	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	230	Fringe: Manager, Grant Oversight, Insurance Health Insurance, Dental Insurance, Vision Insurance, Disability Insurance, and Life Insurance which totals to \$8,232 per full time full time Manager for 0.20 FTE. Health- $\$7,855 \times 0.20 = \$1,571$ Life- $\$77 \times 0.20 = \15 Dental- $\$121 \times 0.20 = \24 Disability- $\$120 \times 0.20 = \24 Vision- $\$55 \times 0.20 = \11 Cafeteria- $\$4 \times 0.20 = \1 5% Administration: \$82 2.5% Evaluation: \$41		\$ 1,646	100%			
6100	240	Fringe: Manager, Grant Oversight, Worker's Compensation Worker's Compensation benefits for this grant's 21st CCLC portion of the Manager's salary calculated at 1.82%. $\$13,650 \times 1.82\% = \248 5% Administration: \$12 2.5% Evaluation: \$6		\$ 248	100%			
6100	250	Fringe: Manager, Grant Oversight, Unemployment Compensation Unemployment Compensation benefits for this grant's 21st CCLC portion of the Manager's salary calculated @ 0.05%. $\$13,650 \times 0.05\% = \7 5% Administration: \$0 2.5% Evaluation: \$0		\$ 7	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	110	Full-Time Program Facilitator I Provide support to all district 21st CCLC programs, work with students as needed, assist school staff in planning, provide services, provide programmatic needs and provide assistance to the Grant Manager. Program Facilitator's salary is shared between five 21st CLCC grants at 20% FTE for (1CCC7,1CC12, 1CC15, 1CCC16,1CC17); and is in-kind for four 21st CCLC grants (1CCC6,1CCC9, 1CC10, 1CC11) operated by the Broward County Public Schools and serves in lieu of the 21st CCLC program assistant. $\$35/\text{hour} \times 37.5 \text{ hours per week} \times 52 \text{ weeks} = \$68,250$ $\$68,250 \times .20 = \$13,650$ <i>5% Administration: \$683</i> <i>2.5% Evaluation: \$341</i>	0.20	\$ 13,650	100%			
6100	210	Full-Time Program Facilitator I, Retirement Retirement benefits calculated @ 8.26% of this 21st CCLC grant's portion of the Program Facilitator's salary. $\$13,650 \times 8.26\% = \$1,127$ <i>5% Administration: \$56</i> <i>2.5% Evaluation: \$28</i>		\$ 1,127	100%			
6100	220	Full-Time Program Facilitator I, FICA FICA benefits calculated @ 7.65% of this 21st CCLC grant's portion of the Program Facilitator's salary. $\$13,650 \times 7.65\% = \$1,044$ <i>5% Administration: \$52</i> <i>2.5 % Evaluation: \$26</i>		\$ 1,044	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	230	Full-Time Program Facilitator I, Insurance Health Insurance, Dental Insurance, Vision Insurance, Disability Insurance, and Life Insurance which totals to \$8,232 per full time full time Program Facilitator I for 0.20 FTE. Health- $\$7,855 \times 0.20 = \$1,571$ Life- $\$77 \times 0.20 = \15 Dental- $\$121 \times 0.20 = \24 Disability- $\$120 \times 0.20 = \24 Vision- $\$55 \times 0.20 = \11 Cafeteria- $\$4 \times 0.20 = \1 5% Administration: \$82 2.5% Evaluation: \$41		\$ 1,646	100%			
6100	240	Full-Time Program Facilitator I, Worker's Compensation Worker's Compensation benefits for this grant's 21st CCLC portion of the Program Facilitator I's salary calculated at 1.82%. $\$13,650 \times 1.82\% = \248 5% Administration: \$12 2.5% Evaluation: \$6		\$ 248	100%			
6100	250	Full-Time Program Facilitator I, Unemployment Compensation Unemployment Compensation benefits for this grant's 21st CCLC portion of the Program Facilitator I's salary calculated @ 0.05%. $\$13,650 \times 0.05\% = \7 5% Administration: \$0 2.5% Evaluation: \$0		\$ 7	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	110	<p>Salaries & Fringe: 21st CCLC Administrative and Data Research Coordinator</p> <p>Full-Time 12 Month Position</p> <p>One (1) 21st CCLC Administrative and Data Research Coordinator will prepare, entry and verify data for all district grants.</p> <p>60% Evaluation: The 21st CCLC Data Research Coordinator will work with the District Coordinator, Program Facilitator and Center Coordinators to ensure all parent, student and teacher surveys, student attendance, grades, test scores and character education data is processed and given to the evaluator to ensure timely submission of summative and informative reports. Data Research Coordinator will review all data for inconsistency and illegible information and maintain data base.</p> <p>40% Direct Services: Data Research Coordinator will attend advisory board meetings to share progress toward reaching goals with stakeholders. Data Research Coordinator will assist with monthly Family Member Service events to share information with family members on student progress. Data processor will work with teachers to advise them on data collection methods and provide results on student progress and individual student goals. Data Research Coordinator will work with students to help set individual goals to achieve based on results of collected data.</p> <p>One Data Research Coordinator salary is shared between five 21st CLCC grants at 20% FTE for (1CCC7, 1CC12, 1CC15, 1CC16,1CC17); and is in-kind for four 21st CCLC grants (1CC10, 1CCC6, 1CCC9, 1CC11) operated by the Broward County Public Schools.</p> <p>\$21/hour x 40 hours per week x 52 weeks = \$43,680 \$43,680 x .20 = \$8,736</p> <p>40% Administration: \$3,494 60% Evaluation: \$5,242</p>	0.2	\$ 8,736	0%			
6100	210	<p>Fringe: 21st CCLC Administrative and Data Research Coordinator, Retirement</p> <p>Retirement benefits calculated @ 8.26% of this 21st CCLC grant's portion of the 21st CCLC Administrative and Data Research Coordinator's salary.</p> <p>\$8,737 x 8.26% = \$722</p> <p>40% Administration: \$36 60% Evaluation: \$18</p>		\$ 722	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	220	Fringe: Data Research Coordinator, FICA FICA benefits calculated @ 7.65% of this 21st CCLC grant's portion of the 21st CCLC Administrative and Data Research Coordinator's salary. $\$8,737 \times 7.65\% = \668 <i>40% Administration: \$267</i> <i>60% Evaluation: \$401</i>		\$ 668	100%			
6100	230	Fringe: Data Research Coordinator, Insurance Health Insurance, Dental Insurance, Vision Insurance, Disability Insurance, and Life Insurance which totals to \$8,232 per full time full time 21st CCLC Administrative and Data Research Coordinator's salary for 0.20 FTE. Health- $\$7,855 \times 0.20 = \$1,571$ Life- $\$77 \times 0.20 = \15 Dental- $\$121 \times 0.20 = \24 Disability- $\$120 \times 0.20 = \24 Vision- $\$55 \times 0.20 = \11 Cafeteria- $\$4 \times 0.20 = \1 <i>40% Administration: \$658</i> <i>60% Evaluation: \$988</i>		\$ 1,646	100%			
6100	240	Fringe: Data Research Coordinator, Worker's Compensation Worker's Compensation benefits for this grant's 21st CCLC portion of the 21st CCLC Administrative and Data Research Coordinator's salary calculated at 1.82%. $\$8,737 \times 1.82\% = \159 <i>40% Administration: \$64</i> <i>60% Evaluation: \$95</i>		\$ 159	100%			
6100	250	Fringe: Data Research Coordinator, Unemployment Compensation Unemployment Compensation benefits for this grant's 21st CCLC portion of the Administrative and Data Research Coordinator's salaries calculated @ 0.05%. $\$8,737 \times 0.05\% = \4 <i>40% Administration: \$2</i> <i>60% Evaluation: \$1</i>		\$ 4	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	110	<p>Salaries: Clerk Specialist II Full-Time 12 Month Position One (1) 21st CCLC Clerk Specialist will work with the District Manager, Program Facilitators and Center Coordinators to ensure the efficient operation of the department or school. Some performance responsibilities include data entry, answering and directing telephone calls, assisting visitors, copying, faxing, filing, sorting and distributing mail. Clerk Specialist will also assist with professional developments as well as other activities as they relate to 21st CCLC Afterschool program.</p> <p>One Data Research Coordinator salary is shared between five 21st CLCC grants at 20% FTE for (1CCC7, 1CC12, 1CC15, 1CC16, 1CC17); and is in-kind for four 21st CCLC grants (1CC10, 1CC6, 1CCC9, 1CC11) operated by the Broward County Public Schools.</p> <p>\$16.35/hour x 40 hours per week x 52 weeks = \$34,008 \$34,008 x .20 = \$6,802</p> <p>5% Administrative: \$340 2.5% Evaluation: \$170</p>	0.20	\$ 6,802	0%			
6100	210	<p>Fringe: Clerk Specialist II, Retirement Retirement benefits calculated @ 8.26% of this 21st CCLC grant's portion of the Clerk Specialist II's salary. \$6,802 x 8.26% = \$562</p> <p>5% Administration: \$28 2.5% Evaluation: \$14</p>		\$ 562	100%			
6100	220	<p>Fringe: Clerk Specialist II, FICA FICA benefits calculated @ 7.65% of this 21st CCLC grant's portion of the Clerk Specialist II's salary. \$6,802 x 7.65% = \$520</p> <p>5% Administration: \$26 2.5 % Evaluation: \$13</p>		\$ 520	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	230	Fringe: Clerk Specialist II, Insurance Health Insurance, Dental Insurance, Vision Insurance, Disability Insurance, and Life Insurance which totals to \$8,232 per full time full time Clerk Specialist II for 0.20 FTE. Health- $\$7,855 \times 0.20 = \$1,571$ Life- $\$77 \times 0.20 = \15 Dental- $\$121 \times 0.20 = \24 Disability- $\$120 \times 0.20 = \24 Vision- $\$55 \times 0.20 = \11 Cafeteria- $\$4 \times 0.20 = \1 5% Administration: \$82 2.5% Evaluation: \$41		\$ 1,646	100%			
6100	240	Fringe: Clerk Specialist II, Worker's Compensation Worker's Compensation benefits for this grant's 21st CCLC portion of the Clerk Specialist II's salary calculated at 1.82%. $\$6,802 \times 1.82\% = \124 5% Administration: \$6 2.5% Evaluation: \$3		\$ 124	100%			
6100	250	Fringe: Clerk Specialist II , Unemployment Compensation Unemployment Compensation benefits for this grant's 21st CCLC portion of the Clerk Specialist II's salary calculated @ 0.05%. $\$6,802 \times 0.05\% = \3 5% Administration: \$0 2.5% Evaluation: \$1		\$ 3	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	130	Part-Time Program Facilitator II Provides support to all district 21st CCLC programs, works with students as needed, assists school staff in planning, provides services, provides programmatic needs, and provides assistance to the Grant Manager. Program Facilitator's salary is shared between three 21st CLCC grants at 10% FTE for (0CC15, 0CC16, 0CC17); and is in-kind for six 21st CCLC grants (1CCC6, 1CCC7, 1CCC9, 1CC10, 1CC11, 1CC12,) operated by the Broward County Public Schools and serves in lieu of the 21st CCLC program assistant. (AS) 1 Program Facilitator II x \$29.50 x 3 hrs x 60 days = \$5,310 (SUM) 1 Program Facilitators II x \$29.50 x 6 hrs x 11 days = \$1,947 Total \$5,310 + \$1,947 = \$7,257	0.10	\$7,257	0%			
6100	210	Fringe: Program Facilitator II, Retirement Retirement benefits @ 8.26% of this 21st CCLC grant's portion of the Program Facilitator II's salary. \$7,257 x 8.26% = \$599		\$ 599	100%			
6100	220	Fringe: Program Facilitator II, FICA FICA benefits @ 7.65% of Program Facilitator II's salary. \$7,257 x 7.65% = \$555		\$ 555	100%			
6100	240	Fringe: Program Facilitator II, Worker's Compensation Worker's Compensation benefits for Program Facilitator II's salary calculated @ 1.82%. \$7,257 x 1.82% = \$132		\$ 132	100%			
6100	250	Fringe: Part-Time Program Facilitator II, Unemployment Compensation Unemployment Compensation benefits for Program Facilitator II's salary calculated @ 0.05%. \$7,257 x 0.05% = \$4		\$ 4	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	110	<p>Part Time Wages: Center Facilitator</p> <p>Functioning as site coordinator, the Center Facilitator to write and implement 21st CCLC curriculum for actively participating 21st CCLC students, coordinate communication between schools and program, plan 21st CCLC activities, assess 21st CCLC teacher and student needs, work with 21st CCLC parents and students, and oversee the day-to-day activities of the 21st CCLC program. The Center Facilitator will support the program with student recruitment and retention, parent conferences, school day and teachers collaborations along with response to intervention (RTI) referrals. The Center Facilitators at each school are <i>certified, lead teachers</i> in the school day which bridges the need for school day collaboration.</p> <p>Morrow \$23,293 (AS) 1 Lead @ \$27.50 x 3 hrs/day x 172 days = \$14,190 (ER) 1 Lead @ 27.50 x 5 hrs/day x 5 days= \$687.5 (SUM) 1 Lead @ \$27.50 x 9 hrs/day x 34 days = \$8,415</p> <p>Oakridge \$22,110 (AS) 1 Lead @ \$27.50 x 3 hrs/day x 169 days = \$13,942.5 (ER) 1 Lead @ \$27.50 x 5 hrs/day x 5 days = \$687.5 (SUM) 1 Lead @ \$27.50 x 8 hrs/day x 34 days = \$7,480</p> <p>Total: \$23,293 + \$22,110 = \$45,403</p>	0.55	\$ 45,403	100%			
6100	210	<p>Fringe: Center Facilitator, Retirement</p> <p>Retirement benefits @ 8.26% of Center Facilitators' salaries.</p> <p>Morrow- \$23,293 x 8.26% = \$1,924 Oakridge - \$22,110 x 8.26% = \$1,826</p> <p>Total: \$1,924 + \$1,826 = \$3,750</p>		\$ 3,750	100%			
6100	220	<p>Fringe: Center Facilitator, FICA</p> <p>FICA benefits @ 7.65% of Center Facilitators' salaries.</p> <p>Morrow- \$23,293 x 7.65% = \$1,782 Oakridge - \$22,110 x 7.65% = \$1,691</p> <p>Total: \$1,782 + \$1,691 = \$3,473</p>		\$ 3,473	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	240	Fringe: Center Facilitator, Worker's Compensation Worker's Compensation benefits for Center Facilitators' salaries calculated @ 1.82%. Morrow- $\$23,293 \times 1.82\% = \424 Oakridge - $\$22,110 \times 1.82\% = \402 Total: $\$424 + \$402 = \$826$		\$ 826	100%			
6100	250	Fringe: Center Facilitator, Unemployment Compensation Unemployment Compensation benefits for Center Facilitators' salaries calculated @ 0.05%. Morrow- $\$23,293 \times 0.05\% = \12 Oakridge - $\$22,110 \times 0.05\% = \11 Total: $\$12 + \$11 = \$23$		\$ 23	100%			
5100	120	Part Time Wages: Certified Teachers To conduct 21st CCLC program activities for actively participating 21st CCLC students during 21st CCLC operation including academic enrichment/ remediation, hands-on science projects, computer-assisted instruction, and tutoring/homework assistance to improve student academic performance during the 21st CCLC program. Ratios Morrow/Oakridge (9:80) AS 1:9, ER 1:9, Sum 1:9. Morrow \$105,875 (AS) 5 @ \$25.00 hr x 3 hrs x 172 days = \$64,500 (ER) 5 @ \$25.00 hr x 5 hrs x 5 days = \$3,125 (SUM) 5 @ \$25.00 hrs x 9 hrs x 34 days = \$38,250 Oakridge \$100,500 (AS) 5 @ \$25.00 hr x 3 hrs per day x 169 days = \$63,375 (ER) 5 @ \$25.00 hr x 5 hrs x 5 days = \$3,125 (SUM) 5 @ \$25.00 hrs x 8 hrs per day x 34 days = \$34,000 Total: $\$105,875 + \$100,500 = \$206,375$	2.67	\$ 206,375	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	210	Fringe: Certified Teachers, Retirement Retirement benefits @ 8.26% of Certified Teachers' salaries. Morrow- \$105,875 x 8.26% = \$8,745.28 Oakridge- \$100,500 x 8.26% = \$8,301.35 Total: \$8,745.28 + \$8,301.35 = \$17,047		\$ 17,047	100%			
5100	220	Fringe: Certified Teachers, FICA FICA benefits @ 7.65% of Certified Teachers' salary. Morrow- \$105,875 x 7.65% = \$8099 Oakridge- \$100,500 x 7.65% = \$7,688 Total: \$8099.44 + \$7,688.25 = \$15,787.69		\$ 15,788	100%			
5100	240	Fringe: Certified Teachers, Worker's Compensation Worker's Compensation benefits calculated @ 1.82% of Certified Teachers' salary. Morrow- \$105,875 x 1.82% = \$1,927 Oakridge- \$100,500 x 1.82% = \$1,829 Total: \$1,927 + \$1,829 = \$3,756		\$ 3,756	100%			
5100	250	Fringe: Certified Teachers, Unemployment Compensation Unemployment Compensation benefits for certified teachers calculated @ 0.05%. Morrow- \$105,875 x 0.05% = \$53 Oakridge- \$100,500 x 0.05% = \$50 Total: \$53 + \$50 = \$103		\$ 103	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	150	Part Time Wages: Teacher Assistant Teacher Assistants will provide direct support to teachers and actively participating 21st CCLC students during program operational hours to assist with academic, enrichment, recreational, and tutoring activities to improve student performance during the 21st CCLC program. Morrow \$40,656 (AS) 4 @ \$12.00 hr x 3 hrs x 172 days = \$24,768 (ER) 4 @ \$12.00 hr x 5 hrs x 5 days = \$1,200 (SUM) 4 @ \$12.00 hrs x 9 hrs x 34 days = \$14,688 Oakridge \$38,592 (AS) 4 @ \$12.00 hr x 3 hrs per day x 169 days = \$24,336 (ER) 4 @ \$12.00 hr x 5 hrs x 5 days = \$1,200 (SUM) 4 @ \$12.00 hrs x 8 hrs per day x 34 days = \$13,056 Total: \$40,656 + \$38,592 = \$79,248	2.16	\$ 79,248	100%			
6100	210	Fringe: Teacher Assistant, Retirement Retirement benefits @ 8.26% of Teacher Assistants' salaries. Morrow- \$40,656 x 8.26% = \$3,358 Oakridge- \$38,592 x 8.26% = \$3,188 Total: \$3,358 + \$3,188 = \$6,546		\$ 6,546	100%			
6100	220	Fringe: Teacher Assistant, FICA FICA benefits @ 7.65% of Teacher Assistants' salaries. Morrow- \$40,656 x 7.65% = \$3,110 Oakridge- \$38,592 x 7.65% = \$2,952 Total: \$3,110 + \$2,952 = \$6,062		\$ 6,062	100%			
6100	240	Fringe: Teacher Assistant, Worker's Compensation Worker's Compensation benefits calculated @ 1.82% of Teacher Assistants' salaries. Morrow - \$40,656 x 1.82% = \$740 Oakridge- \$38,592 x 1.82% = \$702 Total: \$740 + \$702 = \$1,442		\$ 1,442	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	250	Fringe: Teacher Assistant, Unemployment Compensation Unemployment Compensation benefits calculated @ 0.05% of Teacher Assistants' salaries. Morrow - \$40,656 x 0.05% = \$20 Oakridge - \$38,592 x 0.05% = \$19 Total: \$20.3 + \$19.3 = \$40		\$ 40	100%			
6100	160	Part Time Wages: Facility Safety Coordinator The Facility Safety Coordinators will provide safety and security monitoring to teachers, staff and students for 21st CCLC afterschool, early release, weekend and summer programming. The Safety Coordinator will work the full length of the program to ensure a safe and secure campus and smooth arrival and departure of our students and staff. Morrow \$19,058 (AS) 1 @ \$22.50 hr x 3 hrs x 172 days = \$11,610 (ER) 1 @ \$22.50 hr x 5 hrs x 5 days = \$563 (SUM) 1 @ \$22.50 hrs x 9 hrs x 34 days = \$6,885 Oakridge \$18,090 (AS) 1 @ \$22.50 hr x 3 hrs x 169 days = \$11,407.50 (ER) 1 @ \$22.50 hr x 5 hrs x 5 days = \$562.50 (SUM) 1 @ \$22.50 hrs x 8 hrs x 34 days = \$6,120 Total: \$19,058 + \$18,090 = \$37,148	0.56	\$ 37,148	100%			
6100	210	Fringe: Facility Safety Coordinator, Retirement Retirement benefits @ 8.26% of the Facility Safety Coordinator's salary. Morrow- \$19,058 x 8.26% = \$1,574 Oakridge- \$18,090 x 8.26% = \$1,494 Total: \$1,574 + \$1,494 = \$3,068		\$ 3,068	100%			
6100	220	Fringe: Facility Safety, FICA FICA benefits @ 7.65% of Facility Safety Coordinators' salary. Morrow- \$19,057 x 7.65% = \$1,458 Oakridge- \$18,090 x 7.65% = \$1,384 Total: \$1,458 + \$1,384 = \$2,842		\$ 2,842	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	240	Fringe: Facility Safety Coordinator, Worker's Compensation Worker's Compensation benefits calculated at 1.82% of the Facility Safety Coordinator's salary. Morrow - \$19,057 x 1.82% = \$347 Oakridge - \$18,090 x 1.82% = \$329 Total: \$347 + \$329 = \$676		\$ 676	100%			
6100	250	Fringe: Facility Safety Coordinator, Unemployment Compensation Unemployment Compensation benefits calculated @ 0.05% of the Facility Safety Coordinator's salary. Morrow- \$19,057 x 0.05% = \$10 Oakridge - \$18,090 x 0.05% = \$9 Total: \$9 + \$10 = \$19		\$ 19	100%			
6100	160	Part Time Wages: Custodial Support Providing maintenance assistance for staff and students for 21st CCLC's during and after program hours in the summer. During the summer months the school does not regularly supply cleaning and maintenance services; however due to Covid-19 we need to ensure custodial services throughout the program span. Morrow \$19,058 (AS) 1 @ \$22.50 hr x 3 hrs x 172 days = \$11,610 (ER) 1 @ \$22.50 hr x 5 hrs x 5 days = \$563 (SUM) 1 @ \$22.50 hrs x 9 hrs x 34 days = \$6,885 Oakridge \$18,090 (AS) 1 @ \$22.50 hr x 3 hrs x 169 days = \$11,407.50 (ER) 1 @ \$22.50 hr x 5 hrs x 5 days = \$562.50 (SUM) 1 @ \$22.50 hrs x 8 hrs x 34 days = \$6,120 Total: \$19,058 + \$18,090 = \$37,148	0.09	\$ 37,148	100%			
6100	210	Fringe: Custodial Support, Retirement Retirement benefits @ 8.26% of Custodial Support's salary. Morrow- \$19,058 x 8.26% = \$1,574 Oakridge- \$18,090 x 8.26% = \$1,494 Total: \$1,574 + \$1,494 = \$3,068		\$ 3,068	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
9101	220	Fringe: Custodial Support, FICA FICA benefits @ 7.65% of Custodial Support's salary. Morrow- \$19,057 x 7.65% = \$1,458 Oakridge- \$18,090 x 7.65% = \$1,384 Total: \$1,458 + \$1,384 = \$2,842		\$ 2,842	100%			
6100	240	Fringe: Custodial Support, Worker's Compensation Worker's Compensation benefits calculated at 1.82% of Custodial Support's salary. Morrow - \$19,057 x 1.82% = \$347 Oakridge - \$18,090 x 1.82% = \$329 Total: \$347 + \$329 = \$676		\$ 676	100%			
6100	250	Fringe: Custodial Support Unemployment Compensation Unemployment Compensation benefits calculated @ 0.05% of Custodial Support's salary. Morrow- \$19,057 x 0.05% = \$10 Oakridge - \$18,090 x 0.05% = \$9 Total: \$9 + \$10 = \$19		\$ 19	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7710	310	<p>Contracted Services: Outside Evaluator</p> <p>To provide evaluation services for the 2st CCLC program, to include formative and summative evaluations and to certify the accuracy of the 21st CCLC data submitted to the Federal and State governments. As per the 2020-21 contract with SBBC, the outside evaluator will provide services for 2 schools and as agreed and will be paid after the end of the evaluation process. Each school will be billed based on a percentage as agreed with the outside evaluator. SBBC BID#10-080N</p> <p>Morrow: \$4,000 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000 Formative Report: 1 report @ \$1,500 = \$1,500 Summative Report: 1 report@ \$1,5 00= \$1,500</p> <p>Oakridge: \$4,000 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000 Formative Report: 1 report @ \$1,500 = \$1,500 Summative Report: 1 report@ \$1,5 00 = \$1,500</p> <p>100% Evaluation: \$8,000</p>		\$ 8,000	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	310	<p>Contracted Services: Expert Facilitators</p> <p>To develop, plan and provide direct instruction and expertise in chosen topic areas exclusively to 21st CCLC students or adult family members. On-site field trips and family workshop cost include all necessary supplies and materials and the cost of the guest speaker as the expert in the subject area. Costs for on-site field trips include direct instruction and activities following an established curriculum exclusively to actively participating 21st CCLC students during 21st CCLC program hours. These on-site field trips, enrichment skilled sessions and expenditures will occur entirely outside of the regular school day and activities will be based on student interests and PBL topics. On-site field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all on-site field trips will be based upon established educational curriculum. All on-site field trip expenditures will follow applicable federal, state, and local rules and regulations governing field trips. Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and staff. Enrichment activities will include Zumba/Martial Art-Health and Wellness, Common Threads Healthy Living, Inner Vision, Video/Photography-Visual Expression Through your Lens, MagnoBrain-Family Mind Fit Challenge and Upward Bound-Career and College Readiness</p> <p><u>On-Site Field Trips and Skill Sessions from various vendors:</u> 2 visits/site x 80 students x 2 sites x \$50/ student = \$16,000</p> <p>Expert guest speakers and presenters will provide direct instruction and activities to the adult family members of actively participating 21st CCLC students. Family services are based on stakeholder interests and program goals. Surveys will be handed out during the event to evaluate the outcomes of the workshops. Family education activities will be staffed in-kind.</p> <p><u>Family Workshops form various vendors:</u> Estimated at: 2 events/site x \$437/event x 2 sites = \$1,748</p> <p>Total: \$16,000+ \$1,178 = \$17,748</p>		\$ 17,748	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
8100	640	<p>Technology Hardware: Laptops, Carts, Wiring, Scanners</p> <p>Equipment necessary to provide the proposed activities for the exclusive use of actively participating 21st CCLC participants. Laptops will be to be use by 21st CCLC actively participating students to perform program surveys and online activities. Equipment will be tagged upon purchasing and inventoried on a regular basis. It will be locked and secured within the office as per 21st CCLC.</p> <p>Morrow: \$6,848 Laptops- \$350 x 15 laptops = \$5,250 Laptop cart -\$549 x 2 cart =\$1,098 Laptop Cart Wiring 2 x \$250 = \$500</p> <p>Oakridge: \$6,848 Laptops- \$350 x 15 laptops = \$5,250 Laptop cart -\$549 x 2 cart =\$1,098 Laptop Cart Wiring 2 x \$250 = \$500</p> <p>Total: \$6,848 + \$6,848 = \$13,696</p>		\$ 13,696	0%			
6100	330	<p>Travel (State Conference)</p> <p>For four active 21st CCLC instructional staff members (2 administrative staff and 2 instructional staff) to attend the statewide 21st CCLC conference, as required by the grant application. Costs for travel include hotel, travel, and meals. Mileage and meals are based on the districts' rates. Separate travel will be taken so that employees can travel at different times and from different locations in Broward County.</p> <p>Hotel- \$150/night x 3 nights x 4 employees = \$1,800 Rental- \$46/day x 3 days x 2 car (2 staff per vehicle) = \$276 Gas- Estimated at \$60 x 2 car = \$120 Tolls- Estimated at \$40 x 2 cars = \$80 Meals- Estimated to include 3 dinners at \$20/dinner x 4 staff = \$240</p> <p>Total: \$2,516</p>		\$ 2,516	0%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	330	Registration Fees Fees associated with registration for statewide 21st CCLC conference and Regional Workshop. Funds will be used to pay the registration for four active 21st CCLC staff members to attend. <u>21st CCLC conference 2020-21:</u> 4 staff x \$250/registration = \$1,000 <u>Regional Workshop 2021:</u> 4 staff x \$50/registration = \$200 Total: \$1,000 + \$200 = \$1,200		\$ 1,200	0%			
6100	330	Field Trip Admission Fees Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones. Examples of field trip destinations include the Museum of Discover and Science, Swimming Hall of Fame and Swim Safety lessons. Swim safety will be supervised by qualified lifeguard. Field Trip Admission Fees (<i>In-Kind</i>)		\$ -	100%			
6100	330	Mileage For active 21st CCLC program administrators and/or active 21st CCLC staff members to attend conferences, meetings, and site visits as required by the grant application. SBBC current rate of .58 per mile. An estimate of 800 miles per grant year x \$0.58 per mile = \$464		\$ 464	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	510	<p>Materials and Supplies/ Curriculum: Instructional</p> <p>Supplies to be used solely for 21st CCLC operations by actively participating summer and afterschool 21st CCLC students and staff to include the following estimated amounts for items such as program and office supplies (e.g., paper, pens, folders, tape), performing arts supplies (e.g., construction paper, paints, fabric) science supplies (e.g., litmus paper, batteries, toolkits), and recreational supplies (e.g., balls, mats, jump ropes) To include workbooks and other technology related textbooks, curriculum material to support the 21st CCLC program's problem solving or project based instruction to facilitate learning opportunities that involve STEAM. Examples of curriculum include Write Brain, Deal Me In: Food & Fitness and Character Education. To also include reading material, workbooks, summer reading kits (writing journal, pens/pencils and reading resource holder) and material to support the 21st CCLC Programs.</p> <p>Morrow: \$7,889.44 (AS/SUM) Estimated at \$49.25/student x 80 students = \$3,940 Admin. (Office supplies): Cost estimated at \$329.12 x 12 months = \$3,949.44</p> <p>Oakridge: \$7,888.44 (AS/SUM) Estimated at \$49.24/student x 80 students = \$3,939 Admin. (Office supplies): Cost estimated at \$329.12 x 12 months = \$3,949.44</p> <p>Total: \$7,889.44 + \$7,888.44 = \$15,778</p> <p>49% Administrative: \$7,731</p>		\$ 15,778	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7800	360	<p>Transportation Bus transportation home from the 21st CCLC after school program for the exclusive use of actively participating 21st CCLC students. Cost includes field trips for active 21st CCLC students. Buses are contracted with the School Board of Broward County Pupil Transportation Department.(flat rate includes driver wages, driver benefits, mileage, fuel and maintenance/repair)</p> <p>Morrow: \$26,978 ASI: 1 bus x 2 hours per day (one-way) x 172 days x \$47/ hr.= \$16,168 ER: 1 bus x 2 hours per day (one-way) x 5 days x \$47/hr. = \$470 SUM: 2 buses x 3 hours per day (roundtrip) x 34 days x \$47/ hr.= \$9,588 Field Trips: 2 buses x 4 hours per trip x 2 trips x \$47/ hr. =\$752</p> <p>Oakridge: \$26,696 AS: 1 bus x 2 hours per day (one-way) x 169 days x \$47/ hr.= \$15,886 ER: 1 bus x 2 hours per day (one-way) x 5 days x \$47/hr. = \$470 SUM: 2 buses x 3 hours per day (roundtrip) x 34 days x \$47/ hr.= \$9,588 Field Trips: 2 buses x 4 hours per trip x 2 trips x \$47/ hr. =\$752</p> <p>Total: \$26,978 + \$26,696 = \$53,674</p>		\$ 53,674	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7200	792	Indirect Cost Indirect costs rate of 4.64% Plan B. (Excluding 600 object, Capital Outlay) The states negotiated indirect cost rate is at 4.64%. The indirect cost for this grant was calculated based on allowable direct cost, not to exceed the 10% administrative cap. $\$684,840 - \$21,696 = \$649,344$ $\$649,344 - (\$649,344 / 1.0464) = \$28,793$ 100% Administrative: \$28,793		\$ 28,793	100%			
D) TOTAL				\$ 684,840				
		\$ -		<i>Administrative:</i>		\$ 43,297	6.32%	
				<i>Evaluation:</i>		\$ 15,871	2.32%	

Broward County Public Schools

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

Morrow Elementary and Oakridge 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: Morrow Elementary (408 SW 76th Terrace, North Lauderdale, FL 33068) and Oakridge Elementary (1507 N 28th Avenue, Hollywood, FL 33020). Both locations provide services to 80 elementary aged students. Oakridge serves grades K to 5 and Oakridge 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 effectively 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. Morrow and Oakridge 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. Morrow Elementary and Oakridge Elementary are both identified in Florida’s Differentiated Accountability (DA) list for Targeted Support and Improvement.

Morrow Elementary (Morrow) is a Title I school located in North Lauderdale. The current enrollment is approximately 437 students in grades Kindergarten to 5th grade. Morrow is 18.5 miles from Oakridge Elementary. Morrow has a grade of “D” and an identified poverty rate supported by Free and Reduced Priced Meal (FRM) eligibility of 94.1%. The demographic breakdown at this school is 74.4% Black; 22.5% Hispanic, and 3.1% White. Morrow is ranked 169th among 187 elementary schools in the District and 1874^h out of 2,118 elementary schools statewide. Average standard testing scores were 16 in 2018. This means 90.4% of Florida’s elementary schools had higher testing scores. (FLDOE, 2018)

The population of Morrow’s school boundary area is estimated at 7,763 residents. According to the US Census (2015), 58.1% are Black, 11.6% are White and 30.3% are Hispanic. The neighborhood surrounding Morrow is a community with a diverse population which includes a high concentration of Haitian and Jamaican cultures. There is also a large percentage of Hispanic ancestry. Of note, census data indicates that other languages are spoken in over 20% of the homes and that there is a high concentration of “non-citizens” residing in this area. Student demographics are reflective of the community and closely mirror the Morrow student population demographics.

Oakridge Elementary (Oakridge) is a Title I school located in the city of Hollywood. The current enrollment is approximately 459 students in grades pre-Kindergarten to 5th grade. Oakridge is approximately 18.5 miles from Morrow Elementary and they are on opposite ends of Broward County and are not in immediate proximity. Oakridge has a school grade of "D" and an identified poverty rate, based on FRM eligibility, of 87.8%. Additionally, Oakridge was recognized as a "DA" school warranting Targeted Support and Intervention. School demographics at this target school are as follows: 39.6% African American, 49.5% Hispanic, and 11.9% White. Oakridge is ranked 182nd among 187 Elementary schools in the District and 1998th out of 2,118 elementary schools statewide. Average standard testing scores were 9.9 in 2018. (FLDOE, 2018) placing Oakridge scores in the lowest 6% statewide.

Oakridge Elementary serves a population of diverse cultures. The boundary population is 11,622. According to the US Census (2015), 33% are Black, 27% are White, and 40% are Hispanic. The neighborhood surrounding Oakridge Elementary reflects a community with a large population of Spanish ancestry with almost half of the population being of Spanish descent. Current census data reflects that only Spanish is spoken in 19% of these homes. The community closely mirrors the Oakridge student population demographics.

Neighborhood crime statistics are dismal for both communities. US Census data supports that 86% of communities have a lower crime rate than residents within immediate proximity to Morrow (with a rate of 342 crimes per square mile). Oakridge has a rate of 305 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 138, compared to the statewide average rate of 1 in 217 (FBI, 2016).

BCPS Data Warehouse statistics for 2017-18 reveal that both Morrow and Oakridge report substantial levels of disciplinary infractions. Morrow reported 477 discipline infractions, year to date; Oakridge reported 506 discipline infractions year to date. The majority of these infractions were behavioral based on disobedience/defiance and disruptive behavior. Morrow recorded 12

suspensions and Oakridge 20. Law Enforcement consultations were required in 8 incidents at Morrow and 12 incidents at Oakridge. 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. (US Census, 2015)

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.

Morrow and Oakridge 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 most consistent feedback received centered around the need for constant communication and alignment of intervention efforts.

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

Morrow and Oakridge Elementary have a Dissemination Plan which outlines the description of 21st CCLC services and includes both targeted schools' (Morrow and Oakridge) locations. Morrow Elementary (408 SW 76th Terrace, North Lauderdale, FL 33068) and Oakridge Elementary (1507 N 28th Avenue, Hollywood, FL 33020). Both Morrow and Oakridge 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' successes, 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. 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 the web page. This information will be presented in a manner that is clear to understand is accessible to all. Any approved grant narrative will promptly be added to the website per requirements. 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 Morrow and Oakridge 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, Morrow and Oakridge, 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.

Morrow and Oakridge 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. Morrow and Oakridge 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. Morrow and Oakridge 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, and Creole 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 Morrow and Oakridge Elementary, in conjunction with the district's center administrators, will work with 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 Morrow and Oakridge 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 Morrow and Oakridge 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.

Following homework time, students will transition to their assigned grade level cohort classroom for PBL activities for approximately one hour. Afterschool will begin at 3:00 pm 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 60 minutes at a 16:1 student ratio. 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 Morrow and Oakridge 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. Morrow and Oakridge 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 regard 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

Morrow Elementary is located at 408 SW 76th Terrace, North Lauderdale, FL 33068 and Oakridge Elementary is located at 1507 N 28th Avenue, Hollywood, FL 33020. 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. Both target schools have outdoor recreational areas that include large areas for play and sport, including basketball courts. Morrow and Oakridge also 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 Morrow and Oakridge 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 Morrow and Oakridge 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 Morrow and Oakridge 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

3.12.a. Partnerships

Morrow and Oakridge 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 Morrow and Oakridge Elementary Schools. There is constant communication with the schools and students to support learning that occurs during the school day in order to reinforce concepts learned in the classrooms. 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. Regular contact with private schools and the community will also be maintained with regular phone calls, emails, and meetings.

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

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 Morrow and Oakridge both have extremely high student populations that receive FRM – 94.1% and 87.8% 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

Project Number: 060-2449B—9CC16

Program Name: Oakridge/Morrow

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

This change includes: ☐ Additions ☐ Deletions ☒ Both

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

RFP 3.1 Project Abstract/Summary

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

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

Services for Morrow Elementary will be provided afterschool Monday through Friday from 3:05-6:05 pm during the school year and Monday through Friday from 8:00 am - 5:00 pm (during the summer. Services for Oakridge Elementary will be provided afterschool Monday through Friday from 2:10-5:10 pm during the school year and Monday through Friday from 8:00 am - 4:00 pm during the summer. Both schools will operate on Early Release days.

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.**

Afterschool will operate five days a week at both schools for three hours daily and ~~four~~ five days a week for eight hours daily during the summer recess program at Oakridge and nine hours daily during the summer program at Morrow.

Morrow will begin at 3:05 and Oakridge at 2:10 allowing students time to transition from the regular school day. Students will sign in and begin homework. Following homework time, students will transition to their assigned grade level classroom for academic enrichment activities. Students will rotate through personal enrichment such as Character Education, physical fitness, Small Bytes, or visual expression. At the completion of the program, students will be released to parents, walk home with parent consent or utilize transportation provided by BCPS.

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

RFP 3.7 Approved Program Activities

- **Include activities that support the objectives of the program and align with the results of the needs assessment of the targeted students. Provide math activities that include interactive, hands-on or PBL Math**

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;

Some approved program activities include: 1) Write Brain 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; Write Brain aligns with objective 1.3) Small Bites- Cooking for a Life where students will learn the importance of eating healthy which aligns with objective 3 to improve good nutrition; 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. 8) Money Matters will teach financial literacy and math skills that will be used in real life situations. 9) Mango Math curriculum will provide hands on interactive lessons that align with objectives and standards.

- **Correct afterschool start time in paragraph 2 to align with SPW/schedule**

Afterschool will begin at ~~3:00 pm~~ 3:05 pm for Morrow and 2:10 pm for Oakridge 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 60 minutes at a 16:1 student ratio. Personal enrichment will be at a 20:1 ratio, while academics will be at 16:1.

- **Revise days and years on page 16, paragraph 2**

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.

- **Include information about summer activities/field trips**

Summer activities will be similar to afterschool schedule, but due to the availability of additional programming hours, further programming will be added. STEM, Math, and Reading programmatic content will be provided through hands-on, critical thinking interactive projects that help to reinforce 21st century skills like collaboration, communication, and creativity. Character Education and Social Emotional Learning modules will be implemented to reinforce additional 21st century skill development. The approach will be individualized to different learning styles and needs. Students participating in summer services will receive both breakfast, lunch and snack as well as have the opportunity to participate in PBL related field trips.

RFP 3.9 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)**

Center coordinators were chosen based on their experience, education, leadership, and knowledge of community resources within their school service areas. Morrow and Oakridge will staff an estimated five certified teachers and four teacher assistants. A program facilitator will be provided to coordinate adult family events, program implementation, and required deliverables. Additionally, a safety coordinator will be hired to maintain a safe environment for students. Both sites will have a minimum of 2 trained CPR staff.

- **Include the appropriate staff, both in numbers and qualifications, for the proposed activities and ratios.**

Student to adult ratios will be no more than 16:1 or better for all academic enrichment. Personal enrichment activity will be no more than 20:1.

- **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 home.

- **Paragraphs 3 and 4 which 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 how snacks/meals will be offered to meet the minimum requirements on page 38 of the RFP**

~~Morrow and Oakridge 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 21 st CCLC as a meal sponsor. Documentation supporting distributed snacks/meals will be collected and reported via the district's 21 st 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.~~

Morrow and Oakridge 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. Morrow and Oakridge will have a wide range of snacks including whole-grain rich crackers, nutrition bars and yogurt along with fruit or string cheese. During the afterschool programs at Morrow and Oakridge, students will meet in the cafeteria at to have supper provided by the BCPS Food and Nutrition department. The supper will be well crafted hot and cold meal options. BCPS Food and Nutrition department will also provide breakfast/lunch/snack during the summer Monday - Thursday. Morrow and Oakridge will operate on Friday during the summer and the BCPS kitchen is closed, therefore, FLIPANY will partner with 21st CCLC as a meal sponsor on Fridays during the summer. FLIPANY will also provide hot or cold meal options for both sites. 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.

- **Identify each partner and describe their contribution to the program and how the partnership will work.**

Morrow Elementary and Oakridge Elementary partnerships are enthusiastic and hopeful for the funding of this proposal. Washington National will provide professional and personal development to students and staff at Morrow.

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 Morrow and Oakridge 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 Morrow and Oakridge 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), Schoolwide Positive Behavior Plan, and Resources for Students and Parents. Morrow and Oakridge 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 2020-21

Agency Name: Broward County School District
Program Name: Morrow-Oakridge

Project Number: 060-2441B-1CC16

Reason(s) for the change:

At this time there are no changes to be made to the narrative.

This change includes: ☒ Additions ☐ ~~Deletions~~ ☐ 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 2019-20

Agency Name: Broward County School District

Project Number: 060-2440B-0CC16

Program Name: Morrow/Oakridge

Reason(s) for the change:

Update in project abstract and summary due to change in school hours at the county level (program hours remained the same).

Update in partnerships

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

Narrative Language:

3.1 Project Abstract/Summary

Broward County Public Schools (BCPS) provides 21st Century Community Learning Center (2P1 CCLC) services at the two following locations: Morrow Elementary (408 SW 76th Terrace, North Lauderdale, FL 33068) and Oakridge Elementary (1507 N 28th Avenue, Hollywood, FL 33020). Both locations each provide services to 80 elementary aged students. Oakridge serves grades K to 5 and Oakridge serves grades K - 5. Services are provided afterschool Monday through Friday from ~~2:50-5:50 pm~~ 2:40 to 5:40 pm at Oakridge and 2:20 to 5:20 pm at Morrow during the school year ~~(August 15, 2018 – May 31, 2019)~~ and Monday through Friday ~~Thursday~~ from 8:00 am - 4:00 pm ~~(June 10 – July 26, 2019)~~ during the summer at both locations.

3.12.a. Partnerships

Morrow and Oakridge 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. Broward County Public Schools, Food and Nutrition Services will provide meals which meet all USDA requirements and include a milk, fruit, vegetable, grain and meat (or meat alternate), and are offered in school cafeterias. The healthy meals are available to children participating in afterschool programs at no charge. ~~FLIPANY is also partnering with 21 st CCLC as a meal sponsor. Documentation supporting distributed snacks/meals will be collected and reported via the district's 21 st CCLC online platform.~~

Underscore reflects additions to the 2018-19 narrative.

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



2020-21 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Broward County School District (Cohort 17 – Morrow-Oakridge) – 060-2441B-1CC16

STATEWIDE STANDARD OBJECTIVES

Academic Objectives in Core Subjects (All Programs)

Objective Domain Area	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment	70% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	70% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Standard for Success for graded courses using A-F grading scale	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Benchmark	70	70	70
Justify the Benchmark	Morrow Elementary students demonstrated that 40% of students achieved grade level proficiency in English Language Arts (ELA) on the Florida Standards Assessment. Achievement levels were more unsatisfactory at Oakridge Elementary with 33% of students achieving grade level proficiency. Therefore, 70% achievement in ELA improvement is an ambitious benchmark.	Morrow Elementary students demonstrated that 43% of students achieved grade level proficiency in math on the Florida Standards Assessment. Similar achievement levels were demonstrated at Oakridge Elementary with 38% of students achieving grade level proficiency. Therefore, 70% achievement in math improvement is an ambitious benchmark.	Morrow Elementary students demonstrated that 29% of students achieved grade level proficiency in science on the Florida Standards Assessment. Similar achievement levels were demonstrated at Oakridge Elementary with 29% of students achieving grade level proficiency. Therefore, 70% achievement in math improvement is an ambitious benchmark.
Person(s) Responsible for Data Collection	The database manager will collect academic grades through district databases and school reports when necessary under the direction of the project director.	The database manager will collect academic grades through district databases and school reports when necessary under the direction of the project director.	The database manager will collect academic grades through district databases and school reports when necessary under the direction of the project director.



2020-21 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Plan for Obtaining Data	At the beginning of each school year, second quarter, and end of school year, project administration will provide the database manager with a list of students enrolled by center in the 21st CCLC program for query of quarterly grades. The project currently uses a secure online 21st CCLC student information system to track attendance and objective assessment data and will continue to do so, uploading queried data.	At the beginning of each school year, second quarter, and end of school year, project administration will provide the database manager with a list of students enrolled by center in the 21st CCLC program for query of quarterly grades. The project currently uses a secure online 21st CCLC student information system to track attendance and objective assessment data and will continue to do so, uploading queried data.	At the beginning of each school year, second quarter, and end of school year, project administration will provide the database manager with a list of students enrolled by center in the 21st CCLC program for query of quarterly grades. The project currently uses a secure online 21st CCLC student information system to track attendance and objective assessment data and will continue to do so, uploading queried data.
Data Collection Points	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.

Objectives for Academic Benchmarks (All Programs)

Objective Domain Area	Objective 4a: Third Grade Promotion		
Objective Narrative	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.		
Objective Assessment	70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.		
Measure	FSA Score		
Standard for Success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.		
Student Grade Groups Measured	3rd Grade		
Benchmark	70		
Justify the Benchmark	Current data indicate that less than 45% of students within the targeted schools currently meet statewide success criterion in ELA, math, and science. As such, the project is ambitiously projecting that at least 70% of targeted students will meet the statewide criteria of success for promotion to 4th grade.		



2020-21 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Person(s) Responsible for Data Collection	The database manager will collect student promotion status through district databases under the direction of the project director.		
Plan for Obtaining Data	The database clerk will query accessible district databases once student promotion status is available and upload to the online data collection platform.		
Data Collection Points	December, End of School Year		
Mid-Year Change Measured	Progress monitoring assessment, if applicable		
End-of-Year Change Measured	FSA Score		

APPLICANT-SPECIFIED OBJECTIVES

Objective 5: Personal Enrichment (All Programs)

Objective Narrative	improve healthy eating habits
Domain Area	Personal Enrichment - Health & Nutrition
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	80% of regularly participating students will improve their healthy eating habits as measured by curriculum-based assessment.
Benchmark(s)	80
Justify the Benchmark(s)	80% is higher than state HEPA standards of 70% performance in nutrition. The project is ambitious and determined to exceed state guidelines.
Content Area	healthy eating habits
Participant Group	regularly participating students
Intended Program Impact for Each Measure	improve
Measure Category	curriculum-based assessment
Name of the Measure If unknown, provide details on the type.	Evaluator created assessment that mirrors the MyPlate curriculum will be used to evaluate this objective. The assessment features food group classification, student selection of healthy foods, and student exercise knowledge.
Plan for Mid-Year Progress for Each Measure	The assessment will be administered within two weeks of the programs start and again in December to ascertain progress. Maintaining 80% or higher or increasing from baseline to midyear (second measure) will indicate progress in good nutrition.
Plan for End-of-Year Performance for Each Measure	The assessment will be administered In May to ascertain yearly changes in nutrition knowledge. Maintaining 80% or higher or increasing from baseline to end of year (final measure) will indicate achievement in good nutrition.
Plan for Obtaining Data for Each Measure	Site Coordinators with the support of the project administration will administer the online nutrition assessment. The knowledge assessments will be scored with totals queried into the online data collection platform by the evaluation team. The project will check results for completeness and accuracy.

2020-21 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Objective 6: Personal Enrichment (If Serving Elementary Programs)

Objective Narrative	maintain high performance or improve application of positive character traits
Domain Area	Personal Enrichment - Behavior & Problem-Solving
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	80% of regularly participating students will maintain high performance or improve their application of positive character traits as measured by observational assessment.
Benchmark(s)	80
Justify the Benchmark(s)	80% is reasonable given the discipline data for the first part of the 2018-19 school year. Morrow Elementary had 175 disciplinary referrals with 57 students or 11% of the student population receiving multiple referrals, and Oakridge Elementary had 88 disciplinary referrals with 37 students or 8% of the student population receiving one or more referrals.
Content Area	application of positive character traits
Participant Group	regularly participating students
Intended Program Impact for Each Measure	maintain high performance or improve
Measure Category	observational assessment
Name of the Measure If unknown, provide details on the type.	Program conduct grades are provided by program personnel and reflect student conduct during the 21 st CCLC program. An evaluator created observation rubric for student classroom behavior is used to assess conduct.
Plan for Mid-Year Progress for Each Measure	Program staff will record conduct grades (A-F) for each enrolled student within two weeks of program start and again in December. At midyear (second measure), students will maintain or improve to a C or better (acceptable) level of conduct.
Plan for End-of-Year Performance for Each Measure	Program staff will record end of year conduct grades (A-F) for each enrolled student in early May. At end of year (final measure), students will maintain or improve to a C or better (acceptable) level of conduct.
Plan for Obtaining Data for Each Measure	Program conduct grades for each enrolled student will be recorded directly into the online data collection platform or via spreadsheets downloaded and uploaded into the online platform. The project will check results for completeness and accuracy.

Objective 7: Adult Family Services (All Programs)

Objective Narrative	demonstrate involvement in student education
Domain Area	Parental Involvement
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	90% of adult family members of regularly participating students will demonstrate their involvement in student education as measured by perceptual survey (parent).
Benchmark(s)	90
Justify the Benchmark(s)	Based on historical data from parent night events over the past four years offered through 21 st CCLC at other Broward CSD elementary schools, between 95% and 100% of parents reported some level of knowledge increases (strongly agree or agree) based on the topics covered related to involvement in their child's education. A benchmark of 90% should be attainable for this program to achieve.
Content Area	involvement in student education
Participant Group	adult family members of regularly participating students
Intended Program Impact for Each Measure	demonstrate
Measure Category	perceptual survey (parent)
Name of the Measure If unknown, provide details on the type.	Evaluator created Adult Family Night Post Event Knowledge Survey

2020-21 Request for Proposal (RFP), 21st Century Community Learning Centers
Measurable Objectives and Assessments

Plan for Mid-Year Progress for Each Measure	Parent responses (agree or strongly agree) indicate an increase in parent knowledge. Each parent night attendance participant completes a parent survey at the conclusion of each event. Parent responses (strongly agree to strongly disagree) are recorded for knowledge gains. Baseline responses will be compared to mid-assessment responses to indicate progress at mid-year. Analysis of progression includes only unduplicated responses (the most positive response is reflected).
Plan for End-of-Year Performance for Each Measure	Each parent night attendance participant completes a parent survey at the conclusion of each event. Parent responses (strongly agree to strongly disagree) are recorded for knowledge gains. Baseline responses will be compared to end-of-year responses to indicate performance at the end of the program year. Analysis of progression includes only unduplicated responses (the most positive response is reflected).
Plan for Obtaining Data for Each Measure	Center coordinators will access the parent knowledge survey from the shared drive and complete the template to include date, location, and event name. Center coordinators will print enough copies for the parents expected in attendance. The surveys will be collected at the completion of the event and forwarded to the District office for compilation and entry by project administration into the online data collection platform. Project administration will check results monthly for completeness and accuracy.



PROPOSED

Florida's 21st Century Community Learning Centers
Continuation Attendance-Based Funding Worksheet
2020-2021

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

Agency Name

060-2441B-1CC16

2020-2021 Project Number

\$553,920.00

2019-20 Award Amount (DOE200)

2

Number of Sites

17

Cohort

*Agency entering Year 2 of funding.***2018-2019 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	0	N/A	--
Afterschool	160	160	100.0%	No
Weekend	0	0	N/A	--
School Breaks/ Holidays	80	80	100.0%	No
Summer	80	80	100.0%	No

Site-Level Funding Summary (Individual Site Analysis Attached)

Site Name	2020-2021 Max. Site Funding
Morrow Elementary	\$ 352,880.00
Oakridge Elementary	\$ 331,960.00
	\$ -
	\$ -
	\$ -

2020-2021 Maximum Funding Amount**\$684,840.00**

2020-21 Maximum Funding Amount reflects performance levels and automatic reductions.

Automatic reductions are applied to Cohorts 15 and 16 (80%).

Special Notes / Comments



Florida's 21st Century Community Learning Centers
Site-Level Average Daily Attendance - Funding Worksheet

Agency Name: Broward County School Distr

2020-21 Project # 060-2441B-1CC16

Cohort: 17

2

of Sites

Morrow Elementary												
2018-2019			Review			2020-2021						
Proposed (Most Recent)	Reported (As submitted through April 2019)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide (Based on ADA Performance Metric - 75% Threshold)					Maximum Funding (Proportion Applied)	
	# Students	ADA				# Students	Hrs/Day	# Days	Base Rate	Adj. Rate	Service Total	100.00%
Before School			N/A	75%	--				\$2.00	\$2.00	\$ -	\$ -
Afterschool	40	40	100%	75%	No	40	3	172	\$4.00	\$4.00	\$ 82,560.00	\$ 82,560.00
Afterschool w/Transp	40	40	100%	75%	No	40	3	172	\$5.00	\$5.00	\$ 103,200.00	\$ 103,200.00
			N/A	75%	--				\$4.00	\$4.00	\$ -	\$ -
Early Release	80	80	100%	75%	No	80	5	5	\$4.00	\$4.00	\$ 8,000.00	\$ 8,000.00
Weekend Days			N/A	75%	--				\$4.00	\$4.00	\$ -	\$ -
Summer	40	40	100%	75%	No	40	9	34	\$6.00	\$6.00	\$ 73,440.00	\$ 73,440.00
Summer w/Transp	40	40	100%	75%	No	40	9	34	\$7.00	\$7.00	\$ 85,680.00	\$ 85,680.00
											\$ 352,880.00	\$ 352,880.00

Summer ADA estimated based on the ADA reported for the Afterschool component and the proportion of proposed ADA for Summer vs Afterschool.

Oakridge Elementary												
2018-2019			Review			2020-2021						
Proposed (Most Recent)	Reported (As submitted through April 2019)		Method of Review	Subject to Adjustment	Transportation	New Funding Request Guide (Based on ADA Performance Metric - 75% Threshold)					Maximum Funding (Proportion Applied)	
	# Students	ADA				# Students	Hrs/Day	# Days	Base Rate	Adj. Rate	Service Total	100.00%
Before School			N/A	75%	--				\$2.00	\$2.00	\$ -	\$ -
Afterschool	40	40	100%	75%	No	40	3	169	\$4.00	\$4.00	\$ 81,120.00	\$ 81,120.00
Afterschool w/Transp	40	40	100%	75%	No	40	3	169	\$5.00	\$5.00	\$ 101,400.00	\$ 101,400.00
			N/A	75%	--				\$4.00	\$4.00	\$ -	\$ -
Early Release	80	80	100%	75%	No	80	5	5	\$4.00	\$4.00	\$ 8,000.00	\$ 8,000.00
Weekend Days			N/A	75%	--				\$4.00	\$4.00	\$ -	\$ -
Summer	40	40	100%	75%	No	40	8	34	\$6.00	\$6.00	\$ 65,280.00	\$ 65,280.00
Summer w/Transp	40	40	100%	75%	No	40	8	34	\$7.00	\$7.00	\$ 76,160.00	\$ 76,160.00
											\$ 331,960.00	\$ 331,960.00

Summer ADA estimated based on the ADA reported for the Afterschool component and the proportion of proposed ADA for Summer vs Afterschool.



2020-21 SITE PROFILE

Agency Name	Broward County School District	Project Number	060-2441B-1CC16
Site Name	Morrow Elementary	Zip Code	33068
Site Address	408 SW 76 th Terrace	City	North Lauderdale
Site Contact Name	Ava Tucker	Phone	754-322-7150
		Email	Ava.tucker@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
Morrow Elementary	K,1,2,3,4,5	437	93%	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
Start Time					
End Time					
Hours					

AFTER SCHOOL SITE OPERATIONS

Start Date	8/19/2020	End Date	6/8/2021	Total Number of Service Days	172
Non-service days	9/7/2020, 9/28/2020, 10/8/2020, 10/12/2020, 10/14/2020, 10/19/2020, 11/3/2020, 11/11/2020, 11/23/2020, 11/24/2020, 11/25/2020, 11/26/2020, 11/27/2020, 12/21/2020, 12/22/2020, 12/23/2020, 12/24/2020, 12/25/2020, 12/28/2020, 12/29/2020, 12/30/2020, 12/31/2020, 1/1/2021, 1/18/2021, 2/15/2021, 3/19/2021, 3/22/2021, 3/23/2021, 3/24/2021, 3/25/2021, 3/26/2021, 4/2/2021, 5/31/2021				
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	2:20 PM	2:20 PM	2:20 PM	2:20 PM	2:20 PM
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM
Hours	*3.67	*3.67	*3.67	*3.67	*3.67
Program Hours	*Program hours are increased due to change in BCSD schedules; these hours exceed the time on FRGs – additional time (.67) In-Kind.				
Early Release Dates	10/16/20, 1/7/21, 02/18/21, 03/18/21, 04/8/21			Total Service Days	5
				Hours/Day	5

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS

Service days					
	Holidays/Break	Total number of Holiday, School Break service days.		Saturday	Total number of Weekend service days.
Start Time			Start Time		
End Time			End Time		
Hours			Hours		

SUMMER SITE OPERATIONS

Start Date	06/14/2021	End Date	07/30/2021	Total Number of Service Days	34
Non-service days	07/05/2021				
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
End Time	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM
Hours	9	9	9	9	9

ADULT FAMILY MEMBER SERVICES

Describe Frequency, Duration, and Dosage:	Morrow will offer six bi-monthly adult family member services for 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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2020-21 SITE PROFILE

Agency Name	Broward County School District		Project Number		060-2441B-1CC16	
Site Name	Oakridge Elementary		Zip Code		33020	
Site Address:	1507 N 28 th Ave		City	Hollywood	County	Broward
Site Contact Name:	Lara Aramboles Comas	Phone	754-323-6700	Email	lara.arambolescomas@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
Oakridge Elementary	Pre-K,K,1,2,3,4,5	533	93%	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	8/24/2020		End Date		6/8/2021		Total Number of Service Days	169	
Non-service days	9/7/2020, 9/28/2020, 10/8/2020, 10/12/2020, 10/14/2020, 10/19/2020, 11/3/2020, 11/11/2020, 11/23/2020, 11/24/2020, 11/25/2020, 11/26/2020, 11/27/2020, 12/18/2020, 12/21/2020, 12/22/2020, 12/23/2020, 12/24/2020, 12/25/2020, 12/28/2020, 12/29/2020, 12/30/2020, 12/31/2020, 1/1/2021, 1/18/2021, 2/15/2021, 3/19/2021, 3/22/2021, 3/23/2021, 3/24/2021, 3/25/2021, 3/26/2021, 4/2/2021, 5/31/2021								
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.			
Start Time	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM				
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM				
Hours	3	3	3	3	3	15			
Early Release Dates	10/16/20, 1/7/21, 02/18/21, 03/18/21, 04/8/21			Total Service Days	5	Hours/Day	5		



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

SUMMER SITE OPERATIONS							
Start Date	06/14/2021	End Date	07/30/2021	Total Number of Service Days			34
Non-service days	07/05/2021						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM		
End Time	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM		
Hours	8	8	8	8	8		


ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	Oakridge will offer six bi-monthly adult family member services for 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

21st CCLC 2020-21 Broward Morrow
Morrow Elementary 2020-21 After School Schedule

Grades	Time	Monday	Tuesday	Wednesday	Thursday	Friday
K-5	2:20-3:30pm	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS
All grades	3:30pm	Snack	Snack	Snack	Snack	Snack
K-5	3:35-4:00pm	Academic Enrichment: Canvas Grade Level Channel Homework, First In Math	Academic Enrichment: Canvas Grade Level Channel Homework, Writing and ELA	Academic Enrichment: Canvas Grade Level Channel Homework, Math and Science	Academic Enrichment: Canvas Grade Level Channel Homework, Writing and ELA	Academic Enrichment: Canvas Grade Level Channel Book Study/Book Club
K-5	4:00-4:30 pm	Personal Enrichment: Meeting in TEAMS Computer Technology Coding	Personal Enrichment: Meeting in TEAMS Computer Technology Robotics	Personal Enrichment: Meeting in TEAMS Computer Technology Coding	Personal Enrichment: Meeting in TEAMS Computer Technology Robotics	Personal Enrichment: Meeting in TEAMS Computer Technology Coding
K-5	4:30-5:00pm	Academic Enrichment: Meeting In Canvas Channels by Grade Level PBL	Personal Enrichment: Meeting in TEAMS • Dance • Cooking • Drum Line • Drama	Academic Enrichment: Meeting In Canvas Channels by Grade Level PBL	Personal Enrichment: Meeting In TEAMS • Dance • Cooking • Drum Line • Drama	Academic Enrichment: Meeting In Canvas Channels by Grade Level Book Study/Book Club
K-5	5:00-6:00 pm	Personal Enrichment: TEAMS Meeting SEL	Personal Enrichment: TEAMS Meeting Physical Fitness	Personal Enrichment CANVAS Meeting Visual Arts	Personal Enrichment CANAVS Meeting Health and Nutrition	Personal Enrichment TEAM Meeting SEL/Mentoring
6:00pm Dismissal:						
 						

21st CCLC Broward County Public Schools
Oakridge Elementary 2020-21 After School Schedule

Grades	Time	Monday	Tuesday	Wednesday	Thursday	Friday
K-5	3:00-3:30pm	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS	Attendance/ General Meeting In TEAMS
All grades	3:30pm	Snack	Snack	Snack	Snack	Snack
K-5	3:35-4:00pm	Academic Enrichment: Canvas Grade Level Channel Homework, First In Math	Academic Enrichment: Canvas Grade Level Channel Homework, Writing and ELA	Academic Enrichment: Canvas Grade Level Channel Homework, Math and Science	Academic Enrichment: Canvas Grade Level Channel Homework, Writing and ELA	Academic Enrichment: Canvas Grade Level Channel Book Study/Book Club
K-5	4:00-4:30 pm	Personal Enrichment: Meeting in TEAMS Computer Technology Coding	Personal Enrichment: Meeting in TEAMS Computer Technology Robotics	Personal Enrichment: Meeting in TEAMS Computer Technology Coding	Personal Enrichment: Meeting in TEAMS Computer Technology Robotics	Personal Enrichment: Meeting in TEAMS Computer Technology Coding
K-5	4:30-5:00pm	Academic Enrichment: Meeting In Canvas Channels by Grade Level PBL	Personal Enrichment: Meeting in TEAMS • Dance • Cooking • Drum Line • Drama	Academic Enrichment: Meeting In Canvas Channels by Grade Level PBL	Personal Enrichment: Meeting In TEAMS • Dance • Cooking • Drum Line • Drama	Academic Enrichment: Meeting In Canvas Channels by Grade Level Book Study/Book Club
K-5	5:00-6:00 pm	Personal Enrichment: TEAMS Meeting SEL	Personal Enrichment: TEAMS Meeting Physical Fitness	Personal Enrichment CANVAS Meeting Visual Arts	Personal Enrichment CANAVS Meeting Health and Nutrition	Personal Enrichment TEAM Meeting SEL/Mentoring
6:00pm Dismissal:						
 						



Morrow 21st CCLC Summer Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Drop-off/Attendance/ Breakfast TA's Supervises Students	Drop-off/Attendance/ Breakfast TA's Supervises Students	Drop-off/Attendance/ Breakfast TA's Supervises Students	Drop-off/Attendance/ Breakfast TA's Supervises Students	Drop-off/Attendance/ Breakfast TA's Supervises Students
8:00-8:30	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning
8:30-10:00	Reading	Science	Math	Math	Field Trip
10:00-11:30	PBL TA'S Lunch 11:00-11:30	PBL TA'S Lunch 11:00-11:30	PBL TA'S Lunch 11:00-11:30	PBL TA'S Lunch 11:00-11:30	Field Trip
11:30-12:00	Lunch Teacher Lunch TA Supervise Students	Lunch Teacher Lunch TA Supervise Students	Lunch Teacher Lunch TA Supervise Students	Lunch Teacher Lunch TA Supervise Students	Field Trip
12:00-1:00	Health/Physical Fitness	Health/Physical Fitness	Health/Physical Fitness	Health/Physical Fitness	Field Trip
1:00-1:30	Water/Restrm / Snack	Water/Restroom Snack	Water/Restroom Snack	Water/Restroom Snack	Field Trip
1:30-2:00	SEL Activity	SEL Activity	SEL Activity	SEL Activity	Field Trip
2:00-3:00	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Field Trip
3:00-4:00	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Field Trip

4:00-5:00	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Personal Enrichment Rotation 1	Field Trip
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5:00-5:30 Restroom Break/Dismissal

Enrichment Rotation Schedule

	Drama	Sports Center	Technology	Arts 'n Crafts	Cooking
Rotation 1	3rd	4th	5th	2nd	K-1
Rotation 2	5th	3rd	4th	K-1	2nd
Rotation 3	2nd	K-1	3rd	4th	5th



21st CCLC Oakridge Summer Schedule



2nd Grade / M-Th	Instructional Agenda
8:00 – 8:30 (30 min)	Breakfast
8:30 – 8:50 (20 min)	Morning Meeting/ Character Development/SEL
8:50 -10:20 (1:30 min)	Integrated ELA
10:20 – 11:30 (1:10 min)	STEM
11:35 – 12:05 (35 min)	Lunch
12:05– 12:35 (30 min)	Physical Education
12:35-1:00 (25 min)	Phonics for Reading/ Foundations
1:00 – 3:00 (2:00)	PBL / Snack
3:00 – 4:00 (60 min)	Computer Technology (First in Math, I-Ready, Achieve3000)
4:00	Dismissal
3rd Grade / M-Th	Instructional Agenda
8:00 – 8:30 (30 min)	Breakfast
8:30 – 8:50 (20 min)	Morning Meeting/ Character Development/SEL
8:50 -10:20 (1:30 min)	Integrated ELA
10:20 – 11:30 (1:10 min)	STEM
11:35 – 12:05 (35 min)	Lunch
12:05– 12:35 (30 min)	Physical Education
12:35-1:00 (25 min)	Phonics for Reading/ Foundations
1:00 – 3:00 (2:00)	PBL /Snack
3:00 – 4:00 (60 min)	Computer Technology

	(First in Math, I-Ready, Achieve3000)
4:00	Dismissal

4th Grade / M-Th	Instructional Agenda
8:00 – 8:30 (30 min)	Breakfast
8:30 – 8:50 (20 min).	Morning Meeting/ Character Development?SEL
8:50 -10:20 (1:30 min)	Integrated ELA
10:20 – 11:55 (1:30 min)	STEM
11:55 – 12:30 (35 min)	Lunch
12:30– 1:00 (30 min)	Physical Education
1:00 – 3:00 (2:00)	PBL /Snack
3:00 – 4:00 (60 min)	Computer Technology (First in Math, I-Ready, Achieve3000)
4:00	Dismissal

5th Grade / Wednesday	Instructional Agenda
8:00 – 8:30 (30 min)	Breakfast
8:30 – 8:50 (20 min)	Morning Meeting/ Character Development/SEL
8:50 -10:20 (1:30 min)	Integrated ELA
10:20 – 11:55 (1:30 min)	STEM
11:55 – 12:30 (35 min)	Lunch
12:30– 1:00 (30 min)	Physical Education
1:00 – 3:00 (2:00)	PBL /Snack
3:00 – 4:00 (60 min)	Computer Technology (First in Math, I-Ready, Achieve3000)

4:00

Dismissal



Broward CSD Morrow-Oakridge
2020-2021 21st CCLC Adult Family Member Activities
Morrow Elementary



- **September 2020**
 - **21st CCLC Overview/Open House/Parent Orientation**
- **November 2020**
 - **Literacy Night**
- **December 2020**
 - **Health Servings Equals Healthy Eating**
- **January 2021**
 - **Using Games to Communicate With Your Child**
- **March 2021**
 - **Getting Ready For The FSA**
- **May 2021**
 - **Social Emotional Learning – How I Feel Matters**

Advisory Meetings

- **November 2020**
- **February 2021**
- **April 2021**

**Broward CSD Morrow-Oakridge
2020-2021 21st CCLC Adult Family Member Activities
Oakridge Elementary**



- **September 2020**
 - **21st CCLC Overview/Open House**
- **November 2020**
 - **Literacy Night**
- **December 2020**
 - **Health Servings Equals Healthy Eating**
- **January 2021**
 - **Using Games to Communicate With Your Child**
- **March 2021**
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- **May 2021**
 - **Social Emotional Learning – How I Feel Matters**

Advisory Meetings

- **November 2020**
- **February 2021**
- **April 2021**

2020-21 21st CCLC Partners Table

Agency Name: Broward County District Schools				Program Name: Morrow-Oakridge	
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
<i>Morrow Elementary</i>	<i>SD</i>	<i>In-Kind Paid Staffing Volunteers</i>	<i>The school will provide collaboration between regular school day teachers and afterschool staff</i>	<i>Academic Enrichment Student performance measures, attendance outcome, behavior and social development</i>	<i>Yes</i>
<i>Oakridge Elementary</i>	<i>SD</i>	<i>In-Kind Paid Staffing Volunteers</i>	<i>The school will provide collaboration between regular school day teachers and afterschool staff</i>	<i>Academic Enrichment Student performance measures, attendance outcome, behavior and social development</i>	<i>No</i>
Broward County Public Schools, Food and Nutrition Services	<i>SD</i>	<i>In-Kind</i>	<i>Nutritious meals and snacks</i>	<i>Meals meet all US DA requirements and include a milk, fruit, vegetable, grain and meat (or meat alternate), and are offered in school cafeterias. The healthy meals are available to children participating in afterschool programs at no charge.</i>	<i>No</i>



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 S.E. Third Avenue • Fort Lauderdale, Florida Zip 33301 • Office: 754-321-2620 • Fax: 754-321-2766

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

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Dr. Rosalind Osgood, Vice Chair

Lori Alhadeff
Robin Bartleman
Heather P. Brinkworth
Patricia Good
Ann Murray
Laurie Rich Levinson
Nora Rupert

Robert W. Runcie
Superintendent of Schools

Morrow Elementary School
Dr. Laurel Crowle, Principal
408 SW 76th Terrace
North Lauderdale, FL 33068
T. 754-322-7150 F. 754-322-7190
Morrow.browardschools.com

December 16, 2020

21st Century Department of Education,

As Principal of Morrow Elementary School, I wish to express my full support for operating a 21st Century Community Learning Center on our campus. I am aware of the ability of this program to contribute to student success, and more importantly, establish stronger partnerships within the community of North Lauderdale and surrounding areas. I understand that the 21st Century grant will become very valuable in the continuing efforts that Morrow Elementary School is making towards student achievement and school reform. I understand that my role as the Principal is significant with relations to a program of this nature. I take full responsibility for this priority. I look forward to working with our site team and collaborating with the Diversity, Prevention and Intervention Department. Morrow Elementary School is committed to:

- “ Support the Mission, Vision, Values and Goals of the organization.
- “ Offering extended services to at-risk youth, partnerships with local businesses and collaboration with community members.
- “ Providing high quality experiences and enrichment activities to our program participants.
- “ On-going professional development for our staff and site coordinator as needed.
- “ Continuous collaboration with the Diversity, Prevention and Intervention Department.
- “ Will actively participate in all requests for my assistance and response.

In closing, I would like to say that I am proud that Morrow Elementary School and the Diversity, Prevention and Intervention Department have embraced this project together.

Sincerely,

Laurel Crowle

Dr. Laurel Crowle, Principal



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA 2019-2020 ORGANIZATIONAL CHART

Approved as Amended: 06/11/19

Pg 14 Revised: 06/25/19

Pg 17 Revised: 08/06/2019; 12/10/19; 04/21/20

Pg 10 Revised & Pg 20 Added: 10/02/19



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

2019-2020 ORGANIZATIONAL CHART

School Board Appointed Committees & Public Stakeholders	1
Superintendent of Schools	2
General Counsel	3
School Performance & Accountability	4
Academics	5-7
Learning & Development Support	5
Exceptional Student Learning Support	6
Student Learning	7
Student Support Initiatives & Recovery	8
Auditor	9
Capital Programs	10
Financial Management	11
Human Resources & Equity	12
Information & Technology	13
Portfolio Services	14
Communications	15
Chief of Staff	16
Safety, Security & Emergency Preparedness	17
Strategy & Operations	18-20
Business Support Center, Grants Administration, Strategic Implementation & Accountability	18
Food & Nutrition Services, Procurement & Warehousing Services, Supplier Diversity & Outreach, Student Transportation & Fleet Services	19
Physical Plant Operations	20

Funding from
sources other than
General Funds

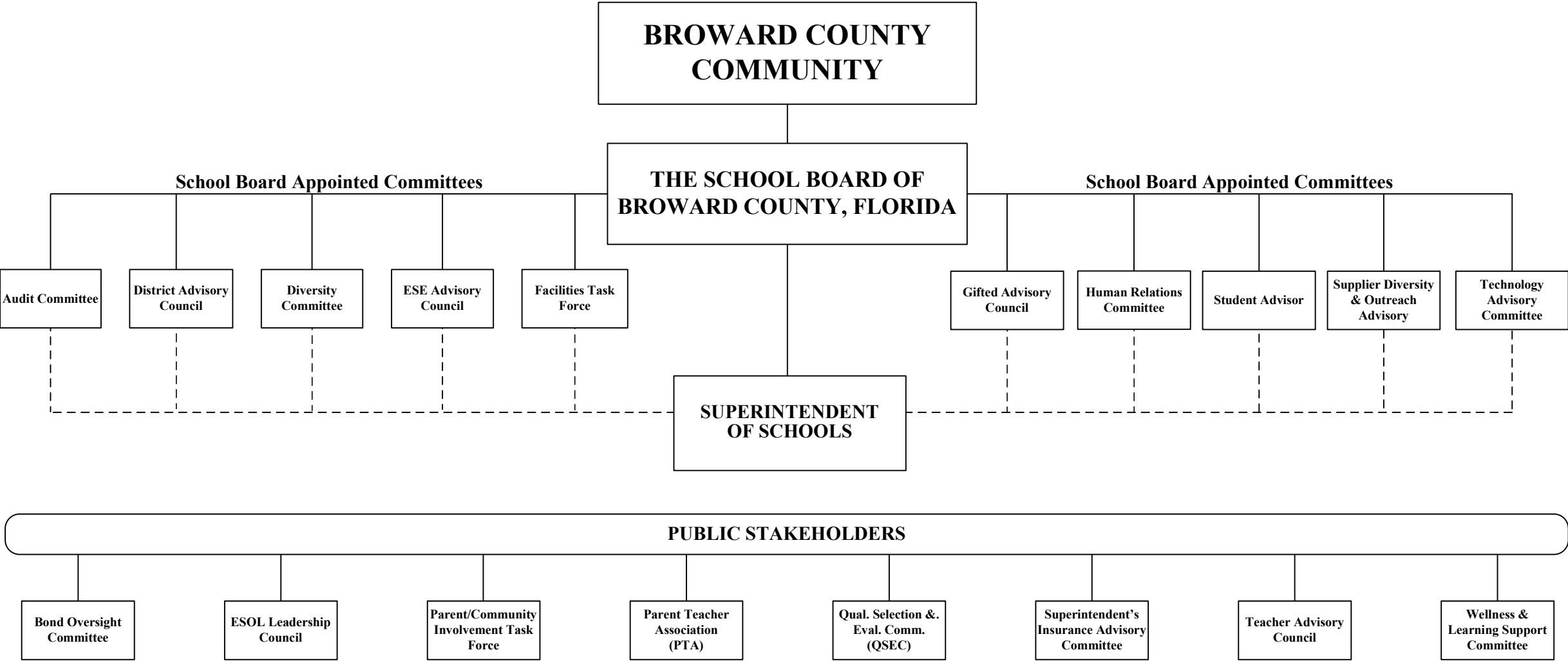
C Capital
G General

FS Food Service
Gr Grant



SCHOOL BOARD APPOINTED COMMITTEES & PUBLIC STAKEHOLDERS

THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



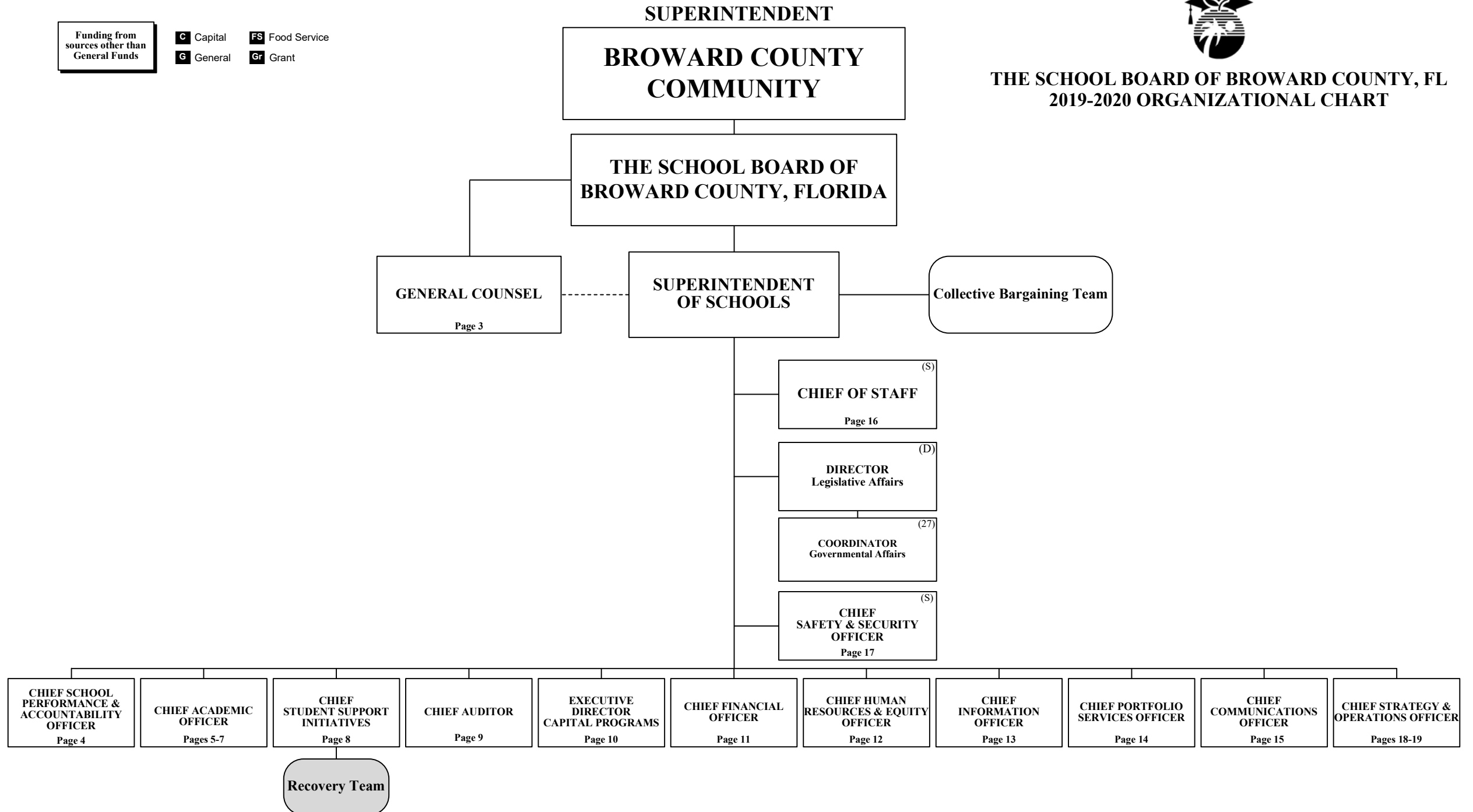
Funding from
sources other than
General Funds

C Capital
G General

FS Food Service
Gr Grant



**THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART**



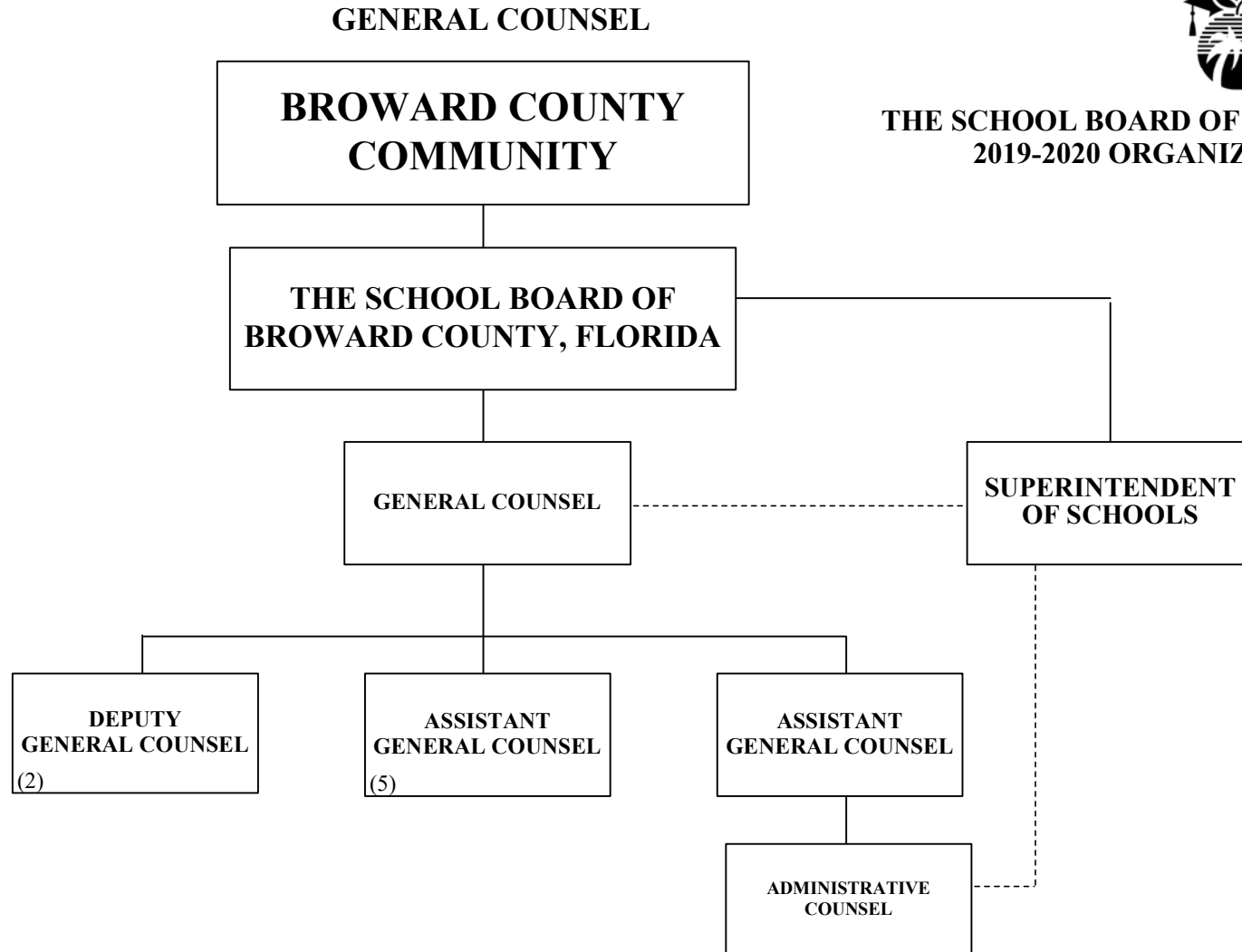
Funding from
sources other than
General Funds

C Capital
G General

FS Food Service
Gr Grant



**THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART**



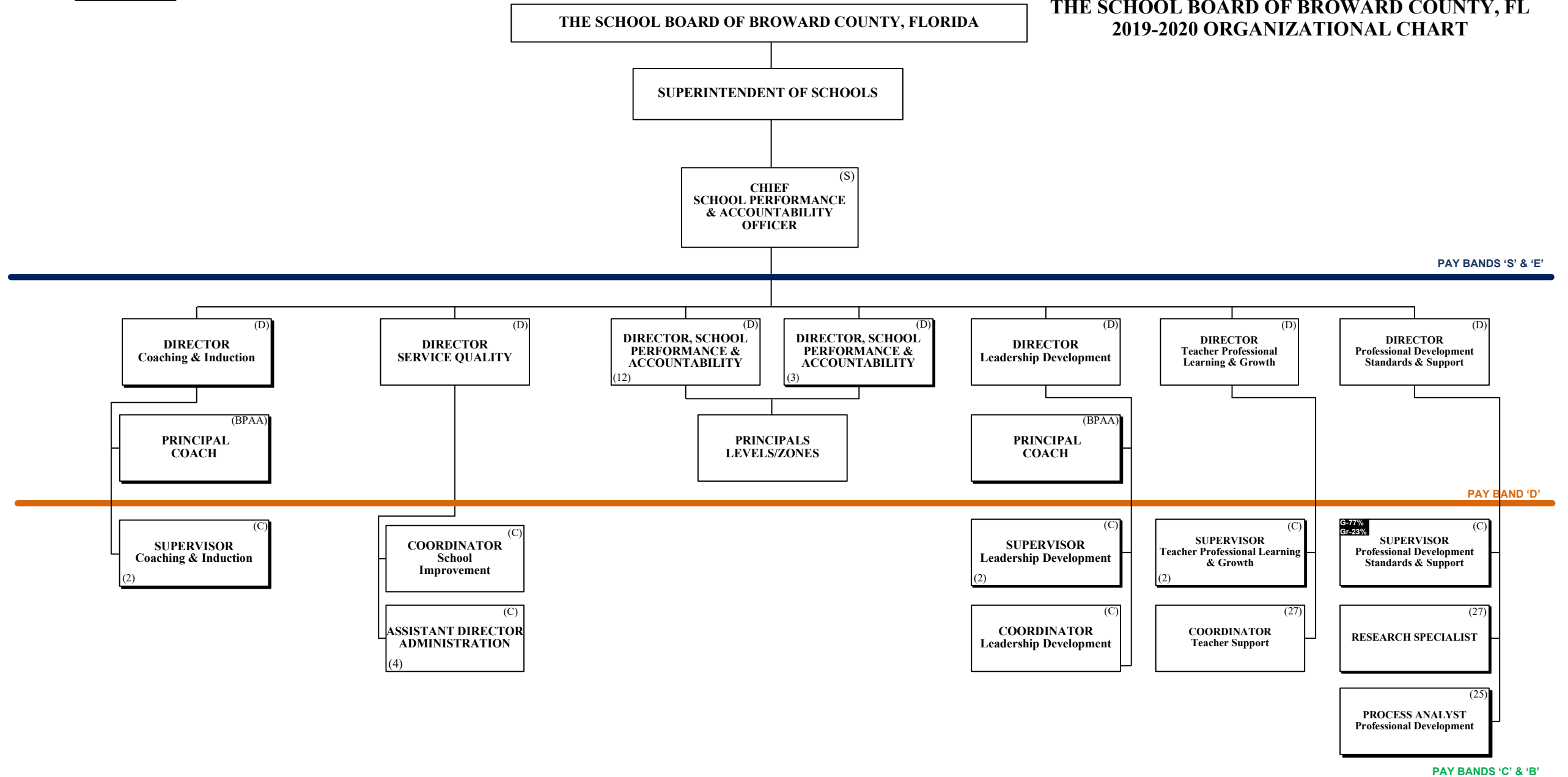
Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant



SCHOOL PERFORMANCE & ACCOUNTABILITY OSPA

THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Funding from
sources other than
General Funds

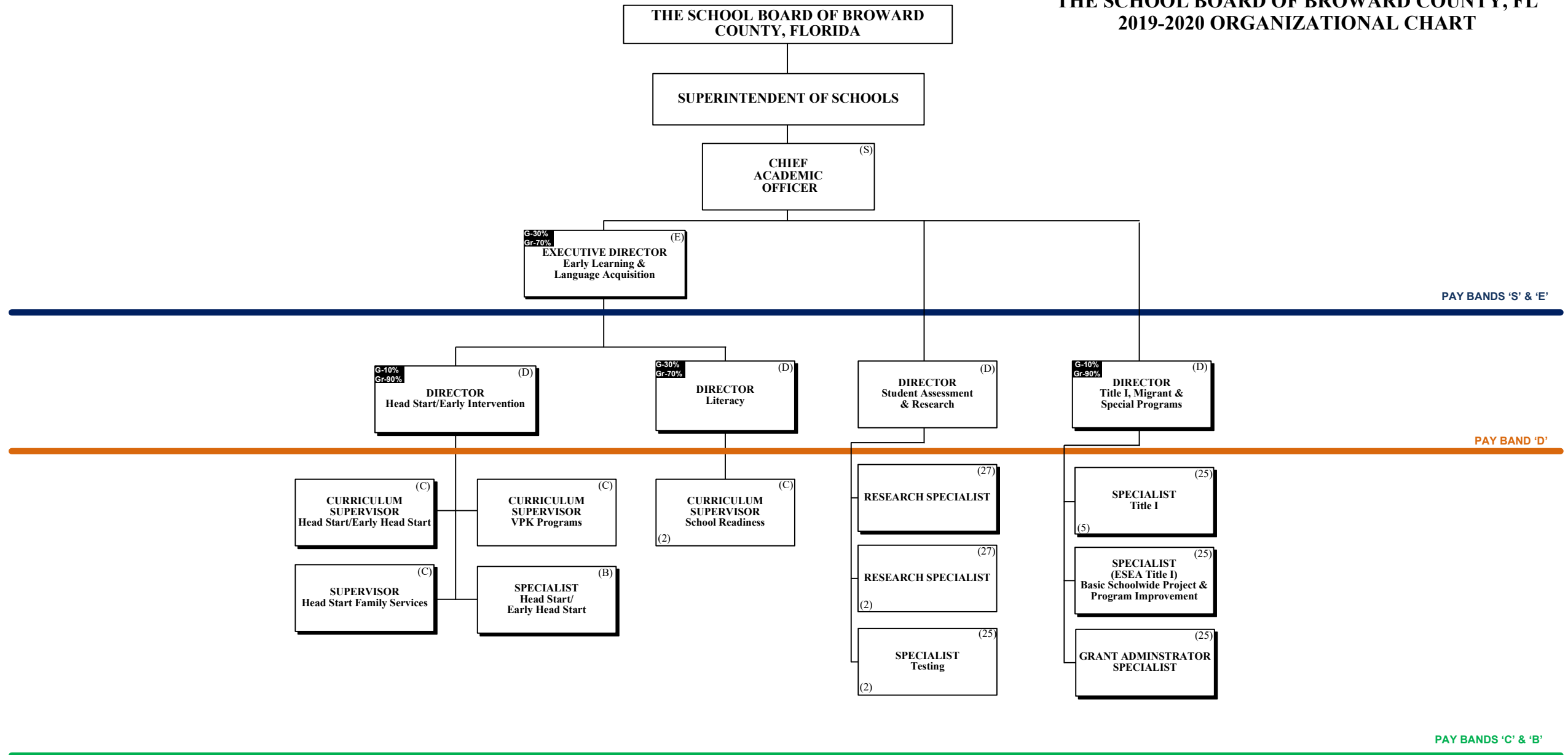
C Capital
G General

FS Food Service
Gr Grant

ACADEMICS LEARNING & DEVELOPMENT SUPPORT



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Funding from
sources other than
General Funds

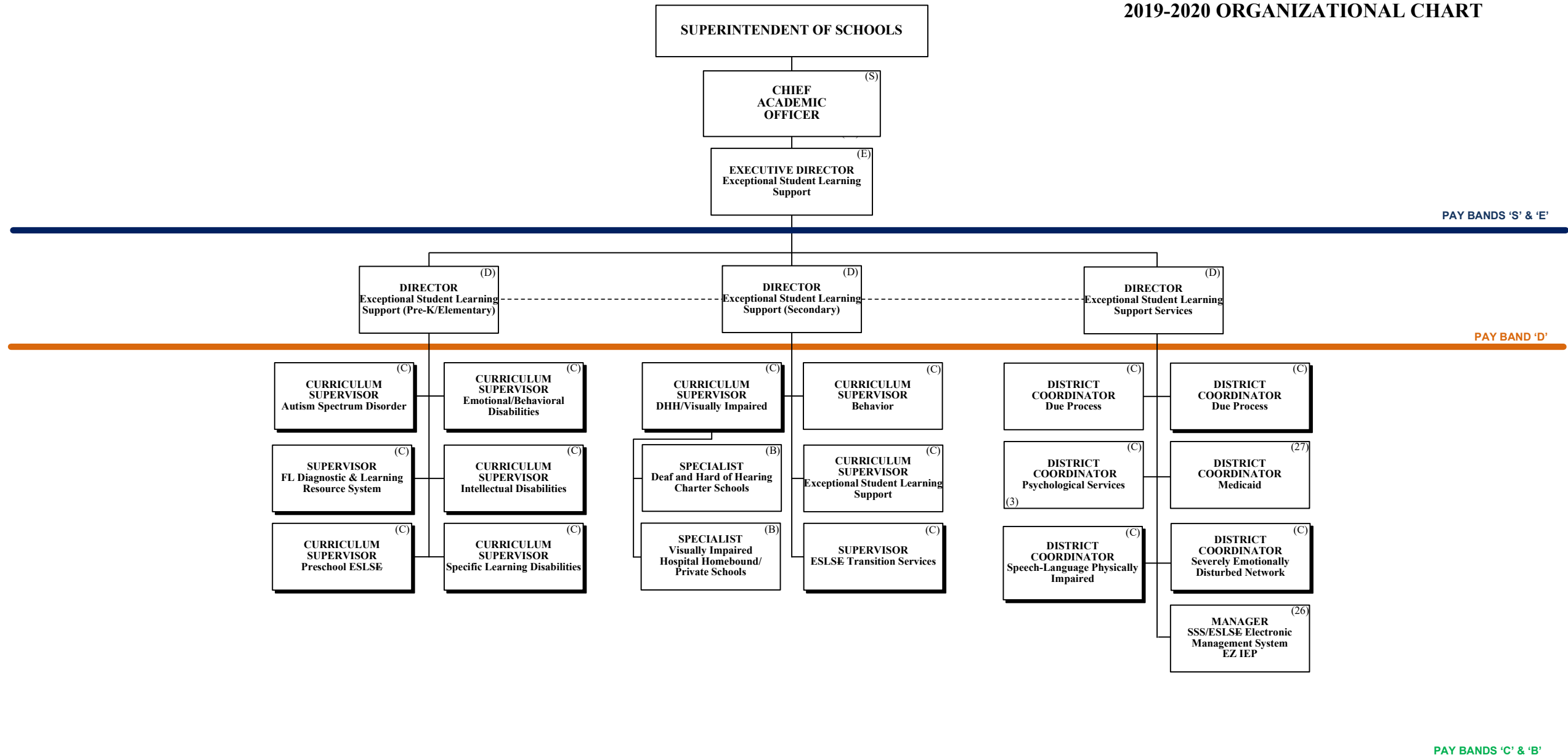
C Capital
G General

FS Food Service
Gr Grant

ACADEMICS EXCEPTIONAL STUDENT LEARNING SUPPORT



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

ACADEMICS STUDENT LEARNING

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

SUPERINTENDENT OF SCHOOLS

CHIEF
ACADEMIC
OFFICER ^(S)



THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART

PAY BANDS 'S' & 'E'

^(D)
DIRECTOR
Elementary Learning

^(D)
DIRECTOR
Secondary Learning

^(D)
DIRECTOR
Innovative Learning

^(D)
DIRECTOR
Applied Learning

^(D)
DIRECTOR
Career, Technical, Adult,
Community Education

^(D)
DIRECTOR
Bilingual/ESOL

PAY BAND 'D'

^(C)
CURRICULUM
SUPERVISOR
Language Arts
⁽²⁾

^(C)
CURRICULUM
SUPERVISOR
Math
⁽²⁾

^(C)
CURRICULUM
SUPERVISOR
Science

^(C)
CURRICULUM
SUPERVISOR
Social Studies

^(C)
CURRICULUM
SUPERVISOR
Language Arts
⁽²⁾

^(C)
CURRICULUM
SUPERVISOR
Math
⁽²⁾

^(C)
CURRICULUM
SUPERVISOR
Science

^(C)
CURRICULUM
SUPERVISOR
Social Studies

^(C)
CURRICULUM
SUPERVISOR
Library Media

^(C)
CURRICULUM
SUPERVISOR
Gifted & Talented

⁽²⁷⁾
PROJECT
MANAGER
Technology & Instruction

⁽²⁵⁾
ANALYST
Training

⁽²⁵⁾
ANALYST
Instructional & Digital
Material

^(C)
CURRICULUM
SUPERVISOR
Physical Education &
Educational Programs

^(C)
CURRICULUM
SUPERVISOR
STEM+C

^(C)
CURRICULUM
SUPERVISOR
Humanities

^(C)
CURRICULUM
SUPERVISOR
Music & Performing Arts

^(C)
CURRICULUM
SUPERVISOR
Art

^(C)
CURRICULUM
SUPERVISOR
Business Technology

^(C)
CURRICULUM
SUPERVISOR
Health Science

^(C)
CURRICULUM
SUPERVISOR
Technical Education/
Agriculture

^(C)
CURRICULUM
SUPERVISOR
Educational Leadership

^(C)
CURRICULUM
SUPERVISOR
Family & Consumer Science

^(C)
CURRICULUM
SUPERVISOR
Vocational Education
Industrial

⁽²⁵⁾
EDUCATION
SPECIALIST I
ESOL
⁽²⁾

⁽²⁵⁾
EDUCATION
SPECIALIST I
Dual Language/World
Language

⁽²⁵⁾
SPECIALIST
Bilingual Outreach Program

^(C)
CURRICULUM
SUPERVISOR
Bilingual/ESOL
<sup>G-27%
Gr-73%</sup>

^(C)
CURRICULUM
SUPERVISOR
World Languages

⁽²⁷⁾
RESEARCH SPECIALIST
<sup>G-50%
Gr-50%</sup>

PAY BANDS 'C' & 'B'

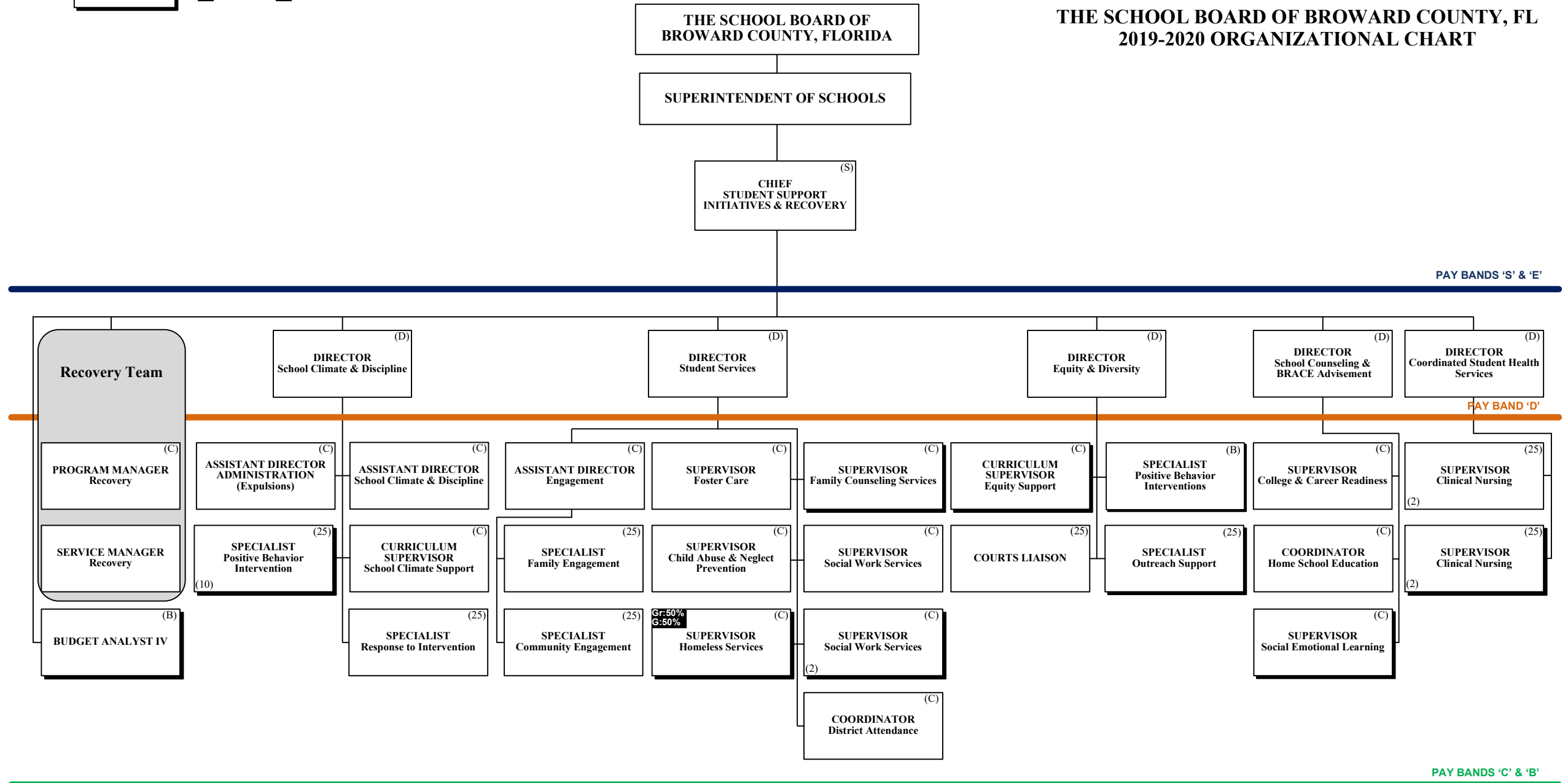
Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

STUDENT SUPPORT INITIATIVES & RECOVERY



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART





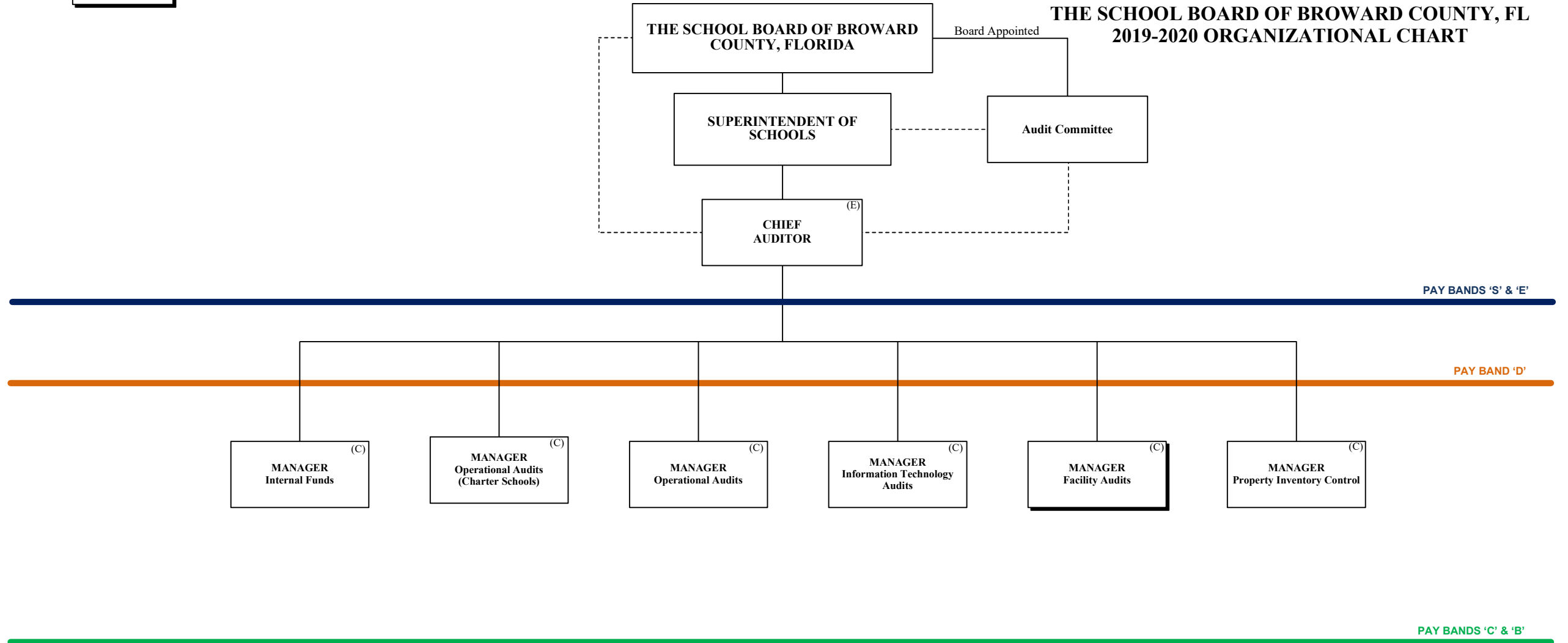
Funding from
sources other than
General Funds

C Capital
G General

FS Food Service
Gr Grant

AUDITOR

THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Funding from
sources other than
General Funds

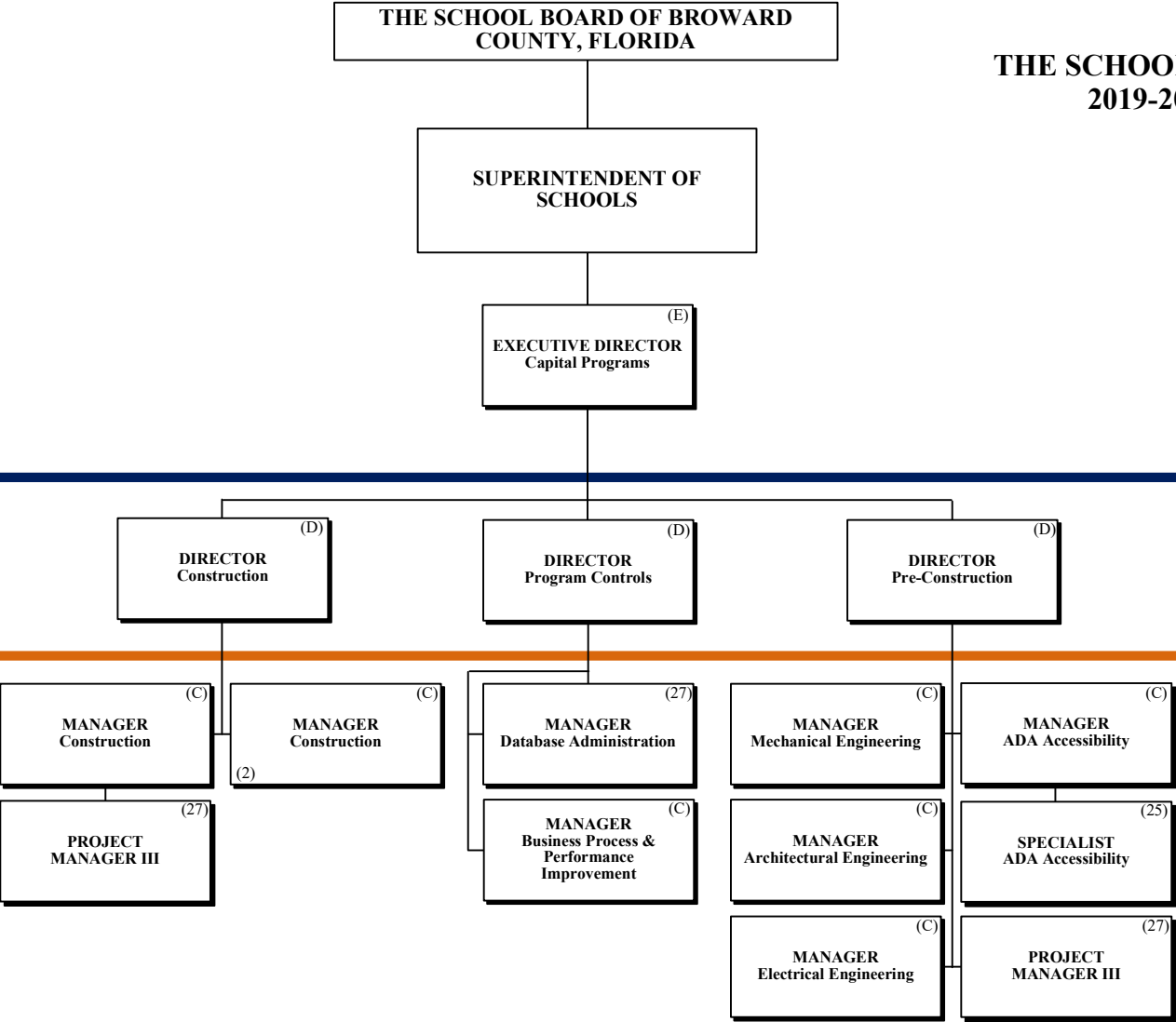
C Capital
G General

FS Food Service
Gr Grant

CAPITAL PROGRAMS



THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART



PAY BANDS 'S' & 'E'

PAY BAND 'D'

Board Approved: 06/11/2019
Revised: 10/02/2019

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

FINANCIAL MANAGEMENT

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

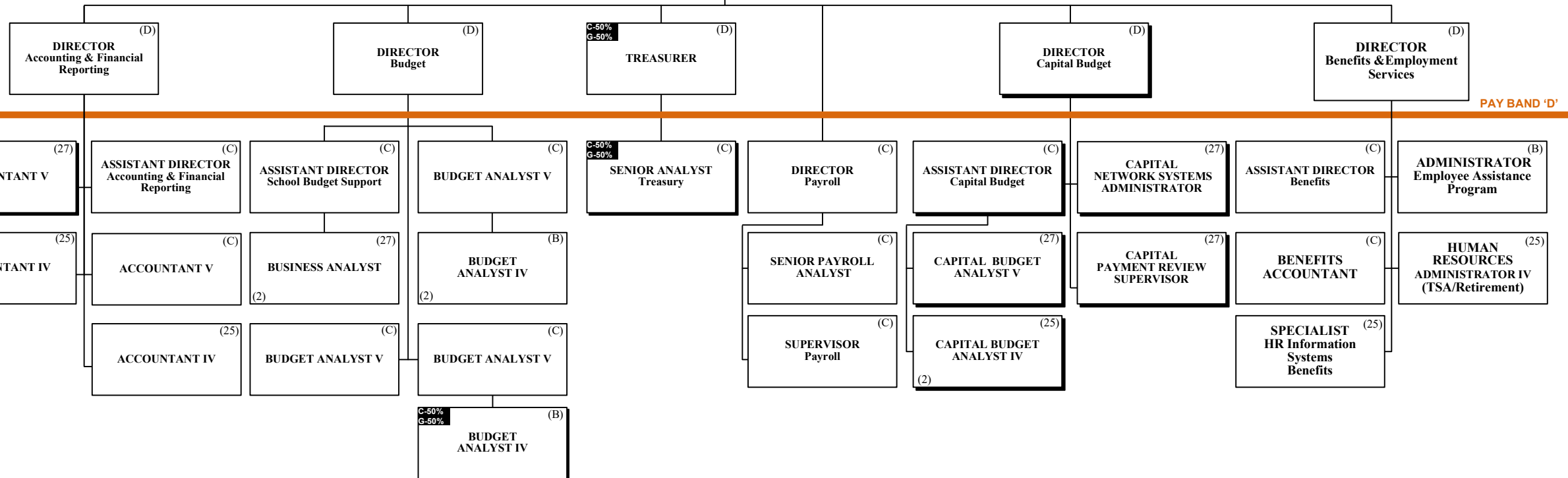
SUPERINTENDENT OF SCHOOLS

C-20%
G-80% **(S)**
CHIEF
FINANCIAL
OFFICER (CFO)



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART

PAY BANDS 'S' & 'E'



PAY BAND 'D'

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

HUMAN RESOURCES & EQUITY

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART

SUPERINTENDENT OF
SCHOOLS

CHIEF
HUMAN RESOURCES &
EQUITY OFFICER

Collective Bargaining

PAY BANDS 'S' & 'E'

DIRECTOR
Employee Evaluations

DIRECTOR
Talent Acquisition &
Operations
(Instructional)

DIRECTOR
Talent Acquisition &
Operations
(Non-Instructional)

DIRECTOR
Employee & Labor
Relations

DIRECTOR
Compensation &
HR Support Services

DIRECTOR
EEO/ADA Compliance

PAY BAND 'D'

COORDINATOR
Evaluation

(3)

RESEARCH
SPECIALIST

(27)

MANAGER
Certification/
Incentives

(C)

SPECIALIST
HR Information Systems

(25)

COORDINATOR
Non-Instructional
Development

(27)

MANAGER
Employee & Labor
Relations

(C)

HR SPECIALIST

(2)

MANAGER
Employee & Labor
Relations

(C)

SPECIALIST
Employee & Labor
Relations

(2)

MANAGER
HR Support Services

(C)

ESMAB PAY BANDS 'C' & 'B'
TSP/PBA PAY GRADES 25-28



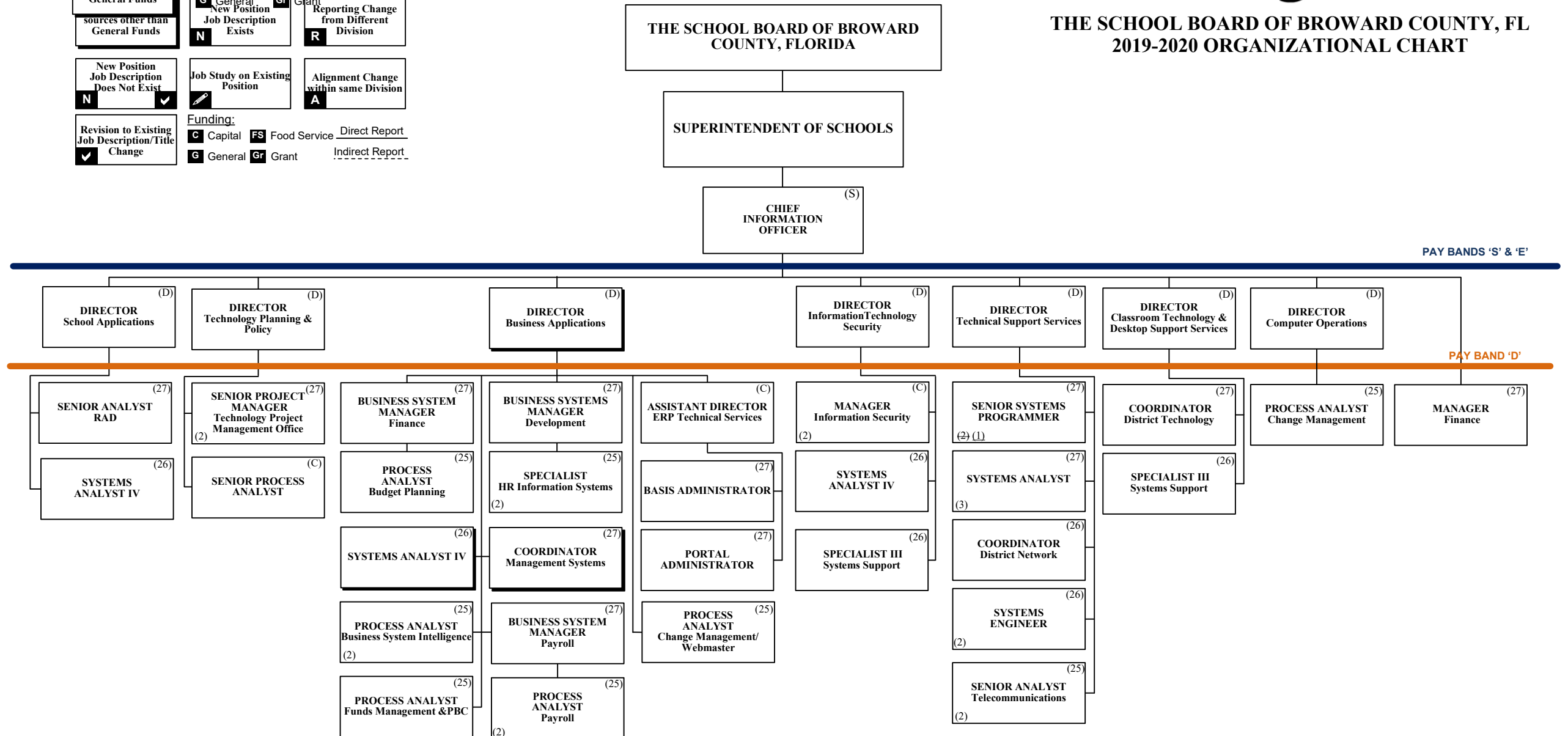
THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART

INFORMATION & TECHNOLOGY

Funding from sources other than General Funds	C Capital	FS Food Service
sources other than General Funds	G General	Gr Grant
New Position Job Description Does Not Exist	N New Position Job Description Exists	R Reporting Change from Different Division
Job Study on Existing Position	A Alignment Change within same Division	
Revision to Existing Job Description/Title Change	C Capital	FS Food Service
	G General	Gr Grant

Funding: **C** Capital **FS** Food Service **G** General **Gr** Grant

Direct Report **Indirect Report**



Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant



PORTFOLIO SERVICES

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART

SUPERINTENDENT OF SCHOOLS

CHIEF
PORTFOLIO SERVICES
OFFICER ^(E)

PAY BANDS 'S' & 'E'

^(D)
DIRECTOR
Before & After
School Care

^(D)
DIRECTOR
Athletics & Student Activities

^(D)
DIRECTOR
Charter Schools
Management/Support

^(D)
DIRECTOR
Innovative Programs
Design/Support

^(D)
DIRECTOR
Facility Planning &
Real Estate

^(D)
DIRECTOR
Demographics &
Enrollment Planning

^(D)
ASSISTANT DIRECTOR
School/Venture Design
Support

PAY BAND 'D'

^(C)
COORDINATOR
JROTC &
Military Programs

⁽²⁷⁾
COORDINATOR
Charter Schools

⁽²⁷⁾
COORDINATOR
Charter Schools

^(C)
SPECIALIST
Account Client Support

⁽²⁵⁾
SPECIALIST
Innovative Programs

⁽²⁷⁾
COORDINATOR
Facility Planning &
Educational Programming

⁽²⁷⁾
PLANNER
Growth Management

⁽²⁷⁾
SPECIALIST
Demographer/Statistician
⁽²⁾

^(C)
MANAGER
School Choice

⁽²⁵⁾
CURRICULUM
SUPPORT SPECIALIST
JROTC & Military Programs

^(C)
CURRICULUM
SUPERVISOR
Literacy
⁽²⁾

⁽²⁵⁾
EDUCATION
SPECIALIST I
ESOL

^(C)
SENIOR PROPERTY
COORDINATOR

⁽²⁷⁾
PLANNER
Growth Management
Monitoring

⁽²⁷⁾
EVALUATION
ADMINISTRATOR

⁽²⁵⁾
ACCOUNTANT IV

⁽²⁶⁾
PROPERTY
COORDINATOR

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

Funding from
sources other than
General Funds

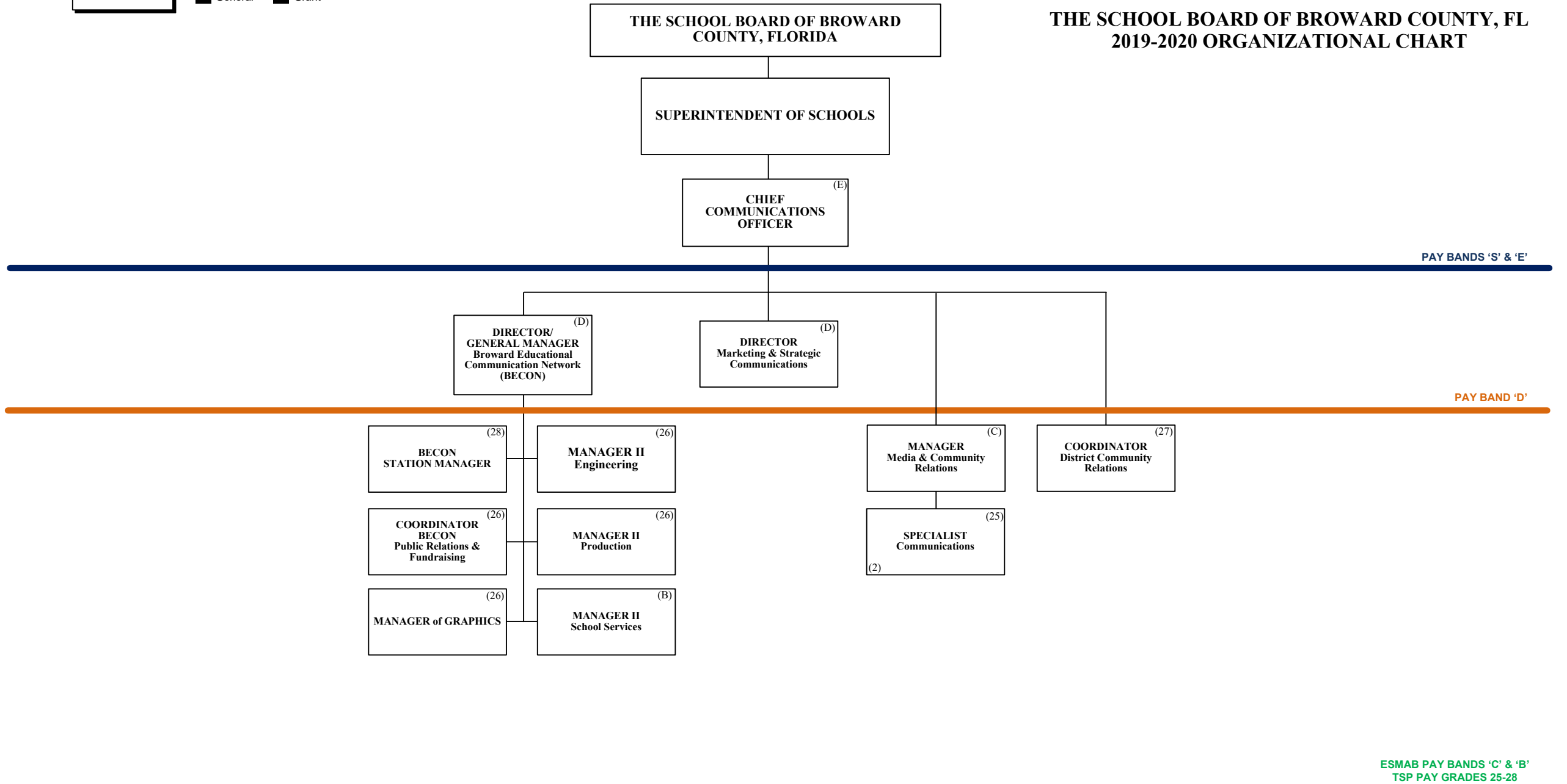
C Capital
G General

FS Food Service
Gr Grant



COMMUNICATIONS

THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

CHIEF OF STAFF

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

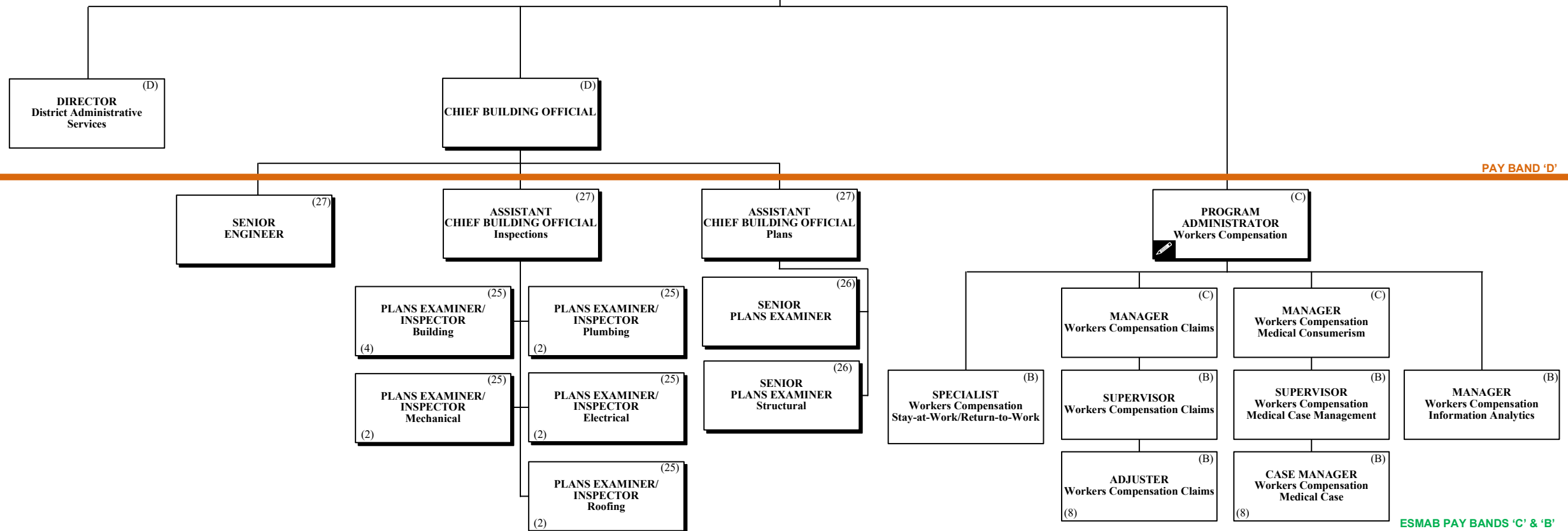
SUPERINTENDENT OF SCHOOLS

CHIEF
OF STAFF



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART

PAY BANDS 'S' & 'E'



PAY BAND 'D'

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

Funding from
sources other than
General Funds

C Capital

FS Food Service

G General

Gr Grant

R Referendum

**SAFETY, SECURITY
& EMERGENCY PREPAREDNESS**

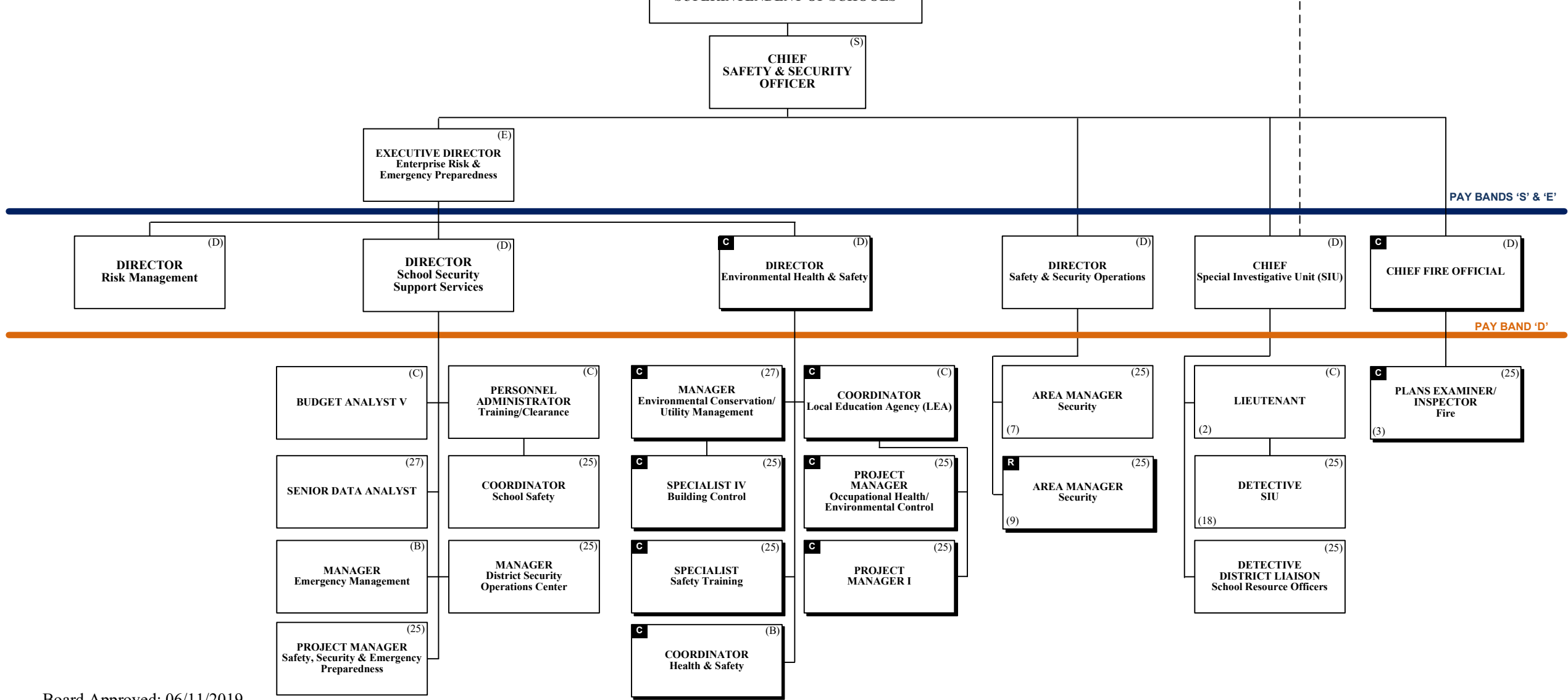
**THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA**

SUPERINTENDENT OF SCHOOLS

**CHIEF
SAFETY & SECURITY
OFFICER**



**THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART**



Board Approved: 06/11/2019
Revised: 08/06/2019; 12/10/19; 04/21/20

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

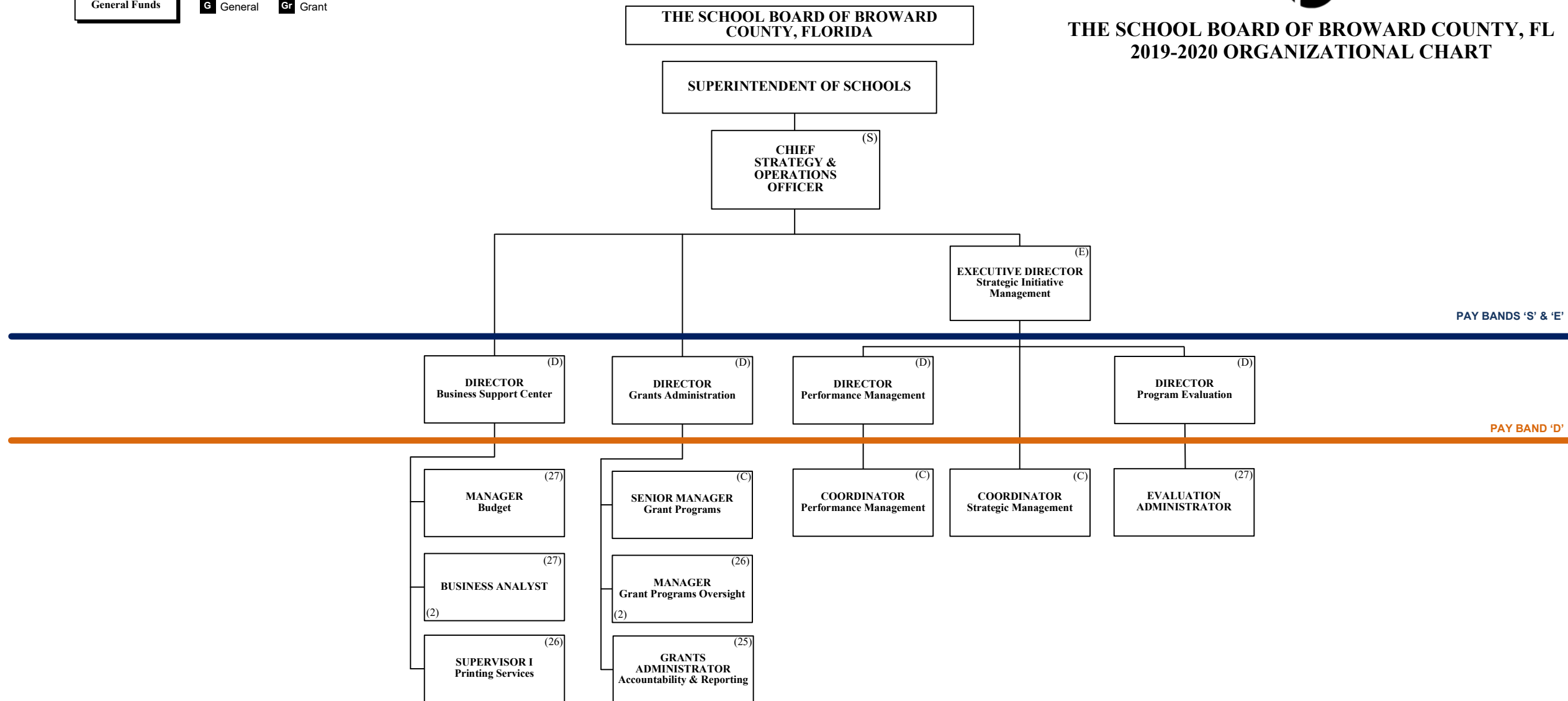
Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant

STRATEGY & OPERATIONS



THE SCHOOL BOARD OF BROWARD COUNTY, FL 2019-2020 ORGANIZATIONAL CHART



Board Approved: 06/11/2019
Revised: 10/02/2019

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28



**THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA**

**CHIEF
STRATEGY &
OPERATIONS
OFFICER**

PAY BANDS 'S' & 'E'

DIRECTOR
Student Transportation
& Fleet Services

PROCESS ANALYST

ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28

Funding from
sources other than
General Funds

C Capital **FS** Food Service
G General **Gr** Grant



STRATEGY & OPERATIONS

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

THE SCHOOL BOARD OF BROWARD COUNTY, FL
2019-2020 ORGANIZATIONAL CHART

SUPERINTENDENT OF SCHOOLS

CHIEF
STRATEGY &
OPERATIONS
OFFICER

(S)

EXECUTIVE DIRECTOR
Physical Plant
Operations

(E)

PAY BANDS 'S' & 'E'

C-70%
G-30%
DIRECTOR
Physical Plant
Operations

(D)

C-55%
G-45%
MANAGER
Custodial/Grounds

(C)

C-55%
G-45%
MANAGER
Grounds

(26)

C-70%
G-30%
AREA MANAGER
Trades
Zone 1

(C)

C-70%
G-30%
AREA MANAGER
Trades
Zone 2

(C)

C-70%
G-30%
AREA MANAGER
Trades
Zone 3

(C)

C-70%
G-30%
AREA MANAGER
Trades
District

(C)

TRADE SUPERVISOR

(9)

(25)

MANAGER
Facilities Support Services

(C)

SUPERVISOR
Work Flow/Labor Utilization

(25)

SUPERVISOR
Planning & Scheduling

(25)

MANAGER
PPO Finance

(C)

PAY BAND 'D'

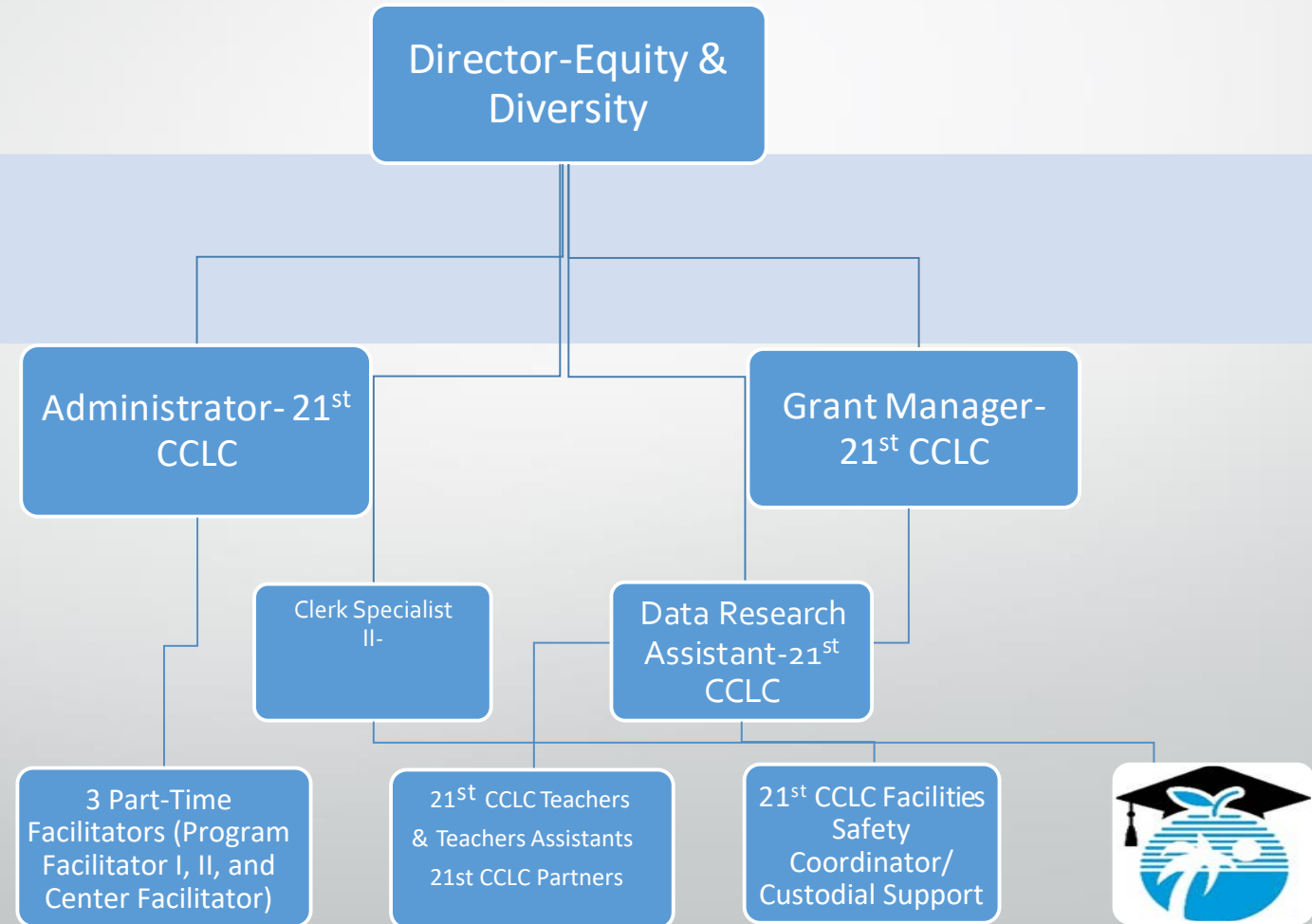
ESMAB PAY BANDS 'C' & 'B'
TSP PAY GRADES 25-28



Broward Morrow-Oakridge 2020-21 21st CCLC Chart



Chief Executive Director
Student Support
Initiatives & Recovery



21st Century Community Learning Centers



2020-21 Cost Analysis Worksheet

Agency Name: Broward County School District	Project Name: Morrow-Oakridge
--	--------------------------------------

Per the 2019-20 Request for Proposals, applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by Section 216.3475, F.S. A cost analysis must be included in the application as an attachment for the following cost items:

- salaries of the agency leadership positions if any portion of that salary is included in the program budget.
- equipment with a unit cost of \$1,000 or more
- contractors with an agreement totaling \$5,000 or more on an annual basis.

Instructions: Please conduct a cost analysis for each applicable line item in your budget outlined in the DOE 101S that fits the categories above. For each expenditure, please list the vendor or name of each applicable line item, the vendor or source of the quote, the actual quoted amount, your agency's selection, your rationale for selection and, if applicable, whether the vendor has been suspended or debarred. Please attach supporting documentation for each line item.

Account Title from DOE 101S	Vendor or Source Name #1	Amount of Quote #1	Vendor or Source Name #2	Amount of Quote #2	Vendor or Source Name #3	Amount of Quote #3	Which vendor or amount did you select?	Why did you select this vendor or amount?	According to SAM.gov, has this vendor been suspended or debarred?
Outside Evaluator	Dr. John Enger	\$4,000 per site \$68,000.00	Rios Research and Evaluation	9,768 per site \$166,056	Cabrera Consulting Group	\$19,000 per site \$32,300	Dr. Enger	<i>Dr. Enger offered the best balance of quality of evaluation within our price range.</i>	No
Laptop carts	School Specialty	1,400 per cart	Smart Find	1,339 per cart				Smart Find is the vendor that has the best quality and within our price range.	NO

CONSULTANT AGREEMENT BETWEEN

Cabrera Consulting Group, Inc.

AND

Broward County Public School (BCPS)

This Business Consultant Agreement ("Agreement") is made and effective September 10, 2020

BETWEEN: Cabrera Consulting Group (the "Consultant"), an individual with a company organized and existing under the laws of the Florida, with its head office located at:

113 Almeria Ave. Coral Gables, FL. 33134

AND: Broward County Pubic Schools (BCPS)

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and intending to be legally bound, the parties hereto agree as follows:

1. CONSULTATION SERVICES

The company hereby employs the consultant to perform the following services in accordance with the terms and conditions set forth in this agreement: The consultant will consult with the officers and employees of the company to obtain documents or any related information concerning the project.

Consulting services is for external evaluator services for 20 sites funded by the 21st Century Learning Center Grant.

CCG will be the Independent Evaluator and will provide all formative and summative evaluations indicated in the grant application. The evaluator will provide two two-day site visits (\$1,600/visit - payment will be made after the conclusion of each visit). The evaluator will provide a pre, mid and post tests for required objectives. The evaluator will provide a detailed formative evaluation report focused on program outcomes at mid-year to assist with the continuous improvement process and help the program understand current progress towards the established objectives. The evaluator will provide a summative evaluation report focused on program operations and program outcomes at the end of the operational year based on the current US Department of Education and FDOE operational year (prior summer and current academic year). All data collected will be made available to the FDOE. Evaluator will also assist, as necessary, with submission of all required data to FDOE and USDOE through any system developed by the state or federal governments.

2 Two-Day Site Visits (\$ 1,600 x 2 visits):
1 Pre, Mid and Post Tests for required objectives
1 Formative Evaluation Report:
1 Summative Evaluation Report:

2. TERMS OF AGREEMENT

This agreement will begin XXX and will end XXX. Either party may cancel this agreement with fourteen days' notice to the other party in writing, by certified mail or personal delivery.

3. TIME DEVOTED BY CONSULTANT

It is anticipated the consultant will spend approximately one year in fulfilling its obligations under this contract. The particular amount of time may vary from day to day or week to week.

4. PLACE WHERE SERVICES WILL BE RENDERED

The consultant will perform most services in accordance with this contract at a location of consultant's discretion. In addition, the consultant will perform services on the telephone and at such other places as necessary to perform these services in accordance with this agreement.

PAYMENT TO CONSULTANT

The consultant will be paid a total rate of \$19,000 per site for work performed in accordance with this agreement. Each site will reach 2 site visits at \$5,000 per visit, \$4000 for the formative, \$4000 for the summative, and \$1000 for travel per site. Payment schedule provided in Section 1 of this agreement. The consultant will be paid regardless of the amount of time spent in accordance with this agreement.

	# of Sites	Amount	Total
Elementary School	11	\$19,000.00	\$ 209,000.00
Middle School	4	\$19,000.00	\$76,00.00
High School	2	\$19,000.00	\$38,000.00
	17	TOTAL	\$323,000.00

5. INDEPENDENT CONTRACTOR

Both the company and the consultant agree that the consultant will act as an independent contractor in the performance of its duties under this contract. Accordingly, the consultant shall be responsible for payment of all taxes including Federal, State and local taxes arising out of the consultant's activities in accordance with this contract, including by way of illustration but not limitation, Federal and State income tax, Social Security tax, Unemployment Insurance taxes, and any other taxes or business license fee as required.

6. CONFIDENTIAL INFORMATION

The consultant agrees that any information received by the consultant during any furtherance of the consultant's obligations in accordance with this contract, which concerns the personal, financial or other affairs of the company will be treated by the consultant in full confidence and will not be revealed to any other persons, firms or organizations.

7. EMPLOYMENT OF OTHERS

The company may from time to time request that the consultant arrange for the services of others. All costs to the consultant for those services will be paid by the company but in no event shall the consultant employ others without the prior authorization of the company.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

CONSULTANT

COMPANY



Authorized Signature

George M. Cabrera President & CEO
Print Name and Title

Authorized Signature

Print Name and Title



September 9, 2020

Ms. Jennifer Bass, District Coordinator
21st Century Community Learning Centers
Diversity, Prevention & Intervention Department
Broward County Public Schools
Lauderdale Manors Early Learning and Resource Center
1400 NW 14th Ct., Room #1706
Fort Lauderdale, FL 33311

Dear Ms. Bass:

It was a pleasure to meet with you and your team last week. Thank you for inviting Rios Research and Evaluation to submit a proposal to serve as the independent evaluator of the 21st Century Learning Centers (CCLC) that operate under the auspices of Broward County Public Schools (BCPS). It is my honor to provide this proposal letter in response to your request.

Rios Research & Evaluation provides high-quality evaluation services for non-profit or governmental programs. These programs may be funded locally or by a state or federal government. Rios Research is led by two doctoral level researchers (Steve J. Rios, EdD., and Dr. Nohemi-Sadule Rios, PhD.), who have a combined 50 years of experience providing direct service within, overseeing and evaluating education and health-related programs.

As president of Rios Research, I currently serve as lead evaluator of the Children's Services Council (CSC) Best Opportunity to Succeed and Shine (BOSS) Program, in collaboration with Broward County Public Schools, YMCA of Broward, and Hispanic Unity of Florida. For the past four years, I also have provided evaluation services for the Imagine North Lauderdale Charter School Imagine More Success Learning Center, a 21st Century Learning Center Program. Rios Research provides evaluation services that includes planning, collaboration, completion and delivery of the following required evaluation activities for each school:

- | | |
|--------------------------------|--|
| • Baseline Data Submission | • Comprehensive Summative Evaluation Reports |
| • Mid-Year Data Submission | • Site Visits (2 per year per school) |
| • Formative Evaluation Reports | • Brief Summative Evaluation Reports |
| • End-of-Year Data Submission | • Federal Data Collection and Reporting |
| • Stakeholder Survey Data | • Comprehensive Summative Evaluation Reports |
| • Summative Evaluation Report | • Site Visits (2 per year) |

Rios Research & Evaluation has consistently received favorable feedback about the quality of our work, both individually and as part of the South Florida Education Research Alliance, the professional group to which Rios Research contributes on the CSC BOSS Program.

6545 S.W. 55 Terrace
Miami, FL 33155

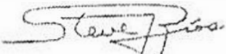
Based on the current and extensive experience that Rios Research has evaluating 21st Century Learning Center programs operating within Broward County Public Schools', I am pleased to offer the evaluation services of our company's experienced executives and employees to the Department of Diversity, Prevention and Intervention to evaluate the ongoing work of the 19 schools under the nine federally funded grants that have been awarded to BCPS. After careful consideration of the high-quality evaluation services required by BCPS and the Federal Government, and deserved by the students of Broward County, where my daughter attended public school, I am pleased to propose a per school evaluation cost of **\$9,768**, for a total investment by BCPS of **\$166,056**.

This amount includes all evaluation services, administrative meetings and planning sessions, and most operational expenses that Rios Research will incur in fulfillment of the service agreement. The amount does not include mileage costs, however, which will be billed separately according to BCPS acceptable rate for necessary travel to accomplish evaluation services.

The working relationship that I have enjoyed with BCPS in general, and with your Division in particular, for many years, encourages me about the potential for this potential new phase of collaboration. I look forward to speaking with you in the near future about how Rios Research can provide evaluation services on the important 21st Century Learning Center programs that BCPS offers in our community.

Thank you providing Rios Research the opportunity to submit this proposal.

Sincerely,



Dr. Steve J. Rios
President

John M. Enger
1512 Hollywood Blvd.
Hollywood, FL 33020
954-665-5669
enger@bellsouth.net

September 10, 2020

Ms. Jennifer Bass, 21st CCLC District Manager, Grant Oversight
Equity and Diversity Department
Broward County Public Schools
1400 NW 14th Court
Fort Lauderdale, FL 33311

**RE: Proposal for (2020-21) 21st Century Community Learning Centers Continuation
Evaluation Services**

Dear Ms. Bass,

Thank you for the opportunity to submit a proposal for continuation evaluation services for the
9 grants awarded to 17 Broward County Public Schools for the following project:

**Florida Department of Education
Bureau/Office Bureau of Family and Community Outreach
21st Century Community Learning Centers (21st CCLC)
Request for Applications (2020-21)
TAPS Number – 21B031**

The 9 grants and 17 sites are comprised as follows, identified as Site 1 and Site 2 for each grant.

- North Side ES – Plantation ES-\$8,000
North Side: \$4,000
Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
Formative Report: 1 report @ \$1,500 = \$1,500
Summative Report: 1 report @ \$1,500 = \$1,500
Plantation: \$4,000
Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
Formative Report: 1 report @ \$1,500 = \$1,500
Summative Report: 1 report @ \$1,500 = \$1,500

- Apollo MS -South Broward HS-\$8,000
Apollo: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500
South Broward: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500

- Coconut Creek-Lauderdale Lakes MS-\$8,000
Coconut Creek: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500
Lauderdale Lakes: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500

- Attucks MS – Olsen MS-\$8,000
Attucks: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500
Olsen: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500

- Dillard ES – Lauderdale Paul Turner ES-\$8,000
Dillard: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500
Lauderhill Paul Turner: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500

- Markham ES-\$4,000
Markham: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,5 00= \$1,500

- Morrow ES – Oakridge ES-\$8,000
Morrow: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500
Oakridge: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500

- North Fork ES – Oriole ES-\$8,000
North Fork: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500
Oriole: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500

- Castle Hill ES – Larkdale ES-\$8,000
Castle Hill: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500
Larkdale: \$4,000
 Site Visit: 1 visit @ \$500 x 2 visits = \$1,000
 Formative Report: 1 report @ \$1,500 = \$1,500
 Summative Report: 1 report@ \$1,500= \$1,500

The scope of evaluation services includes:

- Creation of the Agency's 21st CCLC Codebooks (Evaluation Plans).
- Site visitation to each project site prior to the formative evaluation (and prior to the summative evaluation as needed); 18 sites to be visited. (Physical on-site evaluation visits will be conducted for programs that are meeting in-person. Virtual on-site evaluation visits will be conducted for programs that are totally virtual.)
- Creation or research of 21st CCLC evaluation instruments such as surveys, rubrics, and assessments for students, staff, and parents.
- Review of FDOE formative summary by the submission deadline, or by the date agreed upon between the Agency and Contractor; To be completed after the midyear data is complete.
- Review of FDOE end of year summary by the submission deadline, or by the date agreed upon between the Agency and Contractor; To be completed after the end of year data is complete.
- Completion of the Federal Teacher, Student, and Parent Surveys prior to the submission of the summative evaluation; To be completed when received.
- Completion of written summative evaluation prior to FDOE submission deadline, or by the date agreed upon between the Agency and Contractor; To be completed after the end of year data is complete and approved by FDOE.
- Ongoing communication in the form of email, phone, online conferences, and onsite guidance.
- Other Evaluation activities as required by FDOE and adjusted within the scope of services including participation in FDOE webinars.

The Agency will be responsible for providing the following to include:

- Information on the needs and issues of the 21st CCLC program that may impact the evaluation services to be provided.
- Access to the program's FDOE 21st CCLC data reporting website for purposes of data download related to evaluation reporting.
- Any other essential information needed for the timely completion of FDOE evaluation requirements, to include but not limited to, memos, emails, or other correspondence from FDOE needed to conduct evaluation activities and/or required reports.
- Data entry of student attendance, demographics, and objective data from survey instruments, grades, and test scores. Data files and supporting documentation (including: FDOE reporting guidance; parent night events documentation; professional development logs, partner and subcontractor tables; volunteer documentation; staff demographic

surveys; Federal Student, Parent and Teacher surveys; and approved deliverables) must be submitted at least 30 days before reports are due to ensure timely submissions of the required reports.

The transfer of any student and program data from the Agency to the Contractor will remain confidential at all times. In addition, the Contractor will retain all Agency documents, financial records, supporting documents, statistical records, and any other documents (including electronic storage media) for a period of five (5) years.

Cost for evaluation services for the Agency's 21st CCLC projects for each grant is \$8,000.00 (\$4000 for Site 1, \$4000 for Site 2). Timelines of activities and deliverables with accompanying invoices are scheduled as follows.

January 1, 2021

- Identification and/or Creation of Survey Instruments for students, parents, and teachers with accompanying Administration Procedures
- Data Analyses of student attendance, demographics, grades (English, math, and science), and Survey Instrument Results
- Site visits and site visit reports
- Regular interaction with program staff through meetings, email, text, phone calls, online conferences, and webinars

March 1, 2021

- Identification and/or Creation of Survey Instruments for students, parents, and teachers with accompanying Administration Procedures.
- Review Formative Summaries for each grant
- Data Analyses of student attendance, demographics, grades (English, math, and science), and Survey Instrument Results
- Site visits and site visit reports
- Regular interaction with program staff through meetings, email, text, phone calls, online conferences, and webinars

June 30, 2021

- Identification and/or Creation of Survey Instruments for students, parents, and teachers with accompanying Administration Procedures.
- Review End of Year Summaries for each grant
- Data Analyses of student attendance, demographics, grades (English, math, and science), and Survey Instrument Results
- Analyses of Federally administrated surveys to students, teachers, and parents
- Analyses of State administered tests in English, math, and science.
- Conduct Summative Evaluation Analyses for each grant.
- Compile and write Summative Evaluation report for each grant .
- Regular interaction with program staff through meetings, email, text, phone calls, online conferences, and webinars .

Should you have any questions, please feel free to contact me.

Thank you for the opportunity to continue the work we have done with BCPS 21st CCLC programs over the past six years.

John M. Enger, Ph.D.

Application: 0000000443

Jennifer Bass - jennifer.bass@browardschools.com
2020-21 21st CCLC Statewide RFA

Summary

ID: 0000000443

Last submitted: Jul 10 2020 02:43 PM (EDT)

Labels: OGM Intake

DOE 100A Application Form

Completed - Jul 8 2020

Please [download](#) and fill out the DOE 100A Application Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

[ME_OE_DOE100A](#)

Filename: ME_OE_DOE100A.pdf **Size:** 324.9 kB

GEPA Statement

Completed - Jun 22 2020

Please [download](#) and fill out the GEPA Statement.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

[Broward - 21st CCLC 2021 GEPA](#)

Filename: Broward_- 21st_CCLC_2021_GEPA_I5ZgqY9.pdf **Size:** 3.7 MB

General Assurances for Participation in Federal and State Programs

Completed - Jul 8 2020

Please [download](#), review and sign the General Assurances for Participation in Federal and State Programs Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

Broward - 21st CCLC 2021 DOE General Assurances

Filename: Broward_- 21st_CCLC_2021_DOE_General_A_v8neaPW.pdf **Size:** 897.3 kB

21st CCLC Subrecipient Assurances

Completed - Jul 8 2020

Please [download](#) and review the 21st CCLC Subrecipient Assurances Form.

For this document please review and initial each page, and sign on the last page. This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

Broward - 21st CCLC 2021 SubrecipientAssurances

Filename: Broward_- 21st_CCLC_2021_SubrecipientA_zOOCtwD.pdf **Size:** 558.0 kB

Equitable Services for Private School Participation Form

Completed - Jul 9 2020

Please [download](#) and complete the 21st CCLC Equitable Services for Private Schools Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

ME_OE 2021 APESPS

Filename: ME_OE_2021_APESPS.pdf **Size:** 340.1 kB

Continuous Improvement Form

Completed - Jul 10 2020

Please [download](#) and complete the Continuous Improvement Form.

20-21 RFAContinuing Improvement Form

Filename: 20-21_RFAContinuing_Improvement_Form_11N7JK7.doc **Size:** 31.2 kB

Funding Request Guide Form

Incomplete

This form will be sent to you by your program development specialist.

DOE 101S Budget Form

Completed - Jul 10 2020

Please [download](#) and complete the DOE 101S Budget.

For additional information reference Section 4 of the RFP.

[DOE 101S Morrow_Oakridge](#)

Filename: DOE_101S_Morrow__Oakridge_.xls **Size:** 179.2 kB

Site Profile Worksheet

Completed - Jul 10 2020

Please [download](#) and complete the Site Profile Worksheet.

[Morrow-Oakridge Site-Profile](#)

Filename: Morrow-Oakridge_Site-Profile.docx **Size:** 177.7 kB

Child Care Licence

Incomplete

The 21st CCLC program centers must comply with s. 402.26-402.319, F.S. This Florida Statute, together with Rule 65C-22.008, F.A.C., define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. Five counties operate their own local licensing agency: Broward, Hillsborough, Palm Beach, Pinellas and Sarasota. These local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements. Programs operated by a public or a non-public school at their centers and serving children in kindergarten (5-year-olds) and grades one or above, shall not be deemed to be child care per s. 402.3025, F.S., and as such will not need to provide licensing information or documentation.

Upload documentation to support compliance as follows:

- Provide a copy of the valid child care license for each proposed site. The terms of the license must be in line with the application. For example, the number of children to be served must be the same or less than the number identified in the license, and the license must be in the name of the agency applying under this proposal.

OR

- Provide a copy of the valid exemption from the DCF or their local licensing agency. The copy of the exemption must include a copy of the licensing survey as provided to the licensing agency. The terms of the exemption must be in agreement with the application.

Afterschool Schedule

Completed - Jul 10 2020

[ME_OE_Afterschool Schedules](#)

Filename: ME_OE_Afterschool_Schedules_vJQ9e2w.pdf **Size:** 556.4 kB

Summer Schedule

Completed - Jul 10 2020

[ME_OE Summer Scehdule](#)

Filename: ME_OE_Summer_Scehdule_zgtTG1i.pdf **Size:** 859.7 kB

Schedule of Family Member Activities

Completed - Jul 10 2020

Upload an AFMS schedule.

[Morrow Oakridge Family Members Activities 20-21](#)

Filename: Morrow_Oakridge_Family_Members_Activit_pPu96EO.pdf **Size:** 201.6 kB

Partner's Table Form

Completed - Jul 10 2020

Identify any partnerships the applicant has secured to support the proposed program. List each partner and describe their tangible contribution to the program.

You can also download and upload the blank form for submission [here](#).

Partner's Table Form

Instructions

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

Organization Type: Use the appropriate acronym:

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

- FPO: For-Profit Entity
- OTH: Other

Contribution Type: Select the one that best applies:

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

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

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

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

Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
Florida's First National Bank Foundation	CBO	In-kind	Partner will provide two six-class sessions on real-world concepts about banking and money management, one in fall and one in spring at no cost to the program and provide all training materials.	Character Education 85% of regularly participating students will increase their life skills	Yes

	Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Upload any supporting documentation here.

[ME_OE Partners Table.doc](#)

Filename: ME_OE Partners Table.doc **Size:** 47.6 kB

Letters of Commitment

Completed - Jul 10 2020

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

[2020-21 2st Century Support Lette](#)

Filename: 2020-21_2st_Century_Support_Lette.docx **Size:** 480.4 kB

Agency Organizational Chart

Completed - Jun 29 2020

Upload the applying agency's organizational chart.

[2019-20OrganizationalChart_AprovedRev042120](#)

Filename: 2019-20OrganizationalChart_AprovedRev_gU66nOO.pdf **Size:** 598.0 kB

21st Century Organizational Chart

Completed - Jun 29 2020

Upload the 21st Century Community Learning Centers organizational chart.

[21st_CCLC_Org](#)

Filename: 21st_CCLC_Org._Chart__D2flscB.pdf **Size:** 161.8 kB

Cost Analysis Form

Completed - Jul 10 2020

Cost Analysis Form

2020-21 Cost Analysis Worksheet

Per the 2020-21 Request for Application, applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by Section 216.3475, F.S. A cost analysis must be included in the application as an attachment for the following cost items:

- salaries of the agency leadership positions if any portion of that salary is included in the program budget.
- equipment with a unit cost of \$1,000 or more
- contractors with an agreement totaling \$5,000 or more on an annual basis.

Instructions: *Please conduct a cost analysis for each applicable line item in your budget outlined in the DOE 101S that fits the categories above. For each expenditure, please list the vendor or name of each applicable line item, the vendor or source of the quote, the actual quoted amount, your agency's selection, your rationale for selection and, if applicable, whether the vendor has been suspended or debarred. Please attach supporting documentation for each line item.*

You can also download a blank version of this form and upload it with your application [here](#).

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Account Title from DOE 101S	Vendor or Source Name #1	Amount of Quote #1	Vendor or Source Name #2	Amount of Quote #2	Vendor or Source Name #3	Amount of Quote #3
<i>STEM Curriculum</i>	<i>ABC Curriculum, Inc.</i>	<i>\$5,000</i>	<i>DEF Curriculum, Inc.</i>	<i>\$10,000</i>	<i>GHI Curriculum, Inc.</i>	<i>\$8,000</i>

	Account Title from DOE 1015	Vendor or Source Name #1	Amount of Quote #1	Vendor or Source Name #2	Amount of Quote #2	Vendor or Source Name #3	Amount of Quote #3	Which vendor or amount did you select?	Why did you select this vendor or amount ?	According to SAM.gov, has this vendor been suspended or debarred?
1.										
2.										
3.										
4.										
5.										
6.										

Upload any supporting documentation here.

[2020-21 Cost-Analysis.docx](#)

Filename: 2020-21 Cost-Analysis.docx **Size:** 38.2 kB

DOE 620

Completed - Jul 10 2020

Form for "DOE 620"

DOE 620

Is your agency a school district?

Yes

If you answered "No" to the previous question, your agency will need to complete a DOE 620. Upload your completed DOE 620 and supporting documentation here.

[Download a blank DOE 620 here.](#)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF FINANCIAL OFFICER

Judith M. Marte
Chief Financial Officer

January 13, 2020

Signatures on File

TO: Principals/Department Heads

FROM: Ivan Perrone, Treasurer
Treasurer's Office

VIA: Judith M. Marte, Chief Financial Officer
Office of The Chief Financial Officer

SUBJECT: MILEAGE, MEALS & PER DIEM RATES FOR 2020

Effective January 1, 2020, the mileage reimbursement rate is 57.5 cents per mile, down one half cent from the rate of 58 cents in 2019.

The rates for reimbursement of Meals & Per Diem have not changed and are as follows:

Meals	\$39 per day:	
	Breakfast	\$8
	Lunch	\$11
	Dinner	\$20

Per Diem \$99 per day (flat rate which includes meals, lodging & incidental expenses)
Note: When using Per Diem, no other claim for reimbursement of meals or lodging can be made.

All relevant travel forms are available on the both the Accounting & Financial Reporting and BCPS Forms SharePoint sites:

<https://browardcountyschools.sharepoint.com/sites/Intranet/FRD/Shared%20Documents/Forms/AllItems.aspx?viewid=d4088a14%2Db29d%2D42fc%2Db75d%2D5b90b94eff24&id=%2Fsites%2FIntranet%2FFRD%2FShared%20Documents%2FTravel%20Forms>

<https://browardcountyschools.sharepoint.com/sites/Records%20Retention/SitePages/Forms%20Management%202.aspx>

Any questions regarding travel reimbursement (Business Practice Bulletin A-435 – Travel Reimbursement Procedure) should be directed to Accounting & Financial Reporting - Accounts Payable at 754-321-2285.

JMM/IP:pt

cc: School Board Members
Superintendent
Budgetkeepers/Bookkeepers

Section 9: 2020-21 Deliverables and Financial Consequences

Deliverables

The subrecipients will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students during non-school hours. Subrecipients may have one or multiple centers/sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from August 1, 2020 – July 31, 2021. The purposes of the 21st CCLC program are as follows:

- 1) Provide opportunities for academic enrichment by implementing activities to the identified students during out-of-school time and dates as outlined in the agreement.
- 2) Subrecipients must also offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- 3) Subrecipients will offer a minimum number of opportunities related to literacy and educational development to the adult family members of students served by 21st CCLC programs as proposed in their original proposal.

To accomplish these purposes, 21st CCLC subrecipients must provide a range of high-quality, problem/project based, diverse services that support student learning and development. Program organizational types included school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

Source of Requirements

- 21st CCLC Request for Application
- Approved Application Scope of Work Narrative and Addendum
- Approved Application Site Profile Worksheet

Financial Consequences

EDGAR 34 CFR 80.43(a), states, “If a grantee or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

- (1) Temporarily withhold cash payments pending correction of the deficiency by the grantee or subrecipient or more severe enforcement action by the awarding agency,
- (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,
- (3) Wholly or partly suspend or terminate the current award for the grantee's or subrecipient's program,
- (4) Withhold further awards for the program, or
- (5) Take other remedies that may be legally available.”

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE’s Green Book, Section G.

Documentation submitted to support the completion of tasks will be reviewed on a monthly basis within five (5) days of submittal or the listed due date. Financial consequences will be applied as follows:

- Programs entering years 4 or 5 of funding:

- If program has reported average daily attendance (ADA) at 95% or higher of the proposed level, they will be funded at the same level attendance as approved in the application of the previous year.
- If program has reported average daily attendance (ADA) below 95%, they will be funded proportionally to the reported ADA (reported ADA / 0.95).
- Programs entering year 3 of funding:
 - If program has reported average daily attendance (ADA) at 85% or higher of the proposed level, they will be funded at the same level of attendance as approved in the application of the previous year.
 - If program has reported average daily attendance (ADA) below 85%, they will be funded proportionally to the reported ADA (reported ADA / 0.85).
- Programs entering year 2 of funding:
 - If program has reported average daily attendance (ADA) at 75% or higher of the proposed level, they will be funded at the same level attendance as approved in the application of the previous year.
 - If program has reported average daily attendance (ADA) below 75%, they will be funded proportionally to the reported ADA (reported ADA / 0.75).
- Programs that do not complete the proposed adult family member activities may receive a reduction in funding of one-half (.5) percent per occurrence.
- Programs that do not submit the required evaluation deliverables or federally required data in an approvable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence.
- Programs that do not submit the Formative Evaluation Summary, in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 21st CCLC program office.

Programs that improve attendance may be eligible for an increase in funding up to the originally proposed level of service. Programs will have to provide documentation to support sustained attendance for a minimum of 90 days before requests may be considered by the 21st CCLC program office.

Demonstrated performance of the required deliverables, as well as the timely submission of the documentation to evidence the completion of tasks, will be considered in the development of funding recommendations for subsequent years – years two (2) through five (5) of this project – and funding recommendations for other 21st CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Sep. 15, 2020		<p>August 1 – 31, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site)<ul style="list-style-type: none">– If there are no student services in August, submit Subgrant Activity Report <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Evidence of provision of Supplemental Snacks/Meals Requirement• Letter outlining screening and training of all staff and volunteers <p><i>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</i></p> <ul style="list-style-type: none">• A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption)• Occupant load certificate
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Oct.15, 2020		<p>September 1 – 30, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Website and documentation supporting the dissemination of information about the 21st CCLC program
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Nov. 15, 2020		<p>October 1 – 31, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Documentation of teacher certifications
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
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Dec. 15, 2020		<p>November 1 – 30, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Baseline Data• Evidence of Collaboration with Regular School-day Staff• Academic and Personal Enrichment Activities to Date
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Jan. 15, 2021		<p>December 1 – 31, 2020</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• 21st CCLC Advisory Board Meeting(s) Members, Minutes and Attendance• Adult Family Member Activities to Date
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Feb. 15, 2021		<p>January 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days, and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Analysis of Year-to-Date Expenditures
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Mar. 15, 2021		<p>February 1 – 28, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Mid-Year Data Report/Formative Evaluation Summary
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
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Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Apr. 15, 2021		<p>March 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Evidence of Professional Development activities (to date)
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
May 15, 2021		<p>April 1 – 30, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Evidence of program modification based on Mid-Year Data Report
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
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Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
June 15, 2021		<p>May 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Website and documentation supporting the Dissemination of Information about 21st CCLC Summer Programming, (if applicable)
Component	Number of Participants	Number of Days/Activities																			
Before School																					
After school																					
Weekend/Holidays																					
Summer																					
Family Activities																					

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
July 15, 2021		<p>June 1 – 30, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• End-of-Year Data Report• Adult Family Member Activities to Date
Component	Number of Participants	Number of Days/Activities																			
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Aug.15, 2021		<p>July 1 – 31, 2021</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <p>– Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s).</p> <table><tr><th>Component</th><th>Number of Participants</th><th>Number of Days/Activities</th></tr><tr><td>Before School</td><td></td><td></td></tr><tr><td>After school</td><td></td><td></td></tr><tr><td>Weekend/Holidays</td><td></td><td></td></tr><tr><td>Summer</td><td></td><td></td></tr><tr><td>Family Activities</td><td></td><td></td></tr></table>	Component	Number of Participants	Number of Days/Activities	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><i>All subrecipients must submit the following source documentation on a monthly basis:</i></p> <ul style="list-style-type: none">• Monthly Attendance Submission (each site) <p><i>In addition to the items above, all subrecipients must submit the following:</i></p> <ul style="list-style-type: none">• Summative Evaluation Report• Academic and Personal Enrichment Activities to date
Component	Number of Participants	Number of Days/Activities																			
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Weekend/Holidays																					
Summer																					
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