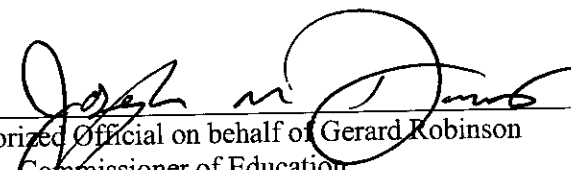
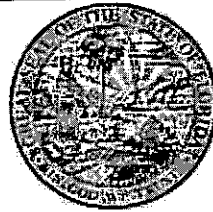


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT The City of Dania Beach	2 PROJECT NUMBER 06E-2442A-2PCC1
3 PROJECT/PROGRAM TITLE 21st Century Community Learning Centers <p align="center">TAPS 12B028</p>	4 AUTHORITY 84.287C 21st CCLC NCLB, ATD, Title IV, Part B
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2011 - 07/31/2012 Program Period: 08/01/2011 - 07/31/2012
7 AUTHORIZED FUNDING Current Approved Budget: \$ 271,265.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 271,265.00	8 REIMBURSEMENT OPTION Reimbursement with Performance
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2012</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2012</u> • Last date for receipt of proposed budget and program amendments: <u>07/31/2012</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: <u>07/31/2012</u> • Last date for receipt of invoice : 	
10 DOE CONTACTS Program: Lingo, Lani Phone: (850) 245 - 0852 Email: Lani.Lingo@fldoe.org Grants Management: Unit B (850) 245-0496	11 DOE FISCAL DATA DBS: 40 90 60 EO: 42 Object: 790000
12 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. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. • Other: See page 2 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Gerard Robinson Commissioner of Education </div> <div style="text-align: center;"> 9/2/11 <hr/> Date of Signing </div> <div style="text-align: right;">  </div> </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 of Expenditures – Payment made upon submission of documented allowable expenditures.
 - 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 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
 - 12 **Terms and Special Conditions: Reporting Outcomes**
 - **Data collected by the Profile and Performance Information Collection System (PPICS) TBD**
 - **Monthly Attendance Reports – 15th day of each month**
 - **Mid-Year Data Collection –January 30, 2012**
 - **Formative Evaluation Report – February 29, 2012**
 - **End-of-Year Data Collection – July 31, 2012**
 - **Summative Evaluation Report –August 31, 2012**
- All data will be submitted electronically to Lani.Lingo@fldoe.org.
- Eligible sub-grantees may receive 21st CCLC grant funding for a maximum of five consecutive years. Following the initial award based on the RFP, subsequent award years will be contingent upon (1) availability of funding from the Specific Funding Authority, (2) appropriation of funds by the state legislature, (3) satisfactory performance by the sub-grantees as evaluated by the Florida Department of Education, (4) submission of an annual re-application through the Requests for Application (RFA), and (5) compliance with all grant requirements and meeting all conditions set forth within the most current RFP/RFA and supplements.
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number
09B002
12B028

<p>Please return to:</p> <p>Florida Department of Education Bureau of Grants Management Room Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:</p>	<p>A) Program Name:</p> <p>21st Century Community Learning Centers (21st CCLC) Request for Application - Continuation</p>	<p style="text-align: right;">DOE USE ONLY</p> <p>Date Received</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">OFFICE OF GRANTS MANAGEMENT</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">2011 JUL 22 PM 3:11</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</p>						
<p>B) Name and Address of Eligible Applicant:</p> <p>City of Dania Beach 100 W. Dania Beach Blvd Dania Beach, Florida 33021</p>		<p>Project Number (DOE Assigned) 06E-2441A-1PCC1</p> <p><i>06E-2441A-1PCC1</i></p>						
<p>C) Total Funds Requested:</p> <p>\$ 271,265.00</p> <hr/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p>\$ <i>271,265.00</i> <i>R</i></p>	<p>D) Applicant Contact Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <p>Contact Name: Robert Baldwin</p> </td> <td style="width: 50%;"> <p>Mailing Address: 100 W. Dania Beach Blvd Dania Beach, FL 33021</p> </td> </tr> <tr> <td> <p>Telephone Number: (954) 924-6800</p> </td> <td> <p>SunCom Number:</p> </td> </tr> <tr> <td> <p>Fax Number: (954) 921-2604</p> </td> <td> <p>E-mail Address: rbaldwin@ci.dania-beach.fl.us</p> </td> </tr> </table>		<p>Contact Name: Robert Baldwin</p>	<p>Mailing Address: 100 W. Dania Beach Blvd Dania Beach, FL 33021</p>	<p>Telephone Number: (954) 924-6800</p>	<p>SunCom Number:</p>	<p>Fax Number: (954) 921-2604</p>	<p>E-mail Address: rbaldwin@ci.dania-beach.fl.us</p>
<p>Contact Name: Robert Baldwin</p>	<p>Mailing Address: 100 W. Dania Beach Blvd Dania Beach, FL 33021</p>							
<p>Telephone Number: (954) 924-6800</p>	<p>SunCom Number:</p>							
<p>Fax Number: (954) 921-2604</p>	<p>E-mail Address: rbaldwin@ci.dania-beach.fl.us</p>							
<p>CERTIFICATION</p> <p>I, <u>Robert Baldwin</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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> <p>E) <i>[Signature]</i> _____ Signature of Agency Head</p>								



**Florida Department of Education
General Assurances for Participation in Federal and State Programs**

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

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 (b)." The application shall cover the participation by the local education agency in all federal programs administered by the U.S. Department of Education.

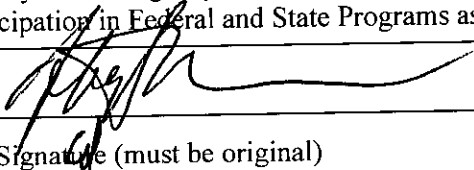
Instructions: These general assurances will be in effect for the duration of participation in federal and state programs or until such time as the requirements change. The Superintendent or other authorized officer must sign the certification and return it to the address below. Payment for project awards and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller's Office, at (850) 245-0401, Suncom 205-0401.

Certification:

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

City of Dania Beach Typed Agency Name	06E Agency Number	Robert Baldwin, City Manager Typed Name and Title of Authorized Official (Agency Head)
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I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible..

 Signature (must be original)	7/20/2011 Date	954-924-6800 Area Code / Telephone Number
---	-------------------	--

Return original to:

Florida Department of Education
Comptroller's Office
Room 914
Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

21st CCLC Program Assurances

Project Deliverables

All sub-grantees (Cash Advanced and Performance-Based) must collect and keep on file all the required deliverables for each performance period.

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 participating students. Programs should **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. Lesson plans for academic enrichment activities will be required as part of the deliverables.

Supplement, Not Supplant

Any agency receiving 21st CCLC funds will use the funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs. Documentation of support from partners (21st CCLC Partner's Table) will be required as part of the deliverables.

Facilities

21st CCLC programs are not required to operate in a public school. However, if an alternative facility is proposed, it must be as available and accessible to participants as the students' local school. The facility must 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 must 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.

Supplemental Meals

The program must offer 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. Funding for snacks and meals cannot be drawn from 21st CCLC funds and must come from other resources. Students shall **not** be charged for costs associated with supplemental snacks and meals. Documentation of meeting supplemental snack/meal requirements will be required as part of the deliverables.

The program must provide supplemental meals when program is open as follows:

- Afterschool (daily, nutritious snack)
- Before school (daily, nutritious breakfast)
- Non-school days (daily, nutritious breakfast, lunch and/or snack, depending on operation)
- *Food Research and Action Center:*
<http://frac.org/afterschool/snacks.html>

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 limited English proficient (LEP); 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.fldoe.org/bsa/title1/titlex.asp>
- Council for Exceptional Children: <http://www.cec.sped.org>
- Bureau of Exceptional Education and Student Services: <http://www.fldoe.org/ese>

Professional Development

Each program must have a professional development plan that is responsive to the needs of its staff, and identifies the program plans for professional development for staff delivering program activities. Conferences and trainings must 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.

Equitable Services for Private School Participation

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must complete the *Private School Assurance* form indicating how they have 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 details, refer to: <http://www.ed.gov/policy/elsec/leq/esea02/pg111.html>

Collaboration with Schools

Adequate communication between the 21st CCLC program staff and the students' regular-day teachers, school administrators, and family members is critical to ensure student needs are addressed in the 21st CCLC program. Each program must develop a written communication plan to identify how these groups will share information about the needs and performance of 21st CCLC students. Communication plans must include how the regular school lessons will be identified and reinforced during the 21st CCLC program. The program must be developed and carried out in active collaboration with the schools attended by participating students. Letters of program support from target school principals, and documentation of communication plan and implementation will be required as part of the deliverables.

21st CCLC Advisory Board

21st CCLC grantees are required to establish a local 21st CCLC Advisory Board comprised of students, teachers, parents, and members of community agencies and businesses. Sub-grantees are required to retain documentation of board meetings, such as minutes and attendance lists. Advisory meetings should consider such topics as: program needs and

concerns, operations, and sustainability. It is suggested that the approximate size should be 10 to 15 members, which must include **at least two parents and two students**. Documentation supporting 21st CCLC advisory board meetings will be required as part of the deliverables.

Notice of intent to submit an application

The community was given notice of intent to submit an application, and that the application and waiver request(s), will be available for public review after submission of the application.

State, local, and/or other non-federal funds

Funds under this part will be used to increase the level of State, local, and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.

Property under the 21st CCLC

Property acquired (e.g., computers, classroom desks and tables) under the 21st Century Community Learning Centers 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 34 CFR, Parts 74 & 80;

The fiscal agent will adopt and use proper methods of administering each program, including:

- The enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- The correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

Funding Request

The program will provide services to the proposed number of students on a daily basis, as proposed on the Funding Request Guide, the Site Budget Worksheet, the Title I School Table, and/or the Grant Narrative Text (whichever is greater);

The program understands and agrees that the Florida Dept of Education, regardless of the originally approved amount, has the authority to equitably reduce the amount of funding for failing to meet daily student attendance numbers, amount of operation, and/or activities;

The grantee understands that the FLDOE has established risk thresholds based upon proposed levels of operation and daily student attendance, and that failure to operate at the proposed levels will result in a reduction of 21st CCLC funding for subsequent years of operation based upon the established funding equation under which this grant is funded;

The new 21st CCLC program will be operational within **30 calendar days** of receiving the DOE 200 award notification or within **3 weeks** from the first day of school, whichever is later;

The continuation 21st CCLC program will be operational within **21 calendar days** from the first day of school.

Monitoring and Evaluation Activities

The grantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the FDOE and/or authorized representatives;

The grantee 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 and U.S. Department of Education;

The program understands that the summative evaluation report is required of all 21st CCLC programs, that this report will be compared to all data submitted to the Florida Department of Education (FDOE) and United States Department of Education, that this report may be used to determine continuation of funding, and that adequate progress has been defined as achieving 85% of approved objectives.

Suspension of the Grant

The Florida Dept of Education may suspense 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 grantee at any time during the term of the grant; and;

The Florida Dept of Education and the grantee may suspense or terminate the agreement, in whole or in part, upon mutual agreement.

The undersigned hereby assures and agrees that, in accordance with statues and regulations, the funded proposal shall comply with the program assurances listed above. In addition, we have read, understand, and fully accept the rules, requirements, and expectations contained in the Request for Proposal (RFP) / Request for Application (RFA) and the RFP/RFA Supplement.

Robert BALDWIN

Robert Baldwin / *[Signature]*

Print Name

Signature of Authorized Certifying Official Title

City of DANIA Beach

8/11/2011

Applicant Organization

Date

**Florida 21st Century Community Learning Center (21st CCLC)
Statement of Assurance for Evaluation Data**

While the 21st CCLC grant may include five years of subsequent 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.

I understand that I must submit the Objective and Performance Indicator data to the Florida Dept of Education, Profile and Performance Information Collection System data (PPICS) and Year End Progress Report to the Florida Dept of Education as required and outlined in the RFP/RFA.

I understand that if evaluation data does not support program progress as required, the Florida Dept of Education may reduce and/or terminate future funding.

<u>Robert Baldwin</u> Print Name	<u>Robert Baldwin /cd</u> Signature of Authorized Certifying Official Title
<u>City of Dania Beach</u> Applicant Organization	<u>8/1/2011</u> Date

APPENDIX C: ASSURANCES

ASSURANCE OF PROVIDING EQUITABLE SERVICES FOR PRIVATE SCHOOL STUDENTS, TEACHERS, AND OTHER EDUCATIONAL PERSONNEL

Florida Department of Education
Title IV, Part B, 21st Century Community Learning Centers (21st CCLC)
FY 2011-2012

The FLDOE 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." For the 21st CCLC Program, programs must, at a minimum, consult with officials from those private school located in the specific geographic area(s) served by program sites.

Please complete the following form related to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC.

[] There are NO private schools located within the geographic area(s) of the sites where the 21st CCLC program is located. If you check this statement, you do not need to complete the remainder of the form.

[X] There are private schools located within the geographic area(s) of the 21st CCLC sites.

School Name(s): Brauser Maimonides Schalom Academy

- [X] The private schools listed above were consulted (or attempts were made to consult with) such schools prior to the development of the Title IV, Part B, 21st CCLC application.
[X] The private schools listed above were provided (or will be provided) with the opportunity to enroll their students in the 21st CCLC program.
[] Teachers and other educational personnel of private school students attending the 21st CCLC program were offered (or will be offered) services that are equitable to those provided to public school teachers and other educational personnel.

Method(s) of Contact - Applicant Initiated (check all that apply)

- [X] Letters or facsimile documents
[] Meetings
[] Documented telephone calls
[X] E-mail
[] Other (please list):

Signature of Agency Head: Robert Baldwin

Date: 8/4/2011

A) City of Dania Beach

Name of Eligible Recipient / Fiscal Agent

B) 06E-2442A-2PCC1

Project Number

C) TAPS Number
12B028

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(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
	12-10	<p>Salaries: Area Coordinator</p> <p>The Area Coordinator works exclusively with actively participating 21st CCLC students by providing direct services to include one-on-one mentoring, tutoring 21st CCLC students during homework help time, talking/informal counseling with behaviorally challenged 21st CCLC students, supervising 21st CCLC students during transitions, working as a last minute substitute teachers aide, attending 21st CCLC field trips, working with student focus groups to develop strategies for student recruitment and retention, helping students sign up for the program, and acting as a 21st CCLC student advocate to ensure that the provider and the schools are providing safe beneficial activities to all participating students.</p>	.50	20,000	50%	X	X	X
	12-10	<p>Salaries: Grant Administrator</p> <p>Duties will include, but not limited to: inputting the tracking of students and attendance; data collection and dissemination for performance evaluation. Submit materials and invoices to 21 CCLC and the City of Dania Beach. Maintain accurate records of test scores, evaluations, report cards, and other data to ensure compliance with the grant.</p>	.20	6,000	20%	X	X	X

		20% of salary of \$30,000 (12 months): bi-weekly @ 203.77 (50% administration)(50% evaluation)							
12-10		<p>Salaries: Quality Assurance</p> <p>To ensure that all 21st CCLC program activities are implemented by 21st CCLC site-based staff. Contacting parents about attendance and behavioral concerns, assisting staff in providing mentoring services. Ensure that activities are aligned with the Sunshine State Standards; be culturally relevant, engaging and developmentally appropriate. Work with curriculum specialist and teachers in reevaluating the curriculum and make adjustments if needed</p> <p>10% of salary of \$90,000 (12 months): bi-weekly @ \$346.15 (25% Administrative)</p>	.10	9,000	10%	X	X	X	
12-10		<p>Salaries: Site Director</p> <p>To ensure implementation of 21st CCLC curriculum for actively participating 21st CCLC students, coordinate communication between school and Center, plan 21st CCLC activities, assess 21st CCLC teacher and student needs, work with 21st CCLC parents and students, coordinate with the, Area Coordinator and Quality Assurance Monitor's student/parent interaction, and oversee the day-to-day activities of the 21st CCLC program:</p> <p>1 Site Director (after school) x \$16.75/hr x 4 hrs/day x 180 days = \$12,060 1 Site Director (Meetings/pick-up) x \$16.75/hr x 2 hrs x 12 days = \$402.00 1 Site Director x \$16.75/hr x 5hrs/day x 2 days = \$168 1 Site Director (Summer) x \$16.75/hr x 9.5 hrs/day x 44 days = \$5,896 1 Site Director (NSD) x \$16.75/hr x 8 hrs x 13 days = \$2,010</p>	.65	20,536	100%	X	X	X	
12-10		<p>Salaries: Certified Teachers</p> <p>Responsible for the implementation of the planned</p>	1.63	42,625	100%	X	X	X	

	educational curriculum in the areas of reading, math, and science during the 21 st CCLC program. Teachers will work closely with the Site Director to ensure the attainment of appropriate benchmarks and performance indicators. Maintain student and program documentation and ensure safety of actively participating 21 st CCLC students at all times. Teachers will participate in one 1 hr training session before the start of the 21 st CCLC after school program and in a 1 hr training session before the start of the 21 st CCLC summer program.							
12-10	<p>3 Teachers (after school) x \$25/hr x 2hrs/day x 180 days = \$27,000</p> <p>4 Teachers (Before after and summer meeting) x \$25 x 2 hrs = \$200</p> <p>3 Teachers (Planning Time) x 15 hrs x \$25 = \$1,125</p> <p>4 Teachers (Summer) x \$25/hr x 4 hrs/day x 32 days = \$12,800</p> <p>4 Teachers (Planning Time) x \$25/hr x 15 total hrs = \$1,500</p>	.63	12,200	100%	X	X	X	
12-10	<p>Salaries: Computer Teacher</p> <p>Responsible for providing/assisting students in using technology for academic enrichment activities and teaching basic computing concepts in addition to more complex software such as Micro Soft Office and Internet Browsing</p> <p>1 Computer Teacher (after school) x \$25/hr x 2hrs x 180 days=\$9,000</p> <p>1 Computer Teacher (Summer) 1 x \$25/hr x 4 hrs/day x 32 days =3,200</p>	.04	2,400	4%	X	X	X	
12-10	<p>Salaries: Bookkeeper</p> <p>Responsible for reviewing, processing, and submitting 21st CCLC reimbursement requests from ASP and to the FLDOE. (Administrative)</p> <p>\$60,000 x 4% = \$2,400</p> <p>Salaries: Counselors</p> <p>Responsible for the cleanliness of 21st CCLC program</p>	3.89	71,725	100%	X	X	X	

		<p>sites, address behavior concerns in the classrooms, monitor student movement while on-site, including to the bathrooms; assist Certified Teachers as needed in program activities, provide homework and tutoring services; organize and distribute breakfast, lunch, and snacks; record student attendance, and ensure the safety of actively participating 21st CCLC students during the 21st CCLC program. Counselors will participate in one 5 hr training session before the start of the 21st CCLC after school program and in a 5 hr training session before the start of the 21st CCLC summer program</p> <p>2 Counselors (AS) x \$12.50/hr x 4 hrs/day x 180 days/wk = \$18,000</p> <p>2 Counselors (Planning) x \$12.50/hr x 5 total hrs = \$125</p> <p>1 Counselor (AS) x \$12.50 x 5 hrs / day x 180 days = \$10,125</p> <p>1 Counselor (Planning) \$12.50 x 5 hrs x 2 meetings = \$125</p> <p>1 Counselor (AS) x \$8.50/hr x 4.5 hrs/day x 180 days = \$65,885</p> <p>1 Counselor Planning meeting \$8.50 x 5 hrs = \$43</p> <p>2 Counselor (AS) x \$8.00/hr x 4.5 hrs/day x 180 days = \$12,960</p> <p>2 Counselor Planning meeting \$8.00 x 5 hrs = \$80</p> <p>1 Counselor (ER) x \$8.50/hr x 2 hrs/day x 5 days = \$85</p> <p>2 Counselor (ER) x \$8.00/hr x 2 hrs/day x 5 days = \$160</p> <p>1 Counselor (ER) x \$12.50/hr x 2 hrs/day x 5 days = \$125</p> <p>1 Counselor (NS days) x \$8.50/hr x 10.5 hrs x 15 days = \$1,343</p> <p>1 Counselor (NS days) x \$8.00/hr x 10.5 hrs x 15 days = \$1,264</p> <p>1 Counselor (NS days) x \$12.50/hr x 5 hrs x 15 days = \$925</p> <p>1 Counselor (Late PU) x \$8.50/hr x .5 hrs/day x 180 days = \$765</p> <p>4 Counselor (SUM) x \$8.50/hr x 10 hrs/day x 44 days = \$14,960</p> <p>1 Counselor (SUM) x \$8/hr x 10 hrs/day x 44 days = \$3,520</p> <p>2 Counselor (SUM) x \$12.50/hr x 9 hrs x 44 days = \$9,900</p> <p>1 Counselor (Summer) x \$12.50/hr x 6 hrs x 44 days = \$3,300</p> <p>2 Counselor (Planning - Summer) x \$12.50 x 5 hrs = \$125</p> <p>1 Counselor (Planning - Summer) x \$8.00/hr x 5 total hrs = \$40</p> <p>4 Counselor (Planning - Summer) x \$8.50 x 5 hrs = \$170</p>		16,915	100%	X	X	X
21-10		<p>Fringe Benefits: Hourly Staff To provide FICA (7.65%), and Unemployment/Worker's Compensation (3.5%), totaling 11.5% (Site Director/ Assistant Site Director, Certifies Teachers, Computer teacher, counselors) 147,086 x 11.5%</p>						

	21-10	<p>Fringe Benefits: Salaried Staff To provide FICA (7.65%), Worker's Compensation (1.0%), Health Insurance (7%), Retirement (7.85%), Dental (0.5%), Unemployment (0.5%), and Other (0.5%), totaling 25% for 21st CCLC portion of wages for all salaried 21st CCLC staff. (\$802 administrative)</p> <p>\$35,000 x 25% (Area Coordinator, Grant Administrator and Quality Assurance)</p>		8,750	21.9%	X	X	X
	21-10	<p>Fringe Benefits: Bookkeeper To provided benefits at 46.3% to include Pension (10.65%), FICA (6.2%), Medicare (1.45%), health insurance (27%) for the 21st CCLC Bookkeeper (Administrative)</p> <p>\$60,000 x 46.3% x 4%</p>		1,111	4%	X	X	X
	34-10	<p>Contracted Services: School Liaison To serve as a liaison between the regular school day program and the 21st CCLC program at Collins Elementary. Responsibilities to include but not limited to, obtaining student data to include, but not limited to attendance, behavior, report card grades, and FCAT score. Distributing and assessing Teacher surveys quarterly and reporting student and program progress, and successes. (Evaluation)</p>		2,500	100%	X	X	X
	34-10	<p>Contracted Services: ESE Specialist To assist teachers and counselors with specialized program assistance for actively participating 21st CCLC students with special needs during 21st CCLC program hours and activities.</p> <p>36hrs/ x\$25</p>		900.00	100%	X	X	X
	34-10	<p>Contracted Services: Cultural Arts Shows Provides educational and health/safety enrichment activities exclusively to actively participating 21st CCLC students and parents on-site to enhance student/parents experiences. Providers will include, but not limited to Mad Science, High Touch-High Tech, and Kids Safe</p>		3,200	100%	X	X	X

		Kids Safe \$650 per session High Tech High Touch and Mad Science \$300-\$350 per session						
40-10	Travel	Travel and associated travel costs for three 21 st CCLC staff members to attend one statewide and one national 21 st CCLC conference to learn effective strategies to implement in the 21 st CCLC program. <i>Registration Fees: \$350/staff x 3 staff x 1 conference = \$1,050</i> <i>Hotel: \$200 /night x 4 nights/staff x 3 staff = \$2,000</i> <i>Gas=\$250.00</i> <i>Meals= \$140</i>	3560	100%	X	X	X	
31-60	Transportation	Provide bussing exclusively for actively participating 21 st CCLC students to educational field trips during 21 st CCLC program hours. <i>1 bus x \$290 per day x 15 days = \$4,350 (after school)</i> <i>3 bus x \$185 day/x 8 days = \$4,440 (summer)</i>	8,790	100%	X	X	X	
40-10	Field Trips	Fees for field trip experiences exclusively to expose actively participating 21 st CCLC students to science and related educational topics. Field trip locations are educationally-based and will clearly support the approved goals and objectives of the 21 st CCLC program. 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 from educational centers of the field trip locations and will include the available educational components and lesson plans. Anticipated field trip locations may include, Seminole Indian Village, Miami Children's Museum, Museum of Discovery and Science, Everglades Holiday Park, Young at Art, Young Chefs, Lion Country Safari, Ft. Lauderdale Historical Museum, South Florida Planetarium, Curtain Call	18,160	100%	X	X	X	

		Playhouse, Swimming Hall of Fame, Fishing Hall of Fame, Metro Zoo, Butterfly World, Parker Playhouse and Morakami Gardens. Fees also include costs for swimming lessons and free swim to increase student awareness of water safety, and increase student fitness and ability to swim.							
52-20		<p>Materials and Supplies: Consumables</p> <p>To purchase necessary items for use exclusively by actively participating 21st CCLC students during the 21st CCLC program hours and activities - to include paper, toner, pens, pencils, folders, binders; arts and crafts materials to include paint, poster boards, construction paper, glitter, glue; educational board games; recreational items to include balls, cones, jump ropes, and stop watches for use during the 21st CCLC program.</p>		2,343	100%	X	X	X	
54-10		<p>Materials and Supplies: Curriculum</p> <p>To purchase supplementary reading, math, and science book camp books, moving with math workbooks and manipulatives as recommended by Broward County Public School for use exclusively by actively participating 21st CCLC students during the 21st CCLC after school and summer programs.</p>		5,550	100%	X	X	X	
34-10		<p>Contracted Services: Independent Evaluator</p> <p>Quantitative and qualitative information will be collected throughout the 21st CCLC grant period. All evaluation activities will be used to continually refine, improve, and strengthen the 21st CCLC program in order to achieve the stated goals and outcomes. Evaluator will be responsible for the summative and formative evaluations required by 21st CCLC(100%Evaluation)</p>		6,000	100%	X	X	X	
34-10		<p>Contracted Services: Grace Galleries</p> <p>To offer world class artists to teach actively</p>		6,000	100%	X	X	X	

OGE-1

		participating 21 st CCLC students various forms of art during the 21 st CCLC Graces' Gallery charges \$45 per and the sessions are 3-4 hrs per week throughout the after school and summer program						
34-10		Contracted Services: Junior Achievement Actively participating 21 st CCLC students in the Time 4 Kids program will participate in Junior Achievement. JA is a partnership between the business community, educators and volunteers and provides hands on experiential programs that teach the key concepts of work readiness, and entrepreneurship to young people all over the world. Services will be provided exclusively to actively participating 21 st CCLC students and exclusively during the 21 st CCLC after school and summer programs rationale. Session cost is \$600 for 50 children x 5 sessions	3,000	100%	X	X	X	
D) TOTAL			\$271,265					

ADMINISTRATIVE: \$13,563 (5.0%)
EVALUATION: \$11,500 (4.2%)

KS - 8/19/11

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Lani Lingo

Name

Signature

Director

Title

08/04/2011

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Sue Wilkinson

Name

Signature

Director

Title

8/19/11

Date



**21st Century Community Learning Centers
2011-2012 Request for Application – Continuation Programs**

**City of Dania Beach
Time 4 Kids**

1. Project Abstract or Summary

The City of Dania Beach, in partnership with After School Programs, Inc. is proposing to continue the Time 4 Kids 21st CCLC program at Collins Elementary School. The Time 4 Kids program originally received 21st CCLC funding through a community organization Turn-Around Dania Beach in 2003. In 2006, the City of Dania Beach became the program's fiscal agent and hired After School Programs Inc (A.S.P) to operate the program due to the company's extensive experience operating educational grant funded programs. Under ASP's supervision the Time 4 Kids program has received excellent scores with minimal growth edges on state evaluation visits, met or exceeded the programs average daily attendance goals and has submitted all required documents and data. The Time 4 Kids 21st CCLC program will continue to target 80 students in grades Pre-K-5 after school, 40 students in grades K-5 during holiday breaks, and 100 students in grades 1-5 during the summer. Collins Elementary located in the City of Dania Beach in Broward County is a Title 1 school with over 90% of its students receiving free and/or reduced lunch. 72% of the students attending Collins Elementary are Black/African American, 24.8% are White and 3% are multi-racial. In the 2010/2011 school year, the school's grade dropped from an "A" to a "B" and the school did not make Adequate Yearly Progress for the fourth consecutive year.

The Time 4 Kids program will continue to offer students at Collins Elementary a variety of academic based enrichment activities including reading, math, science, tutoring/mentoring, and homework assistance to help increase student achievement. Time 4 Kids also offers students a wide variety of additional services, programs and activities such as art, music,

physical fitness, character education, drugs & violence prevention, drop-out prevention and service learning projects to reinforce and complement the regular school day program. The program also offers families served by the 21st CCLC program opportunities for literacy and related educational development. All educational activities are aligned to the Next Generation Sunshine State Standards, culturally relevant, and developmentally appropriate. Project outcomes will continue to include improved student achievement (higher test scores & report card grades) increased parent involvement and literacy and a better school environment (higher attendance rate, decreased school referrals and increased parent and community involvement)

2. Principles of Effectiveness

The proposed project will continue the Time 4 Kids program currently operated at Collins Elementary. The TIME 4 Kids program will continue to offer engaging, developmentally appropriate learning activities that promote student achievement, reduce negative behaviors and increase parental and community involvement. A visit by the University of Florida Evaluation team in fall 2010, indicated very few areas in need of improvement. These included adding a mid year assessment for physical fitness, encouraging the parents to allow their students to remain the program for the entire duration and entering report card grades quarterly. ASP has employed Ms. Lorna Escoffery, PH.D as an independent project development and evaluation consultant to evaluate the Time 4 Kids program and conduct both the formative and summative evaluation. ASP Management personnel frequently monitor and evaluate the Time 4 Kids program through informal weekly "stop and checks" and formal written site evaluations. The greatest challenge will continue to be establishing new business partnerships and program sustainability.

The Time 4 Kids program will continue to provide the same services to the students and families of Collins Elementary as it did in the 2010-2011 school year, although the funding has been reduced by 20% according to the contract. There will be no impact on the scope or level of service. Program length and hours of operation will remain the same. Some changes were made in the curriculum based on the schools recommendation and the desire of program staff to offer students new learning experiences from year to year. Readers Theater was added to the Reading/Language Arts Program, Moving with Math to our math curriculum and the Zula Exploration Mission Modules to our science program. One of the program goals has been to improve school attendance and reduce disciplinary actions. This goal will remain the same and be included as part of Objective 2.2. Another goal of the Time 4 Kids program was to increase parental satisfaction with the program. End of the year parent surveys continually demonstrate that over 90% of the parents/guardians are very satisfied with the program and consider it to be beneficial for its children. Our program will continue to survey the parents to ensure high program quality. However, due to the high percentage of parent satisfaction, we feel that this goal is no longer necessary. Both the City of Dania Beach and ASP will continue to establish 1 new community partnership this year and to develop a plan for program sustainability.

3. Charging Fees

The City of Dania Beach and/or After School Programs, Inc. will not charge any fees associated with participation in the 21st CCLC program for the 2011-2012 project year.

4. Student Safety

Both the City of Dania Beach and ASP is committed to ensuring the safety and security of all children enrolled in our programs. Children in all grades will be directly supervised at all times by either a certified teacher or an ASP staff member. A.S.P. strives to maintain a 1:15 ratio

which is lower than that required by law (1:25). A smaller ratio allows for closer supervision and more nurturing care of children. All ASP staff is background screened according to the Jessica Lunsford Act, is trained and meets all educational and medical requirements mandated by law. The following procedures are implemented to maximize student safety. Student attendance will be taken immediately following dismissal by staff members. ASP attendance will be compared to the school absence record and early dismissal sign-out sheets. Parents will be notified immediately if their child is absent from the program. Children will be required to walk in pairs or threes when using the restrooms or bringing a child to the front desk to go home. All staff members will carry two way radios to ensure constant communication and safety and use attendance sheets throughout the program day to record student movement. No child is permitted to go anywhere on the school campus alone or walk home. All parents will be required to show a picture identification and sign out their child at the end of the day. As indicated previously, the program will take place at the school for easy accessibility and safety. Parents or other authorized individuals will be required to pick up and drop their child at the program. ASP has extensive experience operating field trips. All children attending are required to wear an identification bracelet. Attendance counts are done frequently throughout the day and each time a student boards or departs the bus. Bus sweeps are also conducted to ensure that all children have left the bus.

5. Academic Enrichment: Reading and Language Arts

ASP will provide the most current, research-based activities to program participants. In addition, our company will utilize on-going formative evaluation, combined with a yearly, independent summative evaluation, to assure that we are able to continuously improve as necessary. All academic programs are delivered by certified teachers. In addition to these activities, a daily nutritious snack will be served at no charge to the participants after school and breakfast and

lunch during the summer. Time 4 Kids academic components are scheduled weekly Monday through Thursday both after school and in the summer.

Objective 1.1: 75% of regularly participating students will increase their reading comprehension skills as demonstrated by FCAT scores and report card grades as well as formative measurements such Florida Assessment for Instruction in Reading (F.A.I.R.) scores, district assessments, standardized test scores, and pre, mid, and post assessments

Objective 1.2 – 75% of regularly participating students will increase their reading fluency and read with expression as demonstrated by such measures as FCAT scores and report card grades as well as formative measurements such Florida Assessment for Instruction in Reading (F.A.I.R.) scores, district assessments, standardized test scores, and pre, mid, post assessments (Dibels Oral Fluency).

The reading and language arts component of the program will be part of the daily, hour block of academic enrichment provided to every student in the Time 4 Kids program. The primary goal of our program is to provide a strong reading program that motivates children to read, increases their enjoyment of reading and improves their reading skills. All literacy activities will be outlined in lesson plans prepared by certified teachers and aligned to the Common Core and Next Generation Sunshine State Standards.

Activity 1: Kidz Lit – This activity supports objective 1.1

The After-School Kidz Lit program is a reading enrichment program designed specifically for use in extended day settings. This research based program utilizes strategies that focus on the Five Essential Components of Reading – Read Alouds, Shared and Independent Reading, and Small Group Instruction. Kids Lit Students will be divided into small groups of 10 children or less. Small reading groups allow teachers to focus on a child's individual needs and target specific

reading skills. Teachers will use a five part process in which children hear engaging books, read aloud or read them independently and make connections to their own lives. This reading enrichment program encourages children to express their feelings through discussion, drama, art, music and writing. Age appropriate, high interest fiction and non-fiction books are used in this program.

- 1) **Research/Justification-** Researchers from Developmental Studies Center conducted an evaluation study of Kidz Lit during the 2001/2002 school year and found that participants showed significant increases in their amount of reading overall and in their positive feelings about their reading ability. A study conducted among Spanish speaking elementary students showed a significant increase from pre-to-post test in the proportion of correct words answered in English.
- 2) **Qualifications of Staff:** Florida certified elementary school teachers will continue to deliver Kids Lit to ensure that all activities complement the regular school day
- 3) **Student to Staff Ratio:** The Time 4 Kids Program will maintain a a 15:1 student to teacher ratio
- 4) **Common Core Standards/State Initiatives:** Kids Lit incorporates all the Common Core Reading Standards for literature: Informational Text and Foundational Skills (print concepts, phonological awareness, phonics, word recognition and fluency Grades K-5). It is also aligned to the Next Generation Sunshine State Standards.
- 5) **Frequency:** Students will participate in this activity twice a week for 18 weeks for 1 hour
- 6) **Formative & Summative Data Collection:** Data will be collected through the Dibbels Oral Fluency Test (pre-mid & post), Report Card Grades (quarterly) FAIR and FCAT reading Scores (annually)
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and

counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 2: Readers Theater: These activities support Objective 1.1. & 1.2

Playbooks Reader's Theater gives students the opportunity for creative expression and helps build reading confidence. Students are divided into small groups of 6 children and assigned a character role to read their part with expression, meaning and enthusiasm. Roles are written at different reading levels and repeated-readings in multi-level groups (high, medium, and low readers together) is a proven method of building reading fluency. This program also contains supplements that build on the story themes and address the content areas of Math, Science, Language Arts, Health and Social Studies and address themes in Character Development, Myths and Fairy Tales. It also has a special programs dedicated to Pre- K and Kindergarten and ESE and ELL students.

- 1) **Research:** According to the National Reading Panel, oral reading fluency is one of the five major constituents of a research based program. The National Reading panel conducted an extensive study of the efficacy of repeated oral reading by examining 16 previously conducted studies that met with their research methodology criteria of which they performed a meta-analysis. The 16 primary studies include data from 752 elementary and secondary education students, from 6 U.S. states and 2 other countries, attending 47 different schools. The studies were conducted in both regular and special education classrooms with a variety of age groups. The results provided proof that "Repeated Guided Oral Reading" is both effective with both proficient and struggling

readers. Readers Theater gives the students repeated opportunities for guided oral reading.

- 2) **Qualifications of Staff:** FDOE certified elementary school teacher
- 3) **Staff to Student Ratio:** 1:15
- 4) **Common Core Standards:** Readers Theater incorporates all the Common Core Reading Standards for Literature: Informational Text, and Foundational Skills (print concepts, phonological awareness, phonics and word recognition and fluency Grades K-5). It is also aligned to the Next Generation Sunshine State Standards
- 5) **Frequency of Activity:** Twice a week for 18 weeks for 1 hour
- 6) **Formative Data** – DIBBELS Oral Fluency (pre, mid, & post) Test, Summative Evaluation – FCAT (annual)
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

6. Academic Enrichment: Science and Mathematics

Objective 1.3: 75% of the regularly participating students will increase their math skills as demonstrated by such measures as FCAT scores, standardized test scores, report cards and the Moving with Math pre, mid and post test assessment test

Activity 1: Moving with Math: This activity supports Objective 1.3

After collaborating with the school administration, ASP has selected Moving with Math as our math enrichment program. The primary benefit of this program is that students gain a solid understanding of underlying math concepts through hands-on learning activities. All activities

and games provide a firm, memorable foundation for more abstract symbolic operations. Students use the manipulatives to develop understanding of every math concept in the curriculum. The Moving with Math Learning System is a well organized process linking standards-driven assessment to conceptually based, differentiated instruction. Moving with Math is correlated with National Council of Teacher of Mathematics guidelines and aligned to the Next Generation Sunshine State Standards. Interactive, engaging lessons focus on Number Sense, Concepts, Operations, Measurement, Geometry, Spatial Space and Algebraic Thinking

- 1) **Research:** In the District of Columbia, a study completed by George Washington University Center for Equity and Excellence in Education (GWU/CEEE) compared results of Pre-Tests used in Moving with Math® and Stanford 9 Tests in the fall to Moving with Math® Post-Tests and Stanford 9 Tests in the spring. The GWU/CEEE findings show participants had statistically significant achievement gains using both the Moving with Math® tests and the Stanford 9 tests; and also when comparing participants to a control group with similar abilities not enrolled in the program. Basic and Below Basic students showed the greatest gains. The increase in scores for students enrolled in Moving with Math® was 40 percent greater than the increase in scores for the control group.ⁱ
- 2) **Qualifications of Staff:** Florida Certified Elementary School teacher
- 3) **Staff to Student Ratio:** 1 staff member to 15 children
- 4) **Common Core Standards:& Next Generation Sunshine State Standards (Example – MA.1.A.1.1; MA.1A.1.4, MA1.A.1.1)**
- 5) **Frequency of Activity:** Twice a week for 18 weeks for 30 minutes

- 6) **Formative & Summative Data**: Moving with Math pre,-mid and post assessments,FCAT scores, District Benchmark Assessment tests and report card grades
- 7) **Extracurricular Activities**: All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Objective 1.4: 75% of the regularly participating student will increase their science skills as demonstrated by such measures as standardized test scores, report card grades and program pre, mid, and post assessments.

Activity 1: Science Explorer: This activity supports objective 1.4

For PK-2 students, Science Explorer has been selected to provide children with a creative, fun, interactive and inquiry based science program. This program offers a wide variety of science units and hands on activities which include Seeing Isn't Believing, Its Colorific and Rings, Wings and Other Flying Things. All materials are included and allow a child to develop a variety of skills from measuring and classifying to predicting, experimenting and forming hypotheses, blending academic skills with critical thinking and curiosity building activities.

1. **Research: Science Explorer - Developmental Studies Center**: Created by the Exploratorium, a leader in inquiry-based, hands-on education. This learn-by doing approach invites an exploration of important principles and helps students learn by asking

questions and experimenting. The Exploratorium is a nationally recognized science center founded by famed scientist Fran Openheimer.

2. **Qualifications of Staff**: FDOE certified elementary school teacher
3. **Staff to Student Ratio**: 1 staff member to 15 children
4. **Next Generation Sunshine State Standards**: (Example) SC.A.1.1, SC.A.1.2, SC.F.2.1, SC.F.2.2, SC.H.1.2, SC.H.1.2
5. **Frequency of Activity**: Twice a week for 18 weeks for 30 minutes
6. **Formative Data – Summative Evaluation** – FCAT Test, Quarterly Report Card Grades, program pre, mid, and post assessments.

Extracurricular Activities: All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 2: Science Boot Camp (Grades 3-5) This activity supports Objective 1.4

For students in grades 3-5, the Time 4 Kids program will continue to use Science Boot Camp from J & J Educational. Boot Camp's four science products are aligned to the Next Generation Sunshine State standards and are designed to promote testing efficiency on state tests while learning through fun and games. The after school staff can use the games during small group instruction, whole group activity, or as an enrichment club activity.

- 1) **Research**: The FCAT Science test evaluates student knowledge on scientific concepts and processes. Students must be able to analyze and apply these principles in order to

demonstrate scientific understanding. The Science Boot Camp Games facilitates practices in each cluster of the Florida standards test with highly interactive games using four different types of test response – multiple choice, gridded response, short response and examples.

- 2) **Qualifications of Staff:** Florida Certified Elementary School teacher
- 3) **Staff to Student Ratio:** 1 staff member to 15 children
- 4) **Common Core Standards::& Next Generation Sunshine State Standards:** (Example)
SC.A.1.1. SC.A.1.2, SC.F.2.1 SC.F.2.2, SC.H 1.2, SC.H.1.2
- 5) **Frequency of Activity:** Twice a week for 18 weeks for 30 minutes
- 6) **Formative & Summative Data:** standardized test scores, quarterly report card grades and program pre, mid, and post assessments.
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 3: The Zula After School Discovery Program- This activity supports Objective 1.4

Zula's Afterschool Discovery program provides inquiry based, interactive activities that promote critical thinking skills. Zula's Exploration Mission Modules provides hands-on interactive, investigative lessons designed to get children to think. Exploration Missions include: Physical Science - Simple Machines, Force, Mixtures, Solutions and Chemical Reactions, Matter & Light)

Earth Science Topics include Water, Weather, Rocks and Soil. Each kits contains manipulatives and measurement tools for students to work in small teams for active hands on exploration, a DVD with a full 11 minute topic episode, a Big Book Classroom Reader and materials. This program is aligned to the Next Generation Sunshine State Standards, National Association for the Education of Young Children – Curriculum Criteria, National Science Education Standards, Standards for the English Language Arts and the National Council of Teachers of Mathematics. This program also contains pre and post test assessments to determine student learning

- 1) **Research:** Developed by NASA scientists, the goal of this science program is to provide innovative materials and methods for stimulating young children's interest in science inquiry, language arts and math. This is accomplished through an integrated approach to learning, incorporating all core curriculum areas
- 2) **Qualifications of Staff:** Florida Certified Elementary School teacher
- 3) **Staff to Student Ratio:** 1 staff member to 15 children
- 4) **Common Core Standards::& Next Generation Sunshine State Standards:** (Example)
SC.A.1.1. SC.A.1.2,SC.F.2.1 SC.F.2.2, SC.H 1.2, SC.H.1.2
- 5) **Frequency of Activity:** Twice a week for 18 weeks for 30 minutes
- 6) **Formative & Summative Data:** standardized test scores, quarterly report card grades and program pre, mid, and post assessments.
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these

students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

7. Personal Enrichment

Objective 2.1: 75% of regularly participating students will improve their physical fitness levels and knowledge of nutrition as demonstrated by such measures as the Presidents Physical Challenge pre, mid, and post assessments and teacher-created nutrition pre, mid, and post assessment.

Activity 1: CATCH (The Coordinated Approach to Child's Health) This activity supports

Objective 2.1

All children enrolled in the ASP programs will participate in the nationally acclaimed CATCH program (The Coordinated Approach to Child's Health) a physical fitness and nutrition education program proven to succeed in producing lasting changes in dietary and physical activity. The program includes a nutrition manual, an activity box and all the equipment necessary to run a fun and successful physical fitness program. CATCH P.E. gives kids the opportunity to develop the skills and the appreciation for healthy activity. This program encourages all children to participate, emphasizes fun, lots of activity and builds movement skills, sports skills, and physical fitness skills. During the summer all students will also participate in a swimming program provided by the City of Dania Beach, in addition to the **CATCH** program. This program teaches children water safety skill and how to swim. This further promotes physical fitness over the summer. There is also information on how to modify activities for special needs students, rainy days and lack of physical space. The CATCH program will be conducted by our regular staff of trained, experienced year round counselors. At the end of each program year, each child will receive a certificate from the President.

- 1) **Research/Justification:** According to the U.S. Department of Health CATCH is recognized as a "breakthrough" elementary school program targeting obesity prevention

and child health. CATCH has been extensively evaluated in over 80 scientific peer-reviewed publications.

- 2) **Qualifications of Staff:** Trained staff
- 3) **Staff to Student Ratio:** 1 staff member to 15 children
- 4) **Common Core Standards:** Common Core and Sunshine State Standards in PE and Health
- 5) **Frequency of Activity:** will be offered for 30 minutes per day 3-5 days per week.
- 6) **Formative & Summative Data:** Students will be tested 3 times per year at the beginning of the school year, mid school year and at the conclusion of the school year using the President's Physical Fitness Challenge (Shuttle Run – Speed & Agility & Walk/Run Endurance Test for heart/lung endurance) Scoring software will be used that was especially developed for the challenge.
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 2: My Plate – This activity supports Objective 2.1

All students participating in the Time 4 Kids program will participate in the USDA's new nutritional guide "My Plate" which features new dietary guidelines. This website provides a wide variety of activities, materials and interactive tools to promote the government's new nutritional initiative.

- 1) **Justification:** Physical Education and Recreational Activities are an important component of any after school programⁱⁱ This program targets the critical issues of childhood obesity, and children's health and nutrition
- 2) **Qualifications of staff:** Trained ASP Counselors – Meet all the educational and background screening requirements mandated by law
- 3) **Staff to Student Ratio:** 1:15
- 4) **Standards Supported:** Common Core and Sunshine State Standards in PE and Health
- 5) **Frequency of Activity:** 30 minutes per day – 3-5 days per week
- 6) **Formative & Summative Evaluation:** Teacher Created nutrition pre, mid and post assessments
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Objective 2.2: 75% of regularly participating students will improve their social skills, attendance rates and reduce disciplinary action as demonstrated by such measures as pre, mid and post assessment testing using the Social Skills Rating Scale and Broward County Report Card grades which grade students social skills

Drop-Out Prevention & Character Education: As previous data has demonstrated, the students targeted for our program exhibit a number of indicators that are noted as early

predictors of a high dropout rate. Several of the 15 Effective Strategies for Drop-Out prevention will continue to be implemented in the program, including mentoring/tutoring, service learning, professional development, systemic renewal and school and community collaboration. As part of a larger strategy to help reduce the risks to our students, we will work to build awareness about the dangers of drugs, to show the benefits of cooperation between home, school and community and to instill a sense of unity and community pride.

Activity 1: The Mendez Foundation's Too Good for Drugs/Violence Program – This activity supports objective 2.2

Designed to reduce risk factors and enhance protective factors related to drugs, alcohol, and violence while promoting positive self-esteem.

- 1) **Research/Justification:** Too Good is a comprehensive drug and violence prevention education program designed for children IK-12. Too Good Programs are science based programs based on accepted behavioral skills that research has shown to be related to good decision making and positive evaluations that apply rigorous, systematic and objective procedures to obtain reliable and valid measurements .
- 2) **Qualifications of Staff:** Trained staff
- 3) **Staff to Student Ratio:** 1 staff member to 15 children
- 4) **Standards:** American Cancer Society Content Standards & Benchmarks, State Health Education Standards (Example) HE.1.C.2.1;HE1.C.2.2.)
- 5) **Frequency of Activity:** Once a Week for 28 Weeks for 30 minutes
- 6) **Formative & Summative Data:** Pre, Mid & Post Assessments using the Social Skills Rating Scale & teacher made assessments

- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 2: The Caring School Community Program – This activity supports objective 2.2

A nationally recognized research based program that builds community in the classroom, across grades, school-wide and with families. Both programs include parent and community involvement and focus on children's social, ethical and emotional development and will be offered weekly for 30 minutes by a certified teacher. The ASP program will also provide monthly events that recognize student's positive character traits, perfect attendance and contributions to their school, community or peers.

- 1) **Justification:** These programs help reduce the risk factors for children dropping out of school. Enhance protective factors and increase students awareness of the danger of drugs, alcohol and violence
- 2) **Qualifications of Staff:** Florida Certified teacher
- 3) **Student to Staff Ratio:** 1 staff member to 15 children
- 4) **Common Core Standards/State Initiatives:** 15 Effective Strategies for Drop Out prevention; DARE
- 5) **Frequency:** once per week for 30 minutes

- 6) **Formative & Summative Evaluation:** Pre, Mid and Post Assessment Testing using the Social Skills Rating Scale, Report Card Grades
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 3: Junior Achievement: This activity supports Objective 2.2

Through an exclusive agreement with A.S.P., students in grades 3rd-5th enrolled in our Time 4 Kids program will continue to participate in Junior Achievement (JA). JA is a partnership between the business community, educators and volunteers – all working together to inspire young people to dream and reach their potential. JA's hands on experiential programs teach the key concepts of work readiness, entrepreneurship and young people all over the world.

- 1) **Justification:** A Solution to Increasing Graduation Rates – Junior Achievement provides a relevant program as it bridges the gap of what students are learning in school and how it can be applied in the real world. According to a study on high school dropouts, The Silent Epidemic, a primary reason that students drop out of school is they don't see the relevance of what they were learning in the classroom to the real world or their future
- 2) **Qualifications of Staff:** Business Volunteer – Specially trained by Junior Achievement
- 3) **Student to Staff Ratio:** 1 staff member to 15 children

- 4) **Common Core Standards/State Initiatives:** Drop Out Prevention
- 5) **Frequency:** Once a week for 24 weeks for 1 hour
- 6) **Formative & Summative Evaluation:** Pre, mid, and post assessments
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 4: Service Learning: - This activity supports Objective 2.2

Students enrolled in the Time 4 Kids program will learn team work, cooperation, and problem solving to come up with solutions while making a difference. Projects will use the Florida Learn & Serve model, which includes preparation, action, reflection, demonstration, recognition, youth empowerment and reciprocity. An environmentally based service-learning project will also be integrated into our science enrichment programs. Service Learning will be offered to all students 1 day per week for 1 hour per day by a certified teacher or ASP staff member.

- 1) **Justification:** Community's documented need for improved civic engagement
- 2) **Qualification of staff:** FLDOE certified elementary teacher
- 3) **Staff to Student Ratio:** 1:15
- 4) **Standards Supported:** Florida Learn & Serve
- 5) **Frequency:** Weekly throughout the School Year: 1 day per week for 1 hour per day
- 6) **Formative and Summative Evaluation:** Pre, mid, and post Test

- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Objective 2.3: 75% of regularly participating students will show improvement in their study skills, and in the subject of language arts, math or science as measured by quarterly report card grades and teacher surveys throughout the project year.

Activity 1:Tutoring and Mentoring: This activity supports **Objective 2.3**

The ASP tutoring program is designed to complement the student's school day academic program, to help improve student achievement and social performance. Tutoring will be provided by certified teachers and/or volunteers in the critical areas of reading, math and science, based on diagnostic weaknesses. The tutors will maintain consistent communication with regular day teachers via e-mail and student agendas. Tutoring/homework assistance will be provided on a daily basis in a quiet supervised environment. Leap Frog Personal Learning Tools will also be used during this activity to reinforce and enhance reading, language arts and math. ASP will work collaboratively with community groups and the School District to recruit tutors and mentors. Local high schools will be contacted along with America Reads and America Counts tutors from local universities. We will also use our community contacts to recruit volunteers and mentors from city government and businesses and advertise on our website.

- 1) **Justification:** Tutoring/Mentoring is one of the Effective Strategies used for Drop Out Prevention. This program is designed to complement the school day and target struggling Level 1 or Level 2 students or those students recommended by the school administration. Tutoring/Mentoring program helps improve student achievement and social performance
- 2) **Qualification of staff:** FLDOE certified elementary teacher/mentors
- 3) **Staff to Student Ratio:** 1:15 or one on one
- 4) **Standards Supported:** Effective Strategy for Drop-Out Prevention, Grade Level Common Core Standards and Next Generation Sunshine State Standards in Reading/Language Arts, Science and Mathematics
- 5) **Frequency:** 5 days per week for 30 minutes to 1 hour
- 6) **Formative & Summative Data** – Quarterly reading, language arts and science Report Card Grades. Teachers quarterly survey
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Activity 2: Computer Technology:

A computer technology teacher will continue to be employed in the Time 4 Kids program. All students will have access to a computer technology lab and utilize educational software that reinforces and complements reading and math skills learned during the regular school day.

Computer Technology also provides tutoring through the usage of educational software in reading, math and language arts.

- 8) **Justification:** Tutoring/Mentoring is one of the Effective Strategies used for Drop Out Prevention. This program is designed to complement the school day and target struggling Level 1 or Level 2 students or those students recommended by the school administration. Tutoring/Mentoring program helps improve student achievement and social performance. The use of educational software to reinforce school day concepts and skills further justifies this activity and supports student achievement.
- 9) **Qualification of staff:** FLDOE certified elementary teacher/mentors
- 10) **Staff to Student Ratio:** 1:15 or one on one

- 11) **Standards Supported:** Effective Strategy for Drop-Out Prevention, Grade Level Common Core Standards and Next Generation Sunshine State Standards in Reading/Language Arts, Science and Mathematics
- 12) **Frequency:** 5 days per week for 30 minutes to 1 hour
- 13) **Formative & Summative Data** – Report Card Grades throughout the year in reading, language arts and science. Teachers quarterly survey
- 14) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance), which may take the place of their 21st CCLC academic activity on the day that they attend SES. The remainder of the time these students will participate in all Time 4 Kids activities, in order to receive the full breadth of services.

Objective 2.4: 75% of regularly participating students will increase their knowledge in one or more personal enrichment area as demonstrated by such measures as pre, mid, and post assessments.

Activity 1: Arts & Music Education Art & Music Education activities will continue to be provided on the 6 Early Release Days according to the Broward County School District calendar. These special activities will continue to include hands-on, engaging, workshops, multicultural shows, art projects, character education shows and special guests/speakers from the community. The City of Dania Beach and A.S.P. will continue to partner with Grace Café & Galleries to have local artists provide art lessons to all students enrolled in the program twice monthly. Student's artwork will be display at The City of Dania Beach's Arts & Antique festival.

Activity 2: Special Interest Clubs: Fridays will feature Special Interest Clubs. This program was designed to provide students enrolled in the Time 4 Kids program with a wide variety of enriching activities, to make their own choices and pursue their own interests. Special interest clubs may vary based on the student's interest and teacher's expertise. They may include the following:

SCRABBLE CLUB- Students compete in weekly Scrabble Club competitions. This club promotes vocabulary development and word recognition skills and good sportsmanship. It also helps build dictionary skills.

Music & Vocal Groups: Students will be given the opportunity to learn to play a musical instrument or participate in chorus. The chorus or Instrumental Band may be asked to play at parent school or city events.

Chess: This activity is proven to raise student achievement and teaches students strategic thinking and problem solving skills. It also helps increase logical and mathematical skills and improve socialization skills.

Book Club: Students will choose, share and discuss favorite books and authors.

- 1) **Justification:** Research shows that arts improve students overall academic performance. These activities help cultivate well balanced students with diverse interests.
- 2) **Qualification of staff:** Certified Teachers and/or ASP staff members
- 3) **Staff to Student Ratio:** 1 Staff Member to 15 students
- 4) **Standards Supported:** Florida Alliance for Arts Education, The Kennedy Center, America for the Arts
- 5) **Frequency:** Grace Galleries (2X/month)/Early Release Days (6X/year) Special Interest Clubs – every Friday
- 6) **Formative & Summative Data** – Pre, mid, and post program assessments
- 7) **Extracurricular Activities:** All students will receive the full variety of services offered by the Time 4 Kids Program and will actively participate in all program activities and counted as in attendance. Some children enrolled in our program may be eligible for SES tutoring (academic assistance) The remainder of the time these students will participate in all Time 4 Kids activities

8. Adult Family Members

Objective 3.1: 25% of adult family members of regularly participating students that attend 21st CCLC adult family member activities will increase their knowledge of literacy and/or parenting strategies as demonstrated by such measures as pre, mid, and post tests/surveys.

The Time 4 Kids program will continue to offer activities to encourage parent/family involvement in their child's education and to develop literacy or related educational and parenting skills that support student's learning. Activities will be planned which respect family schedules and working parents. A survey will be conducted at the beginning of the year to assess family needs.

Activity 1 – Parent Nights/Meet & Greet: This activity supports Objectives 3.1 and 3.2

Parent Nights including a Meet & Greet will be held throughout the school year, to introduce families to the program. These events may be scheduled on the same nights as student

performance or exhibitions to help ensure higher attendance. We have staff available at all school sponsored events to provide child care and answer any questions about the program.

- 1) **Justification:** Research indicates that children of parents involved in their education do better in school than those children whose parents are not involved.
- 2) **Qualifications:** Vary - Certified Teachers, Masters of Social Work, ASP staff members
- 3) **Ratio:** 1:15
- 4) **Frequency** – 3X throughout the school year
- 5) **Formative & Summative Evaluations** – Pre, mid, and post tests/surveys

Activity 2 – Kids Safe Parent Workshop This activity supports Objective 3.1

Kids Safe is an interactive workshop that teaches parents practical life skills and how to protect their children from bullying, abuse, abduction, peer pressure and internet danger. Each parent will receive 2 free books published by the Kids Safe organization called “My Body is Special and Belongs to Me and Kid Safe – Teaching Children Personal Safety Education. The books contain a Parents Place section that contains a plethora of information for parents, teachers and caregivers for teaching personal safety. Kids Safe partners with Chipolte who will provide food free of charge for this event. A transiator will be present. All events will be publicized through the schools’ parent link as well as direct contact via flyers, emails and phone calls. A newsletter containing program events and activities, introducing staff and showcasing children’s work will be distributed quarterly and available in parent’s native language.

- 1) **Justification:** Parent Education – Research has shown that children whose parents are actively involved in their education do better in school.
- 2) **Qualifications:** Vary - Certified Teachers, Masters of Social Work, ASP staff members
- 3) **Ratio:** 1:15
- 4) **Frequency** – 1X During the School Year

- 5) **Formative & Summative Evaluations** – Pre, mid, and post tests/surveys

Activity 3: ESOL & Literacy Classes to Adult Family Members – This activity supports

Objective 3.1

We will offer literacy and ESOL classes on a monthly basis to adult family members of actively participating students in the ASP program. In collaboration with the school district and the local community college we will select materials and instructors that are appropriate to the populations in our schools, reaching out to the local and regional libraries to provide additional facilities and materials. We will also be able to support our family members who are interested in pursuing their GED

- 1) **Justification**: Survey results and community demographics demonstrate a great need for parent workshops in this community.
- 2) **Qualifications**: Vary - Certified Teachers, Masters of Social Work, ASP staff members
- 3) **Ratio: 1:15**
- 4) **Frequency** – Weekly throughout the school year
- 5) **Formative & Summative Evaluations** – Pre, mid, and post tests/surveys

Objective 3.2: 25% of participating families will participate in family nights and educational workshops as measured by program sign forms.

Activity 1: Parent Events. This activity supports objective 3.2

Throughout the school year ASP, the City of Dania Beach and Collins Elementary will partner to sponsor at least 3 parent events including parent educational workshops, and family literacy and science nights.

- 1) **Justification:** Research indicated that parental involvement in their child's education has positive effects on their child's grades. Based on community demographics, and past parent surveys there is a great need for parent education programs in this community
- 2) **Qualifications:** Certified Teachers, Masters of Social Work, ASP staff members
- 3) **Ratio: 1:15**
- 4) **Frequency** – 3 Parents Events sponsored by the City of Dania Beach & ASP will be held throughout the school year. In addition, the program will offer a technology workshop for 6 weeks and an educational/literacy workshop for 6 weeks
- 5) **Formative & Summative Evaluations** – Parent Surveys and Sign-In Sheets

9. Evaluation Plan

A. Evaluation Table

Program Objectives (1)	Specific Measures and Data Sources (2)	Timeline (3)	Methods for Assessing Progress (4)
<p>1.1 75% of participating students will increase their reading comprehension skills as demonstrated by such measures as FCAT scores, report card grades as well as formative measurements such as F.A.I.R. scores, district assessments, standardized test scores, and pre, mid, post assessments</p> <p>1.2 75% of regularly participating students will increase their reading fluency and read with expression as demonstrated by such measures as FCAT scores, report card grades as well as formative measurements such as F.A.I.R. scores, district assessments, standardized test scores, and pre, mid, post assessments</p>	<p>FCAT FAIR Report card grades and district assessments & DIBBELS Oral Fluency – Pre, Mid & Post Assessments</p>	<p>Data will be collected by program staff from teachers and school administrators FCAT & FAIR (Annually) Report Card Grades & District Assessments (Quarterly) DIBBELS – Pre (August) Mid (January) and Post (May) Assessments</p>	<p>1) Annually 1(b) Every 9 week grading period 1 (c) DIBBELS – end of August (pre), end of May (post) All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p>
<p>1.3 75% of regularly participating students will increase their math skills as demonstrated by such measures as FCAT scores, standardized test scores, report card grade and The Moving with Math pre, mid and post assessment test.</p> <p>1.4 75% of regularly participating students will increase achievement in science as indicated by standardized test scores, report card grades and program assessments.</p>	<p>FCAT, report card grades, and Moving with Math pre, mid and-post tests. Zula program assessments</p>	<p>Data will be collected by program staff from teachers and school administrators FCAT Scores (Annually) Report Card Grades (quarterly) Moving with Math – Pre (August) Mid (January) and Post (May) Assessments Zula Program Assessments (Beginning of Unit) Post - Unit</p>	<p>1) Annually 1 (b) Every 9 week grading period All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p>
<p>2.1 75% of regularly participating</p>	<p>President's Physical Challenge –</p>	<p>Data will be collected by program staff and</p>	<p>SSRS pre-test, August- Mid –</p>

<p>students will improve their physical fitness levels and knowledge of nutrition as demonstrated by such measures as the President's Physical Challenge and program pre, mid and post assessment tests.</p> <p>2.2 75% of regularly participating students will improve their social skills as measured by pre, mid and post assessment testing using the Social Skills Rating Scale and Report Card Grades</p>	<p>pre/mid/post assessments. Pre, mid and post assessment testing on nutritional knowledge</p> <p>Social Skills Social skills assessment pre/ mid & post tests.</p>	<p>evaluator who will administer pre(August) Mid-Year (January) Post assessment tests(May)</p> <p>Data will be collected by program staff and evaluator who will administer pre(August) Mid-Year (January) Post assessment tests(May)</p>	<p>January, Post-test – end of May</p> <p>All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p> <p>SSRS pre-test – Social Skills Rating Test August. Mid (January) Post-test – end of May</p> <p>All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p> <p>All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p>
<p>2.3 75% of regularly participating students will show improvement in their study skills and in the core subjects of language arts, math or science as measured by quarterly report cards grades and teacher surveys on student performance</p>	<p>Report Card Grades Teacher Surveys</p>	<p>Report Card Grades – Quarterly Teacher Surveys - Quarterly</p>	<p>Surveys will be distributed during the first week of programming and given directly to family members. All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p>
<p>3.1 25% of adult family members in need of educational, literacy and/or parenting workshops will be identified as in need of support by participating in a survey of their literacy and parenting needs. needs.</p> <p>3.2 25% of participating families will participate in family nights and educational workshops as measured by Parent Sign-Ins</p>	<p>Survey designed by evaluation team to assess literacy needs Sign in sheets for literacy activities</p>	<p>Program staff will distribute surveys to parents in September Program staff will monitor attendance at family literacy events with sign in sheets</p>	<p>Surveys will be distributed during the first week of programming and given directly to family members. All data will be collected and analyzed according to the timeline by both the Grant Administrator and External Evaluator</p>

B. Evaluation Narrative

The evaluation plan will continue to include intensive effort to ensure accurate baseline data. Quantitative and qualitative information will be collected throughout the project by appropriate ASP personnel. Collected data will include attendance records, achievement records, behavioral records, and records of improvement in family/parent participation and literacy. Descriptive data such as surveys, observations and anecdotal records will also be collected throughout the grant period. Data will be forwarded to the Grant Department for compilation. Stakeholders will meet as needed, to assess project progress, review evaluations and data, identify challenges and to continuously refine, improve and strengthen the program to achieve the stated objectives. Frequent unannounced walk-thru's will be conducted by ASP Management. Written Program Evaluations will be conducted monthly and a Quality Needs Assessment conducted mid-year. Evaluation information will be shared with all stakeholders on the 21st CCLC Advisory Committee. The evaluation reports will be used to market the program with the goal of reaching full sustainability when grant funding decreases or expires. An Annual Performance report will be submitted to the US DOE describing project activities, accomplishments and outcomes through its PPICS system. The 21st CCLC program will report to the University of Florida regarding the following required indicators: academic impacts, behavioral impacts, and teacher, student and parent satisfaction surveys. Mid year data including daily attendance, progress toward program objectives, technology, staff development and a general site operation survey will be submitted to the Florida Department of Education by as required. End-of-Year data including: student attendance achievement of program objectives, overall operations, academic impacts, behavioral impacts, teacher surveys, student surveys and parent surveys will be submitted as required. ASP has contracted with an independent evaluator, Dr. Lorna Escoffery, PHD to conduct an independent evaluation of the project. The external evaluator will base all evaluations on the Principles of Effectiveness including: an assessment of objective data regarding the need for extended learning programs in the community; an established set of performance measures aimed at ensuring quality academic enrichment opportunities and scientifically-based research that provides

evidence that the program helps students meet the school district's academic achievement standards. The evaluator will continue to conduct on-site visits during the project year to monitor compliance with federal and state requirements and to track progress toward program goals. Two formative evaluations will be conducted by the evaluator which will recommend adjustments in programming and performance measures being used. Items to be addressed in each formative evaluation include: Student Attendance, Program Operation, Objective Assessment and Recommendations for Improvement. In addition, h/she will prepare a Summative Evaluation including compilation and analysis of test data and attendance patterns by July 31st, 2012. The evaluator will also oversee the collection of qualitative data such as questionnaires, surveys, observations and counts of substantive activities and will also participate in a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds by the FLDOE. All data collected will be made available to the Florida Department of Education upon request and during visits by the University of Florida Evaluation Team.

10. Dissemination Plan

To keep the school and community informed the program will initiate an on-going comprehensive outreach program in partnership with the City of Dania Beach. This will include distribution of flyers and newsletters to students, parents and the community, and presentations and attendance at school meetings. ASP will work closely with the school to identify students who meet the target population and would benefit from program participation. Special Parent Events will be planned to encourage parent involvement. Flyers and letters will be sent to surrounding private schools in the community announcing the program. To address language barriers and meet the needs of ELL students and their parents all materials distributed will be bilingual. Translators will be available at all parent events. Information about the Time 4 Kids program will be shared with parents, family and community members on the schools and city's website, at meetings and through the publication of a parent newsletter.

11. Budget

Please see the DOE 101S – Budget Narrative Form

ⁱ George Washington University Center for Equity and Excellence in Education.

ⁱⁱ The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance, US Dept. of Health and Human Services, CDC, April, 2010.

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements. The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Project Narrative/Scope of Work must include the specific tasks that the grantee is required to perform. Deliverables must:

- be directly related to the specific tasks
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable.

Deliverables include, but are not limited to:

- documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- measures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents.
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.).

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- documents are compliant with the Americans with Disabilities Act (ADA)
- meet technical specifications, as appropriate
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- copyright and funding information is noted on products
- use of consultants
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- review of state/district/school/student data indicates level of effectiveness of service
- participation rate meets established minimums
- quality of service meets generally accepted guidelines

- quantity of evaluations/assessments meet established minimums
- quantity of service meets established minimums
- referrals are appropriate to identified needs
- specified agencies collaborate
- student evaluations/assessments are administered appropriately
- units of service meet established minimums.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

Definitions

Tasks Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.
Deliverables Products and/or services that directly related to a Task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
Due Date Date for completion of tasks. (Use additional pages, as appropriate.)

Project Performance and Accountability		
Scope of Work	Tasks	Deliverables
<p>Academic Enrichment: Reading and English Language Arts (ELA)</p> <p>A strong reading/language arts component must be included and delivered by certified teachers holding a valid FDOE teaching certificate (see SBE Rule 6A-4.001). This component must be creative, engaging, designed to foster a love of reading, and outlined in lesson plans. Reading/language arts activities provided during the 21st CCLC program should not mirror the regular school day; rather, the program should creatively reinforce topics taught during the regular school day. Computer-based software and curriculum may be used as a supplement to other instruction provided by the certified teacher, and not as the primary activity of the academic enrichment component. The activities must support the <i>Common Core State Standards in English Language Arts</i> and the <i>Just Read, Florida!</i> initiative.</p>	<p>Provide proof of activities in academic enrichment and personnel enrichment that services were provided as outlined in agency's grant application. The proof of services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per week the activities were provided, monthly attendance reports</p>	<p><input type="checkbox"/> Documentation Supporting Private School Consultation</p> <p><input type="checkbox"/> 21st CCLC Orientation/Professional Development (New and/or Existing Staff)</p> <p><input type="checkbox"/> Student Enrollment Packet</p> <p><input type="checkbox"/> Documentation Supporting the Dissemination of Information about the 21st CCLC program</p> <p><input type="checkbox"/> Proof that scope of work as outlined in agency's grant application was received</p> <p><input type="checkbox"/> Confirmation of Monthly Attendance Reports Submission (each site)*</p> <p><input type="checkbox"/> Confirmation of Student Attendance Lists Submission (each site)*</p> <p><input type="checkbox"/> Confirmation of Student Sign-Out Sheets Submission (each site)*</p> <p><input type="checkbox"/> Detailed Fall Weekly Schedule (each site)</p>
<p>Academic Enrichment: Science and Mathematics</p> <p>A strong math and science component must be included and delivered by certified teachers holding a valid FDOE</p>	<p>Provide proof of activities in academic enrichment and personnel enrichment that services were provided as outlined in</p>	<p><input type="checkbox"/> Information Disseminated to Students and their Adult Family Members related to 21st CCLC Student Attendance</p> <p><input type="checkbox"/> Documentation of Meeting Supplemental Snack/Meal</p>

August 1, 2011-
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<p>teaching certificate (see SBE Rule 6A-4.001). The math/science component must be creative, engaging, outlined in lesson plans, and designed to foster a love of the science, technology, engineering, and mathematics (STEM) disciplines. Science and mathematics activities provided during the 21st CCLC program should not mirror the regular school day; rather, the program should creatively reinforce topics taught during the regular school day. Computer-based software and curriculum may be used as a supplement to other instruction provided by the certified teacher, and not as the primary activity of the academic enrichment component. The activities must support the <i>Common Core State Standards in Mathematics/Science, Florida's Next Generation Sunshine State Standards</i> (if appropriate), and <i>Florida's STEM</i> initiative.</p>	<p>agency's grant application. The proof of services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per week the activities were provided, monthly attendance reports</p>	<p>Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters of Program Support from Target School Principals <input type="checkbox"/> Lesson Plans for Academic Enrichment Activities <input type="checkbox"/> Documentation to Support Adult Family/Literacy or Parental Involvement Activities (each site) (to date) <input type="checkbox"/> Documentation of Collected Baseline Data <input type="checkbox"/> Evidence of Staff Attending the 2011 21st CCLC State Conference <input type="checkbox"/> Description of Services to Students with Special Needs <input type="checkbox"/> Confirmation of Implementation Report for Average Daily Attendance Submission (if applicable) <input type="checkbox"/> Documentation of Communication Plan and Implementation 	
<p>Personal Enrichment</p> <p>A specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program of participating students and help these students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. Personal enrichment must include a variety of structured activities, as well as encourage active</p>	<p>Provide proof of activities in academic enrichment and personnel enrichment that services were provided as outlined in agency's grant application. The proof of services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per application. The proof of</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Professional Development (to date) <input type="checkbox"/> Documentation of Florida Certified Teachers <input type="checkbox"/> Documentation of Support from Partners (21st CCLC Partner's Table) <input type="checkbox"/> Detailed Spring Weekly Schedule (each site) <input type="checkbox"/> Confirmation of Monitoring Work Papers Submission <input type="checkbox"/> Documentation Supporting 21st CCLC Advisory Board Meeting(s) <input type="checkbox"/> Program/Student Handbook <input type="checkbox"/> Confirmation of Mid-Year Data 	<p>August 1, 2011- July 31, 2012</p>

<p>participation regardless of individual student skill levels. For proposed outdoor activities, alternatives for inclement weather should be described. All activities included in this section must directly or indirectly support the academic achievement of participating students.</p>	<p>services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per week the activities were provided, monthly attendance reports</p>	<p>Submission</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated Student Attendance Roster (year to date) <input type="checkbox"/> Documentation to Support Adult Family/Literacy or Parental Involvement Activities (each site) (November to present) <input type="checkbox"/> Evidence of Program Modification Based on 1st Formative Evaluation Report <input type="checkbox"/> Public Notice of Formative Evaluation Results <input type="checkbox"/> Analysis of Year-to-Date Expenditures <input type="checkbox"/> Confirmation of Implementation Report for Average Daily Attendance Submission (if applicable) <input type="checkbox"/> Evidence of Professional Development (December to present) <input type="checkbox"/> Student Summer Enrollment Packet (if applicable) <input type="checkbox"/> Lesson Plans for Academic Enrichment Activities <input type="checkbox"/> Documentation of Communication Plan and Implementation <input type="checkbox"/> Listing of Physical Tangible Personal Inventory <input type="checkbox"/> Summary of Site Visits/ Quality Improvement Activities (to date) <input type="checkbox"/> 2012 Summer Program Schedule (each site) (if applicable) <input type="checkbox"/> Documentation Supporting the Dissemination of Information about the 21st CCLC Summer program (if applicable) 	<p>August 1, 2011- July 31, 2012</p>
<p>Adult Family Member Services</p> <p>The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs must propose services designed to increase the involvement of adult family members in their child's education (e.g., family reading nights, student performances and showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, money management, parenting skills, etc.). Programs must only provide services to adult family members of actively participating children.</p>	<p>Provide proof of activities in academic enrichment and personnel enrichment that services were provided as outlined in agency's grant application. The proof of services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per week the activities were provided, monthly attendance reports</p>		

<p>Dissemination Plan</p> <p>All 21st CCLC programs and sub-grantee agencies are required to disseminate understandable and accessible information about 21st CCLC, such as the location of services and proposed activities. The purpose of disseminating information is not solely to recruit students into the program, but rather to inform the communities and stakeholders about the importance and promise of this federal afterschool program. When possible, this should include disseminating promising practices and data-based success of the program.</p>	<p>Provide proof of activities in academic enrichment and personnel enrichment that services were provided as outlined in agency's grant application. The proof of services received will include: a summary of service with curriculum and/or lesson plans, number of teachers providing the service, the number of hours per week the activities were provided, monthly attendance reports</p>	<p><input type="checkbox"/> Documentation Supporting Private School Consultation (for upcoming project year, if applicable)</p> <p><input type="checkbox"/> Documentation of 21st CCLC Advisory Board Meeting(s)</p> <p><input type="checkbox"/> Documentation to Support Adult Family/Literacy or Parental Involvement Activities (each site) (February to present)</p> <p><input type="checkbox"/> Evidence of Professional Development (April to present)</p> <p><input type="checkbox"/> Summer Lesson Plans for Academic Enrichment Activities</p> <p><input type="checkbox"/> Summer Lesson Plans for Academic Enrichment Activities</p>	<p>August 1, 2011- July 31, 2012</p>
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Formal Third-Party Evaluation

If a FORMAL THIRD-PARTY EVALUATION is required or proposed for this project the following information must be provided. (Note: A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE).

(1) In column (1), specify the scope of the evaluation using one or more of the descriptors provided below. Provide additional information regarding the nature of the evaluation. For example, if the evaluation will cover only selected elements of the project, specify the elements to be evaluated.

<p>(1) Scope of Evaluation and Brief Description</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Aspects of Project <input type="checkbox"/> Compliance Review <input type="checkbox"/> Formative Evaluation 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcome Assessment <input type="checkbox"/> Process Review
<ul style="list-style-type: none"> <input type="checkbox"/> Selected Elements of Project <input type="checkbox"/> Summative Evaluation 	

(2) In column (2) indicate the type of entity from the following list which will be conducting the third-party evaluation. Provide any additional information which may be available about the entity to conduct the evaluation such as selection criteria or qualifications.

(2) Type of Entity Conducting Evaluation	
<ul style="list-style-type: none"> <input type="checkbox"/> Board/Commission/Task Force <input type="checkbox"/> Consultant Firm <input type="checkbox"/> DOE Funded Project 	<ul style="list-style-type: none"> <input type="checkbox"/> Institutional Agency <input type="checkbox"/> Independent Entity Selected by Project <input type="checkbox"/> Individual Consultant <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Selected Peer Reviewers <input type="checkbox"/> Other

(3) Provide in Column (3), the date(s) when the evaluation will be conducted including the date for completion of reports.

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted
<p>A strong evaluation plan helps ensure 21st CCLC programs make continuous progress towards achieving proposed goals and objectives for participating students and parents. Evaluation plans build from well-developed program objectives, carefully select performance indicators and outcome measures, and focus on maximizing student academic progress and personal development. Both formative and summative evaluation methods are required for each 21st CCLC program. The formative and summative evaluation reports will be posted on the FDOE web site. Successful applicants are required to implement evaluation plans and overall programs that meet the federal 21st CCLC Principles of Effectiveness.</p>	<p>The formative and summative evaluation reports</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1st Written Formative Evaluation Report <input type="checkbox"/> Summative Evaluation Report <input type="checkbox"/> Dissemination of Summative Evaluation Results to Stakeholders <input type="checkbox"/> End-of-Year Teacher and Adult Family Members Survey Communication <input type="checkbox"/> Aggregated Student Attendance Roster (year to date) <input type="checkbox"/> Confirmation of End-of-Year Data Submission 	<p>January 30, 2012</p> <p>July 31, 2012</p>

The City of Dania Beach (06E-2441A-1PCC1)

Title 1 Eligible Schools Targeted for Service (2011-12)

Targeted School	21st CCLC Site	School #	SINI 2010	School Grade	AYP	% FRL	School Grades	Site Grades	School Enroll	# AS / Day
Collins Elementary School	Collins Elementary	331	3	B	N	94.8	PREK-5	PREK-5	339	80

HOME | 2011-12 RFP | RFP REVIEWERS | 2010-11 SURVEYS | PROGRAM ADMIN

Welcome back to Program Admin Lani

- Log Out
- Admin Home
- Change Login
- Program RFA Docs

The City of Dania Beach

Collins Elementary

- RFA
- Agency
- Contacts

Targeted Schools	ol & Summer Weeks	50
Centers	redits: 09/05/11, 11/24/11, 11/25/11, 01/16/12, 02/20/12, 04/06/12, 05/28/12, 07/04/12	
Operations/Funding		8

- Objectives

- Budget!

TYPE	START DATE	END DATE	DAYS OF WEEK							AVG HOURS	# DAYS	# WEEKS	# STUDENTS	# DISABLED	\$ PER STUDENT
			SU	M	TU	W	TH	F	SA						
Form Downloads	8/01/2011	08/02/2011	SU	M	TU	W	TH	F	SA	0.00	0	0	0	n/a	2
Surveys				12:00p	12:00p	12:00p	12:00p	12:00p							
Peer Review				12:00p	12:00p	12:00p	12:00p	12:00p							
<input checked="" type="checkbox"/> AFTER SCHOOL	08/22/2011	06/07/2012	SU	M	TU	W	TH	F	SA	4.00	180	41	80	n/a	4
				2:00p	2:00p	2:00p	2:00p	2:00p							
				6:00p	6:00p	6:00p	6:00p	6:00p							
<input checked="" type="checkbox"/> SUMMER	08/01/2011	08/11/2011	SU	M	TU	W	TH	F	SA	10.50	45	9	100	n/a	4.5
	06/11/2012	07/31/2012		7:30a	7:30a	7:30a	7:30a	7:30a	12:00p						
				6:00p	6:00p	6:00p	6:00p	6:00p	12:00p						
<input checked="" type="checkbox"/> WKND / HOL	09/29/11	10/28/11	11/11/11	12/20/11					SA	10.50	15	n/a	40	n/a	4.5
	12/21/11	12/22/11	12/27/11	12/28/11					SU						
	12/29/11	01/20/12	03/13/12	03/14/12					HOL						
	03/15/12	03/16/12	03/30/12							12:00p	12:00p	7:30a			
										12:00p	12:00p	6:00p			
<input checked="" type="checkbox"/> DAYS CLOSED	09/05/11	11/23/11	11/24/11	11/25/11	12/19/11	12/23/11	12/26/11	12/30/11	01/16/12	02/20/12					
	03/12/12	04/06/12	05/25/12	05/28/12	07/04/12										



AUGUST 2011						
SU	M	TU	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
BS: 0		AS: 8		WH: 0		S: 9

SEPTEMBER 2011						
SU	M	TU	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
BS: 0		AS: 20		WH: 1		S: 0

OCTOBER 2011						
SU	M	TU	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
BS: 0		AS: 20		WH: 1		S: 0

NOVEMBER 2011						
SU	M	TU	W	TH	F	SA
	1	2	3	4	5	

DECEMBER 2011						
SU	M	TU	W	TH	F	SA

JANUARY 2012						
SU	M	TU	W	TH	F	SA

