

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Seminole County School District	2 PROJECT NUMBER 590-2444B-4CRN4	
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Renewability <p align="right">TAPS 24B146</p>	4 AUTHORITY 84.287C 21st CCLC ESSA, Title IV, Part B USDE or Appropriate Agency FAIN#: S287C230009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2023 - 07/31/2024 Program Period:08/01/2023 - 07/31/2024	
7 AUTHORIZED FUNDING Current Approved Budget: \$297,796.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$297,796.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2024</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2024</u> • Last date for receipt of proposed budget and program amendments: <u>05/31/2024</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2023</u> 		
10 DOE CONTACTS Program: Contobia Horsey-Adams Phone: (850) 245-9209 Email: contobia.horseyadams@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: H1GLYQ1ZNKQ3 FEIN#: F596000855025	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. 		
12 APPROVED: <p align="center"><i>Andria G. Cole</i></p> _____ Authorized Official on behalf of the Commissioner of Education		 <p align="center">10.18.23 Date of Signing</p>

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Pine Crest Elementary School Renewability TAPS NUMBER: 24B036 - 24B146	DOE USE ONLY Date Received 05/10/2023
B) Name and Address of Eligible Applicant: Seminole County Public Schools 400 E. Lake Mary Blvd., Sanford, FL 32773		Project Number (DOE Assigned) 590-2444B-4CRN4
C) Total Funds Requested: <div style="text-align: center;"> \$297,796.00 <hr style="width: 50%; margin: auto;"/> </div> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 297,796.00 </div>	D) Applicant Contact & Business Information	
Fiscal Contact Name: Kayla Casella, Accountant II		Telephone Numbers: J. Minnetto (407) 320-0382 K. Casella (407) 320-0450
Mailing Address: 400 E. Lake Mary Blvd. Sanford, FL 32773		E-mail Addresses: jamee_minnetto@scps.k12.fl.us casellkz@scps.k12.fl.us
Physical/Facility Address: 400 E. Lake Mary Blvd. Sanford, FL 32773		UEI number: 100013085 FEIN number: 59-6000855

CERTIFICATION

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

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

E) <u>Jamee Minnetto</u> for Signature of Agency Head Serita D Beamon	Deputy Superintendent Title for Superintendent	05/09/2023 Date
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Seminole County
Public Schools

Serita D. Beamon
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

July 1, 2022

Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400

Re: Authorization for Signature

Dear Commissioner,

The following named individual has been authorized to sign Florida Department of Education grant-related forms and correspondence in my absence.

- Dr. Jason Wysong, Deputy Superintendent, Instructional Excellence and System Equity

Thank you for your attention to this matter.

Sincerely,

Serita D. Beamon
Superintendent

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

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

Estimated Burden Statement for GEPA Requirements

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

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

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

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

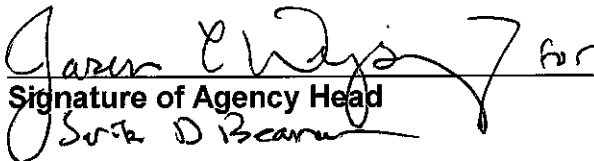
Seminole County Public Schools has determined that no students, teacher or other beneficiary will be denied access or participation in the programs and activities offered by the school system due to his or her gender, race, national origin, disability, or age. The Auditor General's Office of the State of Florida monitors programs on an annual basis to ensure equal access compliance. The school district has plans, policies and procedures in place to assure equitable access and participation in its programs and activities that are in agreement with Florida Statutes.

The district shall implement, but not be limited to, the following strategies to address the specific barriers that can impede access to and participation in federally assisted programs: monitor and evaluate all programs to ensure compliance with the General Education Provisions Act; promote timely adherence to the grievance process; and assign administrative staff to provide information to students, teachers, parents, staff, and community members regarding equal access to and participation in federally assisted programs.

Specific to the district's proposal for the 21st Century Community Learning Centers Program, the GEPA plan seeks to ensure program resources will be available equitably to high-need students, as defined in the program narrative. The student and adult family member outreach included in the program will encourage equal participation in all program services by the targeted population. Program staff will coordinate with district experts in the areas of English Speakers of Other Languages (ESOL) and Exceptional Student Support Services (ESSS).

Seminole County Public Schools

Applicant Organization

 for
Signature of Agency Head
Suzie D. Beaman

Deputy Superintendent

Title *for Suzie D. Beaman*

05/09/2023
Date Signed

Section D

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

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

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

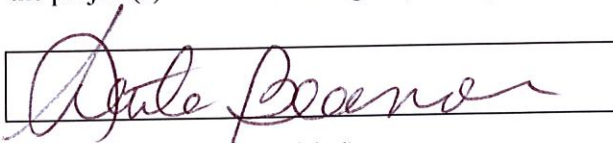
Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law,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

Certification:

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

Seminole County Public Schools	590	Serita D. Beamon, Superintendent
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

	07/20/11	407-320-0004
Signature (must be original)	Date	Area Code/Telephone Number



2023-24 21st CCLC Subrecipient Assurances

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

Program Operations

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

Academic Focus

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

Evidence-based Research

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

Supplement, Not Supplant

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

Facilities

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

Supplemental Meals

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



Students with Special Needs

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

For Federal Programs - General Education Provisions Act (GEPA)

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

Collaboration with Schools

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

Community Awareness

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

Property

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

Records Retention

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

Monitoring and Evaluation Activities

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

Student Safety

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



**FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS**

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

Suspension of the Grant

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

Financial Consequences

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

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

Agency Name

Seminole County Public Schools

**Agency Head or Authorized
Agency Representative**

Jason P. Wysong
Signature

Dr. Jason Wysong

Printed name

Title

Deputy Superintendent

Date

05/09/2023

Phone No.

(407) 320-0212

Email

jason_wysong@scps.k12.fl.us



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

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

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

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

There are private schools located within the geographic areas of the 21st CCLC sites. All non-profit private schools (see attached list) were contacted prior to the development of the 21st CCLC application. Private school students are offered the opportunity to enroll in the 21st CCLC program through communication with the private school leaders in the county. Upon enrollment, private school students receive the same services as public school students within the program. Program staff consult with private school administrators and teachers to ensure the daily instruction reflects areas of need for the specific student populations.

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

Students are eligible and welcome to receive services under the 21st CCLC program at both school program sites. Times and days for programming are outlined in the application and do not differ from the services provided to students attending the target schools.

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

All private schools within the geographic region served by the target schools are eligible to receive benefits under this program. Students who were zoned to either target school and who express interest in the program will be served.

**Florida 21st Century Community Learning Centers (21st CCLC)
Program Year 2023-24**

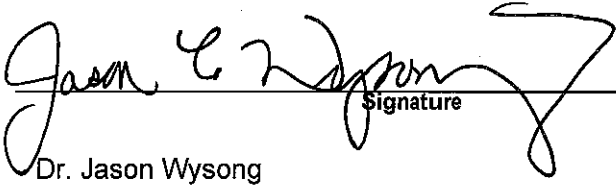


(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

None.

Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

Agency Name Seminole County Public Schools

Agency Head or Authorized Agency Representative 
Signature

Dr. Jason Wysong
Printed name

Title Deputy Superintendent

Date 05/09/2023

Phone No. (407) 320-0212

Email jason_wysong@scps.k12.fl.us

Budget Narrative Form Instructions

- A) Enter Name of Eligible Recipient/Fiscal Agent
- B) Enter DOE Assigned Project Number
- C) Enter TAPS Number
- D) Enter the Total Amount for (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*, which best classifies the overall purpose or objective of the goods or services budgeted

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual*; *Non-public entities* – Use the Object Codes that are used in the respective entity's/agency's chart of accounts.

(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:

Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.

Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or *Inter-agency agreements* – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list

individual names. List individual position(s) when travel funds are being requested to perform necessary activities.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the DOE *Project Application and Amendment Procedures for Federal and State Programs (Green Book)* for additional guidance regarding indirect cost.

- *School Districts Only* - Provide the percentage rate from the district's Approved Indirect Cost Plan.

- *Colleges and Universities Only* – Provide the percentage rate (maximum of 5%) approved by the DOE.

(4) FTE - (Only applicable for items classified as *Salaries and Other Personal Services (Refer to (2) Object Code.)*) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

(7) - (9) Allowable, Reasonable and Necessary - DOE USE ONLY.

(6) PERCENT ALLOCATED

If the cost entered in (5) for each service/commodity listed in (3) is not the total cost of this service/commodity, enter the appropriate percentage in (6) that is applicable to this project. If the cost entered in (5) for each service/commodity listed in (3) is the total cost for this service/commodity and is applicable to this project, enter 100% in (6).

Example A

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6200	110	Salaries - Provides for supervision of all project activities; specific areas for supervision/ coordination are listed by position below. Supervisor /Grant Administration/National Instructional Materials Accessibility Standards Coordinator /Professional Development and Training	2	\$120,000	100%	The total cost for the two positions listed in (5), a Supervisor and a Coordinator (2.0 FTE), are charged to this project. Therefore, the percent of the cost for Salaries and Benefits allocated to this project is 100%.
6200	210	Retirement (9.85%)		\$11,820	100%	
6200	220	FICA (6.20%)		\$7,440	100%	
6200	223	Medicare (1.45%)		\$1,740	100%	
6200	231 / 232	Health / Life (11.90%)		\$14,280	100%	
6200	240	Worker's Comp. (1.26%)		\$1,512	100%	
TOTAL				\$156,792		

Example B

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
7900	430	Utilities - Electricity, water and sewage charges for the facility where this project is housed.		\$10,000	50%	The total cost for utilities for the facility where this project is housed is \$20,000 annually. However, this project only occupies 50% of the facility. Therefore, the percent of the cost for Utilities allocated to this project is 50%.
TOTAL				\$10,000		

September 2011

(6) PERCENT ALLOCATED (continued)

Example C

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
6300	331	In County Travel - Travel cost for staff to and from agency headquarters to designated program sites for the purpose of performing activities related to the administration and supervision of project.		\$1,980	100%	The mileage estimated for travel for district staff to and from the county office to the program sites was estimated to be 4,500 miles annually @ \$0.44/mile. Therefore, the percent of the cost for In County Travel allocated to this project is 100%.
TOTAL				\$1,980		

Example D

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	OBJECT	ACCOUNT TITLE & NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
NA for Private Entities	350	Purchased Services - Contract with ABC Company for the repair/ maintenance of the office equipment; one laser printer and copier.		\$1,250	25%	The total cost for the maintenance contract for this equipment is \$5,000. It has been determined that this project only uses this equipment 25% of the time. Therefore, the percent of the cost for Purchased Services allocated to this project is 25%.
TOTAL				\$1,250		

**Seminole County Public Schools: Pine Crest Elementary
21st Century Community Learning Centers, 2018-2019 RFP**

3.1. Project Abstract or Summary: In response to demonstrated community need, SCPS serves 100 students at Pine Crest Elementary Magnet School of Innovation (PCES) in Sanford, Florida, Grades K-5. Services are provided after-school (M-F, 3:10 p.m.-5:40 p.m., 2.5 hrs daily plus an additional hour for early release Wednesdays), in summer (M-Th, 8:00 a.m.-5:30 p.m., 9.5 hrs daily), and during Spring Break (M-Th, 8:00 a.m.-2:00 p.m., 6 hrs daily). Students receive supplemental instruction focused on *specific academic areas of need*, as well as are provided activities to benefit the whole child – including social-emotional learning curriculum and personal enrichment in areas such as arts and physical education. All components complement the regular school day's magnet focus of *computer science immersion and innovation*. Adult family members are offered child/family development seminars, as well as workshops to improve self-sufficiency. Collectively, activities translate to improved student achievement.

3.2. Community Notice and Needs Assessment.

3.2.a. Community Notice: In alignment with the district's core belief that academic success is the responsibility of students, teachers, administrators, school staff, parents, and the community, 21st CCLC programs strongly focus on involvement of all stakeholders in design, planning and implementation of program components according to the timeline below:

- Nov/Dec 2017: Introduced option of application leadership; received approval to pursue.
- January 2018: Discussed intent to apply at the district's annual private schools consultation meeting; invited any interested parties to submit an interest form to participate in further consultation efforts.
- February 2018: Conducted initial meeting with PCES leadership team to discuss opportunities for application. [*Communication ongoing, February – August.*]
- Early March 2018: School staff presented application/program information to the School Advisory Council (SAC) for feedback.

- Late March 2018: School staff conducted survey of adult family members of students attending the existing 21st CCLC program, as well as a focus group of these parents, which was facilitated by the district's Office of Assessment and Accountability.
- August 2018: Included intent to submit as an agenda item for the School Board of Seminole County meeting. The agenda is available for public review at least two weeks prior to the board meeting. *Per Florida's public records law, the application was available and will continue to be available for public review upon request.*

Results of the survey, as well as those from the SAC and focus groups were used to develop the application; ongoing stakeholder feedback efforts will continue and results used to improve.

3.2.b. Needs Assessment: A comprehensive needs assessment was conducted to identify PCES as an essential location for an out-of-school time program. The assessment consisted of both qualitative and quantitative data review, to include parent/community focus groups, a parent survey, communications with the School Advisory Council, review of the PCES School Improvement Plan and school-level data analysis. [Note: *Private schools were invited to participate in 21st CCLC programs; though no school expressed interest to date for this program site. If a school does respond favorably, administration will be consulted with to establish specific needs of the school's student population.*] Major risk factors identified for the targeted population include: (1) Community Influences, (2) School-Related/Academic Factors, and (3) Parent/Family Engagement in Learning. *A gap analysis from the needs assessment reveals four needs that the program will address; each directly related to risk factors for academic progress.*

(1) Community Influence. Need A – *Access to a safe and secure environment for students to engage in out-of-school time learning with social/emotional support.* **Action:** This population will be able to participate in academic, recreational and co-curricular activities in a safe haven they cannot typically afford due to low income, a need indicated through analysis of community data.

Pine Crest resides in within the City of Sanford, which represents an area in Seminole County of *poverty and low income among residents.* Within the City of Sanford, there are lower

household incomes/poverty levels among all people residing in the area and specifically minorities. African American families report a median household income of \$31,763 compared to an average household income of \$49,426 for families (all races) in Florida (City-Data, 2015). The racial breakdown for PCES is as follows: 28% White, 29% Hispanic, 37% Black, 1% Asian, and 5% Other (72% Minority Rate). Additionally, 21.8% of the city's population (*all ages and racial categories*) are defined as being below poverty level.¹

Within the school district, poverty is measured by the percentage of **free or reduced lunch** (FRL) recipients in a school. The greatest percentages indicate a high poverty level within the zoned area. All schools served by the program have FRL rates above 40% (the federal marker for poverty), with most schools over 60%. Of the students in grades K-5 who attend Pine Crest Elementary, 720 students (92%) qualify for FRL (Survey 3, February 2017²) – indicating the highest FRL rate among all elementary schools in the school district.

Aligned to the high poverty rates within the target population, PCES has the **highest rate of homelessness** across all elementary schools in the district with 12% of students². While homelessness is a major barrier for students who attend the school, PCES experience an influx of homeless students resulting from Hurricanes Irma and Maria.

In addition to the level of poverty and homelessness in the region, the neighborhood for which the school exists has a high level of **crime**. Some of the worse crime in the county occurs *within the PCES walk zone* (a two-mile radius of the school), where in 2017 over 155 reported offenses occurred within a 1 year.³ These reported offenses include aggravated assault, motor vehicle theft, larceny, burglary, robbery, stalking, and rape. Crime within this community is also a contributor to the need for students to have a safe haven after school.

A result of these community risk factors is lack of access to quality, academically focused

¹ U.S. Census Bureau. 2012-2016 American Community Survey 5-Year Estimates.

² Seminole County Public Schools. (2018) Student demographics by school. [Unpublished district data files]

³ Seminole County Sheriff's Office. (2018) 2018 Uniform crime reports by community patrol area. [Unpublished file].

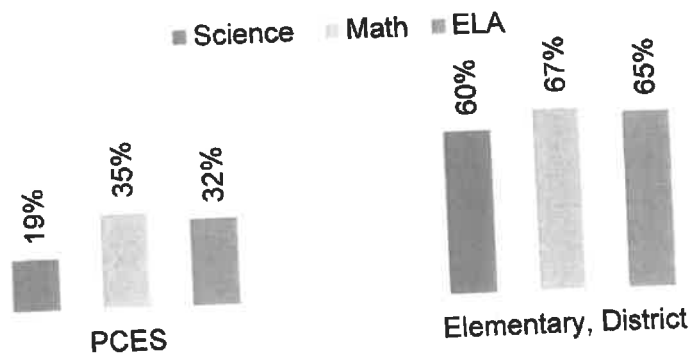
resources. Within the broader area, two community centers with youth recreation exist yet these are *not accessible* to this student population by foot, rather are each 3 miles in each direction of the school. Both centers have significant wait lists for participation. In 2017/18, PCES hosted a 21st CCLC program that had good attendance. Due to the school's significant focus on ensuring the most at-risk, academically and socio-emotionally challenged student receive support, school leaders expects the proposed program to yield even higher demand. Outside of district-operated programs, no other free resources exist for this type of effort.

(2) School-related/Academic Factors. Need B – Intervention for academic improvement.

Action: Engage students in challenge-based learning experiences to heighten interest and understanding of core academics with an emphasis on intervention for specific skill deficiencies.

Pine Crest Elementary is academically the *lowest performing elementary school in the district* with a school grade of "D" (2018), and listed as one of the 300 lowest performing elementary schools in the state of Florida, according to Florida Department of Education.⁴ As noted in the figure below, Florida Standards Assessment (FSA) data reveals an achievement gap between school and the district's elementary average (-33% points in English language arts (ELA), -32% points in Math, and -41% points in Science).⁵

Figure 1. Percentage of Students Scoring Lv3+ on FSA Schoolwide vs District Elementary, 2017/18



⁴ Florida Department of Education. (2018) Florida school accountability reports. Retrieved at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>

⁵ Seminole County Public Schools. (2018) District data: 2017-2018 Florida Standards Assessment (ELA, Math and Science) by school. [Unpublished district data file]

To exacerbate this data is recognition of a significant gap between racial subgroups of students *within the school*. While the school average at PCES for ELA was 26%, the subgroup of White represents 34% of *proficient students* compared to 15% in the subgroup of Black (see table below), a 19% gap.⁵ Comparison to the district average, even within subgroups is notable.

Table 1. Percentage of Students Scoring Lv 3+ on FSA - ELA by Subgroup, 2017/18

School	White	Black	Hispanic	Asian	FRL	ELL
Pine Crest Elementary	34%	15%	28%	50%	24%	13%
Districtwide, Elementary	73%	43%	54%	83%	51%	33%

Table 3. Percentage of Students Scoring Lv 3+ on FSA - Mathematics by Subgroup, 2017/18

School	White	Black	Hispanic	Asian	FRL	ELL
Pine Crest Elementary	42%	18%	25%	100%	26%	15%
Districtwide, Elementary	77%	47%	58%	87%	56%	44%

Table 4. Percentage of Students Scoring Lv3+ on FSA - Science by Subgroup, 2017/18

School	White	Black	Hispanic	Asian	FRL	ELL
Pine Crest Elementary	45%	19%	15%	NA	19%	5%
Districtwide, Elementary	74%	42%	53%	81%	51%	25%

Further, other school-level diagnostic data indicate a noteworthy portion of the school's population entering kindergarten with more significant skill deficiencies than their peers across the district; some with foundation literacy skills of an 18-month-old child.

Based on these data points, a strong need was identified for PCES to engage in supplemental academic *intervention* related to all three core content areas of ELA/reading, math and science. This focus is also reflect in the school's *School Improvement Plan* for 2018/19.

Need C – Support of whole child to **improve non-academic outcomes** among students to reduce risk of academic failure. **Action.** Provide students social-emotional learning curriculum

and access to a network of care, as well as be involved in personal enrichment opportunities otherwise unavailable to them to encourage joy of learning to improve non-academic outcomes.

Other academic risk factors that plague PCES include mobility, homelessness, and truancy. Given the poverty rates within the target community, it is not surprising that student mobility across this school is high and poses a risk to student achievement due to frequent relocation of families within the same general vicinity. The mobility rate (rate at which students move into or out of the school) in 17/18 at PCES was 10%, compared to the district elementary average of 6.4%.² According to a study by the University of Chicago, students who had changed school four or more times by 6th grade were about a year behind their classmates. Among the students who changed schools the most were students who were low income and African American.⁶

To intensify mobility rates, both schools have high numbers of students meeting the criteria for the McKinney Vento Homeless Education Act, with 8.6% (74 students) living in unstable housing in the most recent school year.⁷ Truancy is also a problem at the target school. In 2017/18, Pine Crest had 25% of students who were chronically absent (15+ days), compared to the district average of 14%.² District data indicate a correlation between FSA level achievement in ELA and Math and the average number of absences among students at PCE; results demonstrating that as the number of student absences increases, the FSA ELA & Math level of achievement *decreases*. This data creates a conjecture that students who miss excessive days of school are at higher risk for meeting state academic requirements.

Behavior is another risk factor associated with academic outcomes. A review of the data related to in school (ISS) and out-of-school (OSS) suspensions at PCES reveals a higher percentage of students committing behavior infractions compared to all other district elementary schools, specifically among students who qualify for free- or reduced-priced lunches (FRL). At

⁶ Sparks, S.D. (2016) Student Mobility: How it affects learning. EdWeek. Retrieved from <https://www.edweek.org/ew/issues/student-mobility/index.html>

⁷ Seminole County Public Schools. (2018) Student demographics by school. [Unpublished district data files]

Pine Crest, end-of-year suspension data for 2017/18 indicates 9.3% of students with *at least one* OSS and 10.9% with at least one ISS.²

(3) Parent/Family Engagement in Learning.

Need D – *Support for adult family members to encourage academic support in the home.*

Action: Offer adult family members with opportunities to increase engagement in their student(s)' learning, as well their own self-sufficiency, through adult education workshops. Low educational attainment is prevalent in areas surrounding the target school. Within the census tract for which PCES is located, 14% of adults 25 and older did not graduate high school, which is much higher than the countywide rate of 7%⁸. As further noted in the Need #1 description, much of the targeted communities have a high rate of homelessness and poverty.

To gather qualitative data regarding the *specific* needs of adult family members in the community, staff conducted a focus group for parents/other family members of existing 21st CCLC students. Overall, results revealed family members had a desire to have an after school program in place *in order to help his or her child achieve academic success and to gain social skills among peers*. Additionally, staff offered a survey to all family member and/or parents of existing 21st CCLC students at PCES in order to determine which personal enrichment and academic activities were most desirable. These results indicated families value the following student activities from the current program: *goal setting, identifying and preventing bullying, time management, internet safety, parent/child communications, and preparation for middle school*.

In addition to requesting input on topics related to student(s) needs, families were surveyed on topics of interest that would best aid family members personally and socially. Among those ranked by parents/family members, the following scored the highest: *family health and nutrition, interview and/or job search assistance, and vocational and/or career-focused education*.

3.3. Dissemination of Information. The district makes every effort to share information about

⁸ U.S. Census Bureau. 2012-2016 American Community Survey 5-Year Estimates.

the 21st CCLC programs with students, adult family members/parents, schools, community members, and non-public schools. At the core of public information dissemination are the 21st CCLC website, program information nights, regular parent communications, school newsletters and social media. District staff will update the program's website monthly (*including description, location, hours, contact information, and a copy of the approved application/amendments*). Program information nights will be offered at least twice per year. The program will also use social media to engage parents and community members. The use of social media allows for instant notification and feedback from stakeholders. While it is understood that not all families will have access to Internet, most have mobile devices. In addition, informational letters, flyers (in English/Spanish) and school/PTA newsletters will be used to provide program details. The TOA and/or site lead will report on best practices to the advisory board, district/school committees, and at conferences to support broad dissemination.

3.4 Target Population, Recruitment and Retention. 3.4.a. Target Population: A total of 100 students from PCES, as well as interested private school students, will be served through this program. The *target population* includes students: (1) who have not scored proficient on the FSA or demonstrate academic risk [level 1, level 2 or low level 3]; (2) have performed below grade level on diagnostic assessments; (3) are categorized as Tier 2-3 in the state's Multi-Tiered System of Supports; (4) have demonstrated at-risk behaviors such as truancy, discipline concerns, or documented at-home issues; and/or (5) have been retained at least once. [*Note: PCES has free or reduced lunch rate of 92%, indicating that nearly all students in the school would benefit from these supplemental services; focus will be placed on at-risk students.*] This targeted support addresses the high number of students within these subgroups who fail to transition due to poor grades and/or low standardized assessment scores. Students who are recruited into the after-school program will be encouraged to attend the holiday break camp and summer program to ensure consistency of support.

As indicated in the supportive data presented, the community in which the targeted

population exists is in need of intervention. The statistics show a deep level of distress to include intense pockets of poverty, notable populations of students who are from families in transition or who are homeless, low levels of educational attainment, and students who perform below standard academically at the school. These factors demonstrate the risk many students are at for academic failure. The activities of 21st CCLC will assist these students to achieve academically, emotionally, and culturally.

3.4.b. Recruitment and Retention: As described in Section 3.4.a., focused recruitment will be on high need, academically and emotionally at-risk students. Recruitment will be targeted toward those students K-5 at PCES who are academically low-performing, have demonstrated at-risk behaviors; and/or have been retained at least once, and/or are over age for the grade cohort. The site based lead will collaborate with the target schools' administrative teams to identify students who would be at the highest risk. Teachers will also be made aware of the programs through faculty meetings at the schools. At these meetings the site based lead will reinforce the focused recruitment strategy and encourage teachers to recommend students for participation. Upon recommendation for participation, a personalized letter will go home with the student and the site based lead or lead teachers will contact the student's parents and/or other adult family members responsible for the student, to discuss their student's participation. Students with special needs will be included as part of the targeted recruitment process. No student will be excluded from participation as long as the student's special needs can be safely accommodated during the out-of-school program. Parents and other adult family members will be recruited for services through one-to-one contact, as well as referrals from school staff and general information distribution. Recruitment will be conducted using the home language (as practical) to ensure communications are understood by the parents/other adult family members.

Retention in the program will be heavily dependent on the program staff's ability to engage students and adult family members; including the offering of engaging and relevant student and adult education activities. Student program attendance will be monitored to ensure consistent

participation. Ongoing communication with parents will allow program staff to be aware of any potential conflicts or issues within the after-school setting, as well as to identifying changes in needs for families across the program year.

Families will also be required to attend an orientation prior to the first day of programming to outline the expectations of the program. Parents/students who wish to participate will complete a program compact, which is an agreement between parents, students and program staff on the expectations of the program and rules of participation. The compact follows the program handbook, including a specific statement that informs the parent that this is not a drop-in program and is not intended as solely a day care solution. Parents will agree to ensure their child(ren) attend(s) the program daily and remain(s) for the full duration of programming. Further, parents will agree to pick their child(ren) up in a timely fashion at the close of the program daily. If a family has a conflict with this compact, program staff will provide intervention to reduce barriers, as appropriate. These strategies have been successful in other 21st CCLC programs across the district and are anticipated to continue their effectiveness at the proposed site.

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

See attached Site Profile Worksheet and Sample Schedules (after-school, spring break, summer, and adult family member), per the RFP instructions.

3.6. Program Evaluation.

3.6.a. Statewide Standard Objectives & 3.6.b. Applicant-Specified Objectives: See *attached Measureable Objectives and Assessments form, per the RFP instructions.*

3.6.c. Program Evaluation Plan. Identification and Qualifications of Independent Evaluator:

The district's Office of Assessment & Accountability will complete the independent evaluation.

This department serves as a resource for data collection, analysis, assessment and interpretation. The office employs staff with diverse specializations, to include statistical analysis, programming, policy evaluation, and assessment design. Evaluation Activities and

Timeline: The evaluator will provide three data analyses and a summative evaluation, as well as

assist with the baseline, mid- and end-of-year data collections and be involved in the project's continuous improvement process. Data will be collected at three intervals: Baseline (August), Mid-Year (January); and End-of Year (May). A special data collection will also be made in August to capture summer. Data collected will include standardized assessment scores; formative assessments; student enrollment, attendance and discipline data; program-level assessment of enrichment activities; and program surveys. Evaluation methods will include collection of secondary data – student demographics, school-level attendance, program participation data, student grades, and state assessment scores. Baseline data for these elements will be collected within two weeks of the programs' start date. The sources of this data will vary, depending on the performance indicator being addressed. Academic data will be collected at the district level and will utilize school day records. As such, students will not be separately assessed during after-school programming. Data related to non-academic indicators, such as health/wellness, art education and SEL, will be assessed as part of scheduled programming. Parent surveys will be conducted upon enrollment, at mid-year and at end-of-year through electronic and paper-based strategies. Data Collection Methods and Management: The data collection process for all the district's 21st CCLC programs will be managed at the administrative level by the project director, in collaboration with the Teacher-on-Assignment, and at the program level by the 21st CCLC site-based lead. Program site-level data (i.e. pre-, mid- and post-assessments initiated by teachers, teacher rubrics, and portfolio documents) will be collected by the site-based lead. These data and program artifacts will be provided to the evaluators for review and analysis in relation to secondary data collected at the district level. The Director of Federal Projects & Resource Development (project director) and the Director of Assessment Research and Accountability will monitor the evaluation process for integrity and accuracy. A data collection timeline and process for review and dissemination will be followed to ensure conformity to the evaluation model. Ample resources will be available to ensure implementation of data collection and analysis. Data Analysis, Progress Monitoring and

Dissemination of Evaluation Results: The evaluation will provide documentation and analysis of program activities, to include assessment of objectives to measure the extent each has been attained and the measurable influence on student participants. The district uses a rigorous continuous improvement model (CIM) to provide timely and regular feedback on progress toward district goals. This model offers opportunities for ongoing review, modification, and improvement of initiatives throughout implementation. This strategy will be used for the proposed program. The 21st CCLC leadership team (project director/director of federal projects, TOA, and site lead) and the advisory board (chaired by the site-based lead and consisting of key stakeholders) will use results of evaluation findings. These groups will utilize the CIM to provide ongoing review of project components and suggestions for modifications based on periodic data collection and formal evaluation reports. Further, the project director and TOA will continuously update district leadership on progress. Results of evaluations will be available on the program website and in each school's main office.

3.7 Approved Program Activities. **Student Program Activities:** Divided into multiple challenge-based learning units, the program plan focuses on the collaboration between students, teachers and community members to identify, investigate and solve challenges. Based on research of best practices for teaching and learning, this model utilizes a hands-on approach supported by differentiated instruction and interdisciplinary learning in order to emphasize a clear understanding of content through critical thinking, connections between disciplines and investigation of personal interests. Personal enrichment activities (i.e. blindfolded chess, coding, art) complement the challenges, thereby creating a reinforcement of lessons learned.

Each unit focuses on the engagement of students in science, technology, engineering, the arts, and/or mathematics (STEAM) while learning through literacy development, and conclude with a comprehensive end-of-project deliverable. *Year 1* of the project concentrates challenge-based units on ***Amazing Animal Adventures***, a collaboration with the Central Florida Zoo. The program plan embeds direct, data-driven instructional intervention in each challenge to address

the *critical need* within the targeted student population for improved academic performance.

Each day of the school year, students will experience 20 minutes of homework help; 60 minutes of integrated, academically focused challenge-based learning combined with a 'walk to intervention' model of direct instruction; 10 minutes of journaling/writing exercises; 10 minutes of social-emotional curriculum (circle time), and 30 minutes of personal enrichment. Intervention teachers will also conduct 20 minutes of small group academic intervention/tutorial using a pullout model for specific students based on individual skill deficiencies. [Note: 10 minutes for sign-in/snack and 5 minute transitions between some activities are built into daily programming.] On Wednesdays (early release), students will participate in *Genius Hour* for the additional hour of programming (described below). During the summer, students will receive 9.5 hours of programming per day, to include a minimum 210 minutes of academics.

Topics of project unit foci and personal enrichment opportunities have been determined through review of the schools' academic, behavior, and attendance data, demonstrated student need and feedback from students, parents, teachers, curriculum specialists, and school administrators. Linked to the extreme academic need presented in Section 3.2.b, a 5-year program plan centers on engagement of students through integration of the core academic content areas. While program leaders will establish several sets of unit plans that are standards-based, aligned to instructional plans, and are developmentally appropriate for each grade level, student voice and student choice will be a major component of the program's environment. Program offerings are outlined in detail in the attached program plans; a summary for each major activity component is presented below.

Academic Enrichment Learning Programs: Staff-to-student ratio for all academic activities will be 1:10. Florida certified teachers will deliver direct instruction for each academic activity, with teacher assistants supporting ratios. Activity 1. Cultivating a Community of Learners through Amazing Animal Adventures! Linked to Need A and Need B, interdisciplinary. (1 hr, 2x per week/30 minutes, 2x per week) As indicated in the needs assessment section, students at

PCES are academically at-risk and a significant portion of the school's population are low performing. As such, direct academic intervention will be provided to all program participants. The focus of these intensive, targeted, and continuous interventions will be identifying and eliminating students' major skill deficiencies. All intervention groups will be data-driven using progress monitoring data from school day assessment. To ensure and sustain student engagement, challenge-based projects will be used throughout the year and be focused on improving foundational skills as well as ensuring all students are at grade level in core areas.

Activity 2. DEAR – Drop Everything and Read & Book Clubs. Linked to Need A, Need B and Need C. (1 hr, 1x per week) Student-led book clubs will be established by grades and/or comprehension level. Depending on the grade or comprehension level of the student, the teacher will differentiate his/her level of involvement in the club. Student reflections will be documented through weekly journaling, as well. To ensure students have the opportunity to complete their reading, the program will implement DEAR – Drop Everything and Read. This activity will occur on the same day as book clubs. To support early readers, the Reading Acceleration Program (RAP) will be implemented. Through RAP, staff and community volunteers will assist primary (K-2) students who are reading below grade level.

Activity 3. Computer Science Immersion (Magnet Focus Extension) – Code.org. Linked to Need A and Need B. (30 minutes, 1x per week) PCES transitions into a magnet school for innovation in fall 2018. As a major component of the magnet focus, the school is implementing the *Code to the Future* curriculum, a computer science immersion. As an *extension* to this school-day learning, the 21st CCLC program will implement a similar program - Computer Science Fundamentals - offered by Code.org. Lessons for each grade level include both 'plugged' and 'unplugged' activities, as well as 'bridged' activities which link computer-based and hands-on learning experiences together. Each unit provides students the opportunity to be exposed to new information, practice, apply, challenge, test and play. This structure allows for ample time for creative problem-solving, as well as stimulating students' growth mindset skills.

Activity 4. Homework Assistance. Linked to Need A and Need B. (20 min, 5x per week) Certified teachers and/or teacher assistants under supervision of a certified teacher will support the completion of daily assignments during homework assistance. The site lead and/or lead teacher will communicate with school staff to understand homework requirements by grade level. For those who do not have homework, this time will be used for silent reading – a common “homework” requirement of elementary schools - or for small group tutoring.

Activity 5. Tutoring Services; skill-specific small group intervention. Linked to Need A and Need B. (20 minutes per group, 2-5x per week) Similar to the strategy for the whole group intervention activities, the skill-specific small group intervention will provide data-driven, intentional tutoring of students. Students selected for these groups will be among the school’s lowest performing, who have very explicit needs. An intervention teacher will pull small groups for 20 minutes each day, with students attending two or more days per week depending on individual need. The teacher will use iReady toolbox exercises as the major intervention tool during these sessions.

Other Enrichment Activities – Personal Enrichment: The staff-to-student ratio for all personal enrichment activities will be 1:20. Florida certified teachers and/or non-certified content experts will deliver personal enrichment, with teacher assistants supporting ratios. To further the program's focus on *student voice - student choice*, participating students will be able to participate in a variety of personal enrichment opportunities. Guided by student interest, activities fall within the purview of the following enrichment categories.

Activity 6: Arts education. Linked to Need A, Need B and Need C. (30 min per day, 2x per week) Activities planned encourage an appreciation of the arts, to include literary, performing, visual, and culinary arts. The intent will be to teach skills, nurture individual creativity, encourage group collaboration, and give students the opportunity to explore the arts. These activities will include theater and art history, as well as technical applications such as photography, graphic design, dance, music, painting, ceramics, and drawing, among others.

Activity 7: Health and wellness / recreational activities. Linked to Need A and Need C. (30 min,

2x per week) In alignment with the Florida Standards for PE and Healthy Eating and Physical Activity (HEPA) Standards, the program will engage students in a health and wellness curriculum that includes activities to encourage and reinforce healthy decision making in relation to the student's wellness. These activities may include basic nutrition and/or recreational sports.

Activity 8. Sanford Harmony Social-Emotional Learning Curriculum – Creating a Community of Caring. Linked to Need A, Need B and Need C. (10 minutes daily - Meet Up / 30 minutes 1x per week lessons and/or Buddy Up activity) Sanford Harmony is an effective, research-based social-emotional learning program that provides elementary classrooms with tools to improve communication, cooperation, and relationships between diverse peers. Lessons offer practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying. Strategies taught within the curriculum promote vibrant learning communities and healthy relationships among peers. *Meet Up* and *Buddy Up* intentionally bring students together to practice important social and emotional competencies, such as positive communication, collaboration, and real-work problem solving.

Activity 9. Chess / Blindfolded Chess. Linked to Need A, Need B and Need C. (30 minutes, 1x per week) Students will begin by learning the basics to the game of chess; including game concepts and strategies. Connections will be made to the computer science / programming activities undertaken in other components of the 21st CCLC program. Once the basic knowledge of chess has been mastered, students will engage in blindfolded chess, which essentially is playing the game of chess without viewing the board. Lessons will be composed on interactive group lessons, as well as paired game play. Students will learn game strategies using multiple modes for various learning.

Activity 10. Genius Hour. Linked to Need A, Need B and Need C. (1 hr, 1x per week) 'Genius Hour' is a national movement focusing on student inquiry and innovation in the classroom. The concept of the genius hour originates in the business field with large organizations, such as Google, allowing employees to spend 20% of their time working on *passion projects*. Translated

to the classroom, this time provides students the opportunity to express their voice by directing their own learning during this hour each week. Students may choose to design, create, invent, build, or act. A staff member facilitates the students' project paths, but students have flexibility to learn through their own passion areas. Students utilize *Genius Journals* to document investigations/research, project plans, outcomes, and reflections. At the conclusion of each project cycle, students develop a final product to share with classmates.

Adult Family Member Program Activities: The program will provide direct instruction and family engagement activities to adult family members of actively participating 21st CCLC students. The educational support of family members is of vital importance, as literacy within the home is proven to advance student learning. At least five one-two hour activities will be offered. Opportunities will increase self-sufficiency and ensure parents can serve as a resource for their children within the home. Based on the community risk factors identified and family surveys conducted, planned educational workshops may include, but are not limited to family health and nutrition, job readiness, financial management, child development, and strategies for literacy in the home. A certified teacher and/or an outside vendor or community partner who specializes in the content area of the series will lead workshops. Childcare will be provided during the sessions for the children of the adult participants.

3.8. Applicant's Experience and Capacity - Program Administration and Fiscal Management:

The district is responsible for multiple millions of dollars in grant funding provided by local, state, federal and private sources. According to the district's most recent financial audit (2016-17), revenues have been generated from the U.S. Department of Agriculture, U.S. Department of Defense, U.S. Department of Education, U.S. Department of Health – Medicaid, and the Corporation for National & Community Service, along with funding from state, local and private sources. These funds comprise entitlement and competitive allocations.

To ensure funds are expended within the guidelines outlined by each funder and a return on investment is generated through funded programs, the district maintains a solid organizational

capacity within financial and data management functions. The district's departments of Finance, Purchasing, Information Services, Resource Development, and Assessment & Accountability have qualified personnel and data systems to ensure records can be maintained. Each department has successfully managed special projects and has consistently utilized sound fiscal management procedures in the execution of federally funded opportunities. The district undergoes an annual financial audit and has had no findings in the most recent two years. Further, the district has not had to complete improvement plans on any of its 21st CCLC programs related to monitoring findings.

In addition to district department capacity, the 21st CCLC leadership team has a strong background and proven success in the education of at-risk students. With a long history of effective 21st CCLC programs, the district has a solid organizational structure. The *district* 21st CCLC team includes a project director (in-kind), coordinator for operations (in-kind, limited scope), project specialist (grant-funded), teacher-on-assignment (grant-funded), two Site Facilitators and four site-based leads (grant-funded). At each site, a lead teacher, certified teachers, and teacher assistants support the program. [Organizational chart attached.] The Superintendent's Cabinet monitors 21st CCLC programs through regular status updates.

Program Implementation: The school district currently operates five program sites under three 21st CCLC grants. Three of these programs have been operational for nearly ten years. The district has been a recipient of 21st CCLC program funds for many years and has been known to implement programs with fidelity. The project director has been involved with these 21st CCLC programs in some capacity for nearly a decade. While some state guidelines have changed over the years, the district continuously updates and refines its programs to meet, and often times exceed, program requirements. No corrective actions have been enforced as a result of any 21st CCLC monitoring visits in the past two years. The programs offered by the school district focus heavily on achieving academic outcomes, and relative success has been made to date in most programs. In addition to 21st CCLC programs, the district has experience

implementing similar programs such as specialized school-based tutorial programs and extended day care. As such, district staff have ample knowledge of engaging program frameworks, as well as established procedures for the safety and security of students.

Program Evaluations: The district's Office of Assessment and Accountability serves as a resource for data collection, analysis, assessment and interpretation. It is the primary objective of Assessment and Accountability to preserve the integrity of all student achievement data and to provide that data in a timely manner to be used for a variety of educational decision-making purposes. The office employs staff with a diverse assortment of specializations, to include statistical analysis, programming, policy evaluation, and assessment design. As such, the district has ample experience collecting, maintaining, analyzing and reporting accurate program evaluation data. Further, staff responsible for the data collection on this program have been working with the existing 21st CCLC programs for five consecutive years.

3.9 Staffing & Professional Development. 3.9.a. Staffing Plan and PD: The district's 21st CCLC programs are administered through the Office of Federal Programs & Resource Development/Title I. The Director of Federal Projects serves as the 21st CCLC Project Director and provides administrative oversight to the project. The Coordinator of Special Projects/Title I works in close coordination with the Project Director on operations and budget matters. These individuals are jointly responsible for ensuring all federal requirements of the grant are met. Duties include administrative oversight of program components such as supervision of the 21st CCLC site-based lead, guidance in the development of program instructional plans, collaboration with school administrators, coordination of deliverable collection and submission, and support of data collection and evaluation activities. The district's 21st CCLC staff includes a Teacher-on-Assignment (TOA) to be split-funded between all existing grants. Reporting to the Project Director, and in collaboration with the Coordinator of Special Projects/Title I, this position supports ongoing, job-embedded professional development during the academic enrichment periods, as well as development and implementation monitoring of program plans. This position

monitors instructional delivery, models strategies for improving delivery, and works with teachers on designing and implementing challenged-based plans; as well as provides monthly professional development to staff, designed to improve classroom delivery of targeted skills.

The 21st CCLC Project Specialist supports all program efforts. Based at the district office, this position directly supports programs through clerical and site-level functions (i.e. bookkeeping, purchasing, deliverables, program walk-through, and compliance monitoring).

Reporting to the Project Director is the Site -based Lead. Specific duties include on-site program coordination, supervision of program staff, curriculum support, instructional plan guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student/parent contact. The school site will have a Lead Teacher responsible for developing, collecting and reviewing lesson plans for 21st CCLC activities, monitoring class ratio compliance, teaching program activities, and serving as site point-of-contact for parents in the absence of the Site Based Lead.

The program is staffed by certified teachers, teacher assistants, and other personal support staff (OPS) who are temporary, part-time hourly staff members. To ensure staffing of highly qualified personnel, all teachers are Florida certified and all other staff are hired based on individual qualifications. The site based lead maintains certification licenses to document valid qualifications. Certified teachers provide all direct academic instruction, while teacher assistants and OPS staff support these activities and may lead personal enrichment.

The staff-to-student ratio will be 1:10 for academic and 1:20 for personal enrichment. The program will use volunteers to assist, as available. Volunteers register with and receive training from the district school volunteer program prior to providing service. Limited use of vendors will occur to provide skill-specific enrichment. As will be noted in section 3.11, all employees, volunteers and vendors must meet strict Florida employment screening standards.

3.9.b. Professional Development. Professional development for after-school staff will be ongoing throughout the project period. As note previously, the TOA for 21st CCLC will offer

ongoing, job-embedded professional development in instructional delivery during the academic enrichment periods. Outside of program time professional development will be offered in areas to include CPR/First Aid (select staff), iReady Toolbox use with academic intervention, Challenge-based Learning, and curriculum-specific efforts (i.e. Spark! PE/Nutrition). Both internal district staff who are experts in teaching and learning, as well as external vendors who have high-level knowledge in the subject area will facilitate these training sessions. In addition, the TOA will provide professional development during staff meetings. The focus of this training will be content requested by program staff and/or identified as a need within the student data reviews across the year, such as classroom management and cooperative learning strategies for at-risk students. The TOA will conduct follow up visits to the after-school classrooms to ensure understanding and implementation of strategies covered during these trainings.

3.10 Facilities. The proposed site is a centrally located school facility that is safe and accessible to the target population. Pine Crest has 26 primary classrooms and 22 intermediate classrooms. In addition, the school has multiple computer labs, a media center, performance space, resource areas, and a cafeteria. Staff will conduct programming in one campus section to ensure constant supervision. All spaces meet state space and health specifications, as well as adhere to the Americans with Disabilities Act. The 21st CCLC program at PCES *will not require licensure pursuant to Chapter 65C-22.008(2)(c), Florida Administrative Code*, as the program is operated by a public school for the children that regularly attend the school site.

3.11. Safety and Student Transportation. The safety of student participants is paramount. As a public school, the program will follow state law and district safety, security, and health policies. The district's Policy Manual addresses its obligations "to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities"⁹. Policies are guided by Florida Statutes, Board Policy, and State Board of Education rules. To ensure appropriate

⁹ Seminole County Public Schools. (2018). School board policy manual. Retrieved at <http://www.scps.k12.fl.us/Portals/53/assets/pdf/PolicyFiles/boardpolicies.pdf>

supervision, explicit staff-to-student ratios will be maintained -- 1:10 for academics and 1:20 for other enrichment; with ratios monitored and lowered, as needed, to address behavior concerns.

(A) Staff Screening, Qualifications and Professional Development. In accordance with Florida Statutes (F.S.)¹⁰, prior to hire, all employees must be determined suitable for employment based on a criminal and employment background check. Employees and volunteers with one-to-one student contact must submit to Level 2 employment screening standards per Section 435.02, F.S., including a background check for prior arrests/convictions. Vendors and contractors must meet Level 2 screening requirements per Florida's Jessica Lunsford Act (s.1012.465, F.S.). In addition to screening, vendor qualifications for the specific service to be provided will be verified. Qualifications of all staff will be reviewed prior to hire by the district's Human Resources department. All teachers participating in the program will be Florida certified teachers. Copies of current certifications are maintained by the district. Teacher Assistants will be district approved paraprofessionals. Other assistants who are hired will be vetted through the district. To ensure safety and security of staff and students, all program staff will participate in professional development related to classroom management and cooperative learning strategies for at-risk students. As noted, specific program staff will receive CPR/First Aid/AED training. Other training, such as medication delivery training, will be offered as needed.

(B) Program Transition. As a school-based site, students are dismissed from the regular school day directly to the program's centralized check-in location (i.e. cafeteria). During this transition time a staff-to-student ratio of 1:20 is maintained. Staff then escorts students in groups to each subsequent session of the day. Attendance is taken at each activity.

(C) Dismissal. Students are escorted by grade from the last rotation of the day to the dismissal area. Parents (or other authorized person) sign students out. For parent pickup, parents must come into the assigned pickup area to request their student. Parents then sign out the student

¹⁰ Background Screening Requirements, Florida Statutes, Section 1012.465.

on the general attendance sheet and staff releases the student. No student will be dismissed to an individual who is not specified on the enrollment form. With parent permission and proper approval of the site administrator, students may sign themselves out of the program to walk home, but this is only when it is not dark outside and weather permits.

(D) Special Processes. Emergency drills will be conducted in regular increments as recommended by the district's Manager of School Safety during after-school hours of operation. Field trips are managed during the summer programs with the same procedures as during the school day. Chaperones are recruited to provide supervision for trips. The adult-to-student ratio for trips is 1:5; however, depending on trip location and specific population, the ratio may be lower. An adult will continuously supervise students.

(E) Student Transportation. An after-school and summer bus route will be developed adhering to district policy. Transportation staff communicates daily with administration with student behavior concerns. Field trips off-site are conducted under the district's transportation safety policies. To ensure the safety of students on district-operated buses, the vehicles are regularly inspected and school bus drivers must pass an initial rigorous driving examination.

3.12. Partnerships, Collaborations & Sustainability. 3.12.a. Partnerships. Due to the district's record of accomplishment for successful 21st CCLC programs, community partnerships are in place to provide volunteers and in-kind services to the array of programs offered. These partnerships include – *SCPS Dining Services*: Provide nutritious snacks. *SCPS Community Involvement Department*: Support volunteer recruitment, assignment and training. *Seminole State College*: Provide federal work-study students (as available) to support the program at no charge to the district. [See attached Partnership Table.]

To maintain partnerships, the site-based lead will have regular contact with and provide information to partners over the year. Program staff will seek out additional partnerships across the project period. Inclusion of partners on the advisory committee will ensure long-term viability of partnerships. In-kind contributions of goods and services are documented with a

value assigned, and entries made to ledgers of donations as evidence.

3.12.b. Collaboration. *Consultation during Application Development:* School administrators, teachers, parents and students at PCES were primary drivers of the 21st CCLC program plan presented. The school principal, along with the supervising Executive Director, and the district's Deputy Superintendent met with the Project Director and the grant writer to establish primary areas of foci for the program based on school and community data. This group also established the target average daily attendance, service days and hours, and criteria for student recruitment. The principal designated a school administrator to serve on a planning team. This team met to determine the program content and daily schedule. The delegates also worked with school administrators to present at school level parent and business advisory meetings, as well as survey students, parents and teachers on areas of interest for academic and other enrichment activities. Parents were surveyed about adult education opportunities. Feedback discussed among the planning team is included in the program plan.

Continued Collaboration: As a school-based center, project staff will have ready access to school data and be aware of the community and student needs identified by schools.

Coordination with regular school day staff and school administration will be a continuous effort, with modifications to programs based on shared needs. The site-based lead and TOA will collaborate with school administrators and the 21st CCLC project director to monitor the after-school curriculum and ensure comprehensive school-community involvement models are in place to support the needs of participants and alignment of activities to in-school instructional plans. Further, the 21st CCLC will be used as a supplemental tool to meet academic goals and objectives outlined in each school's annual School Improvement Plan.

To ensure *ongoing collaboration with the school day*, the site-based lead and TOA will:

- meet at least bi-annually with designated school staff to review program plans for potential modifications, review progress monitoring data by content area and grade, identify explicit academic standards not mastered during the school day to be reinforced; review school

attendance and behavior data to develop social/emotional programming; and discuss any operational or student-specific concerns;

- engage in communications with school day teachers regularly and be included in school-level communications, newsletters, and website updates; communicate student progress with parents during conferences with parents and through written communication; and
- ensure ongoing communication with participating private schools and obtain student data to organize interventions specific to private school students' needs.

3.12.c. Sustainability. Due to the district's history of success with 21st CCLC programs across the county, community agencies and business partners have recognized the importance of the 21st CCLC activities and work in collaboration with the district to sustain activities. Some 21st CCLC programs have benefited from community agency partnerships to supplement state funding, including donations and grants from the Seminole County Board of County Commissioners, Seminole County Sheriff's Office and the Second Harvest Food Bank.

The sustainability plan for PCES mimics the current programs and relies heavily on community contacts to ensure funders in the region are aware of the positive impact of the programs. One strategy is developing and maintaining a strong *Program Advisory Board*. The board will be chaired by the site-based lead and consist of key stakeholders to include at least two parents, one school day classroom teacher, program service providers, administrators, and community/business representatives. Options for sustaining the program include investigating other governmental funding, corporate sponsorships, and/or the establishment of major gifts programs with the district's educational foundation. Over the five-year grant period the Advisory Board, in collaboration with staff and the Foundation for SCPS, will discuss avenues for continued support and develop relationships with a variety of stakeholders with a vested interest in the success and maintenance of this program. Copies and ledgers of donations will be kept to document progress toward sustainability.

Cohort 17 RFP Scope of Work/Narrative Addendum

Agency Name: Seminole County Public Schools Project Number: 590-2449B-9CCC4
 Program Name: Pine Crest Elementary

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

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

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

The 21st CCLC program at PCES will provide 100 students (grades K-5) academic and personal enrichment after school, on holidays, and during the summer. See attached Site Profile Worksheet and Sample Schedules (after-school, spring break, summer, and adult family member), per the RFP instructions.

3.10 Facilities. The proposed site is a centrally located school facility that is safe and accessible to the target population. Located in Sanford, Florida, Pine Crest Elementary Magnet School of Innovation serves students whom are a geographically located near the school and commute a short distance by foot or car. While the school also serves out-of-zone magnet students, preference in school assignment is provided to students who live within a small geographic zone surrounding the facility. Pine Crest has 26 primary classrooms and 22 intermediate classrooms. In addition, the school has multiple computer labs, a media center, performance space, resource areas, and a cafeteria. Staff will conduct programming in one campus section to ensure constant supervision. All spaces meet state space and health specifications, as well as adhere to the Americans with Disabilities Act. The 21st CCLC program at PCES *will not require licensure pursuant to Chapter 65C-22.008(2)(c), Florida Administrative Code*, as the program is operated by a public school for the children that regularly attend the school site.

Appendix A

Continuing Improvement 2019-20

Agency Name: Seminole County Public Schools Project Number: 590-2440B-0CCCC4
 Program Name: Pine Crest Elementary

Reason(s) for the change:

In response to student needs, changes were made to the program delivery model. The academic support focus of 21st CCLC programs within SCPS is on standards-based, direct instructional support of students' academic skill deficiencies.

This change includes: Additions Deletions **Both**

Narrative Language:

3.7 Approved Program Activities. Student Program Activities: ~~Divided into multiple challenge-based learning units, the~~ The program plan focuses on the collaboration between students, teachers and community members to identify, investigate and solve challenges. Based on research of best practices for teaching and learning, this model utilizes a hands-on approach supported by differentiated instruction and interdisciplinary learning in order to emphasize a clear understanding of content through critical thinking, connections between disciplines and investigation of personal interests. Direct academic instruction, focused on common grade-level standards for which students struggle, will be a major component of the student activities, with challenge-based learning interwoven when appropriate and/or utilized as academically-driven personal enrichment. Other personal enrichment activities (i.e. ~~blindfolded chess,~~ coding, art) complement the ~~challenges~~ academic focus, thereby creating a reinforcement of lessons learned.

Each unit focuses on the engagement of students in science, technology, engineering, the arts, and/or mathematics (STEAM) while learning through literacy development, and conclude with a comprehensive end-of-project deliverable. ~~Year 1 of the project concentrates challenge-based units on Amazing Animal Adventures, a collaboration with the Central Florida Zoo. The program plan embeds direct, data-driven instructional intervention in each challenge to address the critical need within the targeted student population for improved academic performance.~~ Each day of the school year, students will experience 20 minutes of homework help; 60 minutes of ~~integrated,~~ academically focused ~~challenge-based learning combined with~~ utilizing a 'walk to intervention' model of direct instruction (i.e. student grouping by areas of need versus grade level); ~~10 minutes of journaling/writing exercises;~~ 40 50 minutes of social-emotional curriculum (Wednesdays) (~~circle time~~), and ~~30~~ 40 minutes of personal enrichment. Intervention teachers will also conduct ~~20 minutes of~~

small group academic intervention/tutorial using a pullout model for specific students based on individual skill deficiencies, as needed. [Note: 10 minutes for sign-in/snack and 5 minute transitions between some activities are built into daily programming.] On Wednesdays (early release), students will participate in ~~Genius Hour~~ LEGO lessons/teambuilding and/or computer science instruction for the additional hour of programming (described below). During the summer, students will receive 9.5 hours of programming per day, to include a minimum 210 minutes of academics.

Topics of project unit foci and personal enrichment opportunities have been determined through review of the schools' academic, behavior, and attendance data, demonstrated student need and feedback from students, parents, teachers, curriculum specialists, and school administrators. Linked to the extreme academic need presented in Section 3.2.b, a 5-year program plan centers on engagement of students through integration of the core academic content areas. While program leaders will establish several sets of unit plans that are standards-based, aligned to instructional plans, and are developmentally appropriate for each grade level, student voice and student choice will be a major component of the program's environment. Program offerings are outlined in detail in the attached program plans; a summary for each major activity component is presented below.

Academic Enrichment Learning Programs: Staff-to-student ratio for all academic activities will be 1:10. Florida certified teachers will deliver direct instruction for each academic activity, with teacher assistants supporting ratios.

Activity 1. Cultivating a Community of Learners ~~through Amazing Animal Adventures!~~ Linked to Need A and Need B, interdisciplinary. (1 hr, 2x per week/30 minutes, 2x per week) As indicated in the needs assessment section, students at PCES are academically at-risk and a significant portion of the school's population are low performing. As such, direct academic intervention will be provided to all program participants. The focus of these intensive, targeted, and continuous interventions will be identifying and eliminating students' major skill deficiencies. All intervention groups will be data-driven using progress monitoring data from school day assessment. To ensure and sustain student engagement, challenge-based projects will be used throughout the year and be focused on improving foundational skills as well as ensuring all students are at grade level in core areas.

Activity 2. DEAR – Drop Everything and Read & Book Clubs. Linked to Need A, Need B and Need C. (1 hr, 1x per week) ~~Student-led book clubs will be established by grades and/or comprehension level. Depending on the grade or comprehension level of the student, the teacher will differentiate his/her level of involvement in the club. Student reflections will be documented through weekly journaling, as well.~~ To ensure students have the opportunity to read daily complete their reading, the program will implement DEAR – Drop Everything and Read. This activity encourages ‘eyes on text’ and exposure to an array of reading materials, a specific area of need for this student population. ~~This activity will occur on the same day as book clubs. To support early readers, the Reading Acceleration Program (RAP) will be implemented. Through RAP, staff and community volunteers will assist primary (K-2) students who are reading below grade level.~~

Activity 3. Computer Science Immersion (Magnet Focus Extension) – Code.org. Linked to Need A and Need B. (~~30~~ 40 minutes, ~~4x~~ 5x per week; rotation model – each group experiences the activity 1x per week) PCES transitions into a magnet school for innovation in fall 2018. As a major component of the magnet focus, the school is implementing the Code to the Future curriculum, a computer science immersion. As an extension to this school-day learning, the 21st CCLC program will implement a similar program - Computer Science Fundamentals - offered by Code.org (or like program). Lessons for each grade level include both ‘plugged’ and ‘unplugged’ activities, as well as ‘bridged’ activities which link computer-based and hands-on learning experiences together. Each unit provides students the opportunity to be exposed to new information, practice, apply, challenge, test and play. This structure allows for ample time for creative problem-solving, as well as stimulating students’ growth mindset skills. In addition to the CS fundamentals lessons, students will participate in LEGO Team Building activities, which are cooperative group activities that utilize LEGOs to engage in building projects. These activities cultivate critical thinking skills, as well as help to build positive social skills.

Activity 4. Homework Assistance. Linked to Need A and Need B. (20 min, 5x per week) Certified teachers and/or teacher assistants under supervision of a certified teacher will support the completion of daily assignments during homework assistance. The site lead and/or lead teacher will communicate with school staff to understand homework requirements by grade level. For those who do not have homework, this time will be used for silent reading – a common “homework” requirement of elementary schools - or for small group tutoring.

Activity 5. ~~Tutoring Services~~; Skill-specific ~~small~~ group intervention. Linked to Need A and Need B. (~~20~~ 60 minutes per group, ~~2-5x~~ per week) Similar to the strategy for the whole group intervention activities, the ~~skill-specific-small-group~~ intervention will provide data-driven, intentional tutoring of students. Students selected for these groups will be among the school's lowest performing, who have very explicit needs. An intervention teacher will pull small groups for 20 minutes each day, ~~with students attending two or more days per week depending on individual need.~~ Two days per week will be focused on ELA support, while three days per week will be mathematics. The teacher will use iReady toolbox exercises as the major intervention tool during these sessions, as well as other standards-based resources.

Other Enrichment Activities – Personal Enrichment: The staff-to-student ratio for all personal enrichment activities will be 1:20. Florida certified teachers and/or non-certified content experts will deliver personal enrichment, with teacher assistants supporting ratios. To further the program's focus on student voice - student choice, participating students will be able to participate in a variety of personal enrichment opportunities. Guided by student interest, activities fall within the purview of the following enrichment categories.

Activity 6: Arts education. Linked to Need A, Need B and Need C. (~~30~~ 40 min, ~~2x~~ 5x per week; rotation model – each group experiences the activity 1x per week.) Activities planned encourage an appreciation of the arts, to include literary, performing, and visual, ~~and culinary arts.~~ The intent will be to teach skills, nurture individual creativity, encourage group collaboration, and give students the opportunity to explore the arts. These activities will include theater and art history, as well as technical applications such as photography, graphic design, dance, music, painting, ceramics, and drawing, among others.

Activity 7: Health and wellness / recreational activities. Linked to Need A and Need C. (~~30~~ 40 min, ~~2x~~ 5x per week; rotation model – each group experiences the activity 1x per week) In alignment with the Florida Standards for PE and Healthy Eating and Physical Activity (HEPA) Standards, the program will engage students in a health and wellness curriculum that includes activities to encourage and reinforce healthy decision making in relation to the student's wellness. These activities may include basic nutrition and/or recreational sports.

Activity 8. Sanford Harmony Social-Emotional Learning Curriculum – Creating a Community of Caring. Linked to Need A, Need B and Need C. (~~10~~ 50 minutes, ~~daily – Meet Up / 30 minutes~~ 1x per week lessons

~~and/or Buddy Up activity~~) Sanford Harmony is an effective, research-based social-emotional learning program that provides elementary classrooms with tools to improve communication, cooperation, and relationships between diverse peers. Lessons offer practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying. Strategies taught within the curriculum promote vibrant learning communities and healthy relationships among peers. Meet Up and Buddy Up intentionally bring students together to practice important social and emotional competencies, such as positive communication, collaboration, and real-work problem solving.

— ~~Activity 9. Chess / Blindfolded Chess. Linked to Need A, Need B and Need C. (30 minutes, 1x per week)~~

~~Students will begin by learning the basics to the game of chess; including game concepts and strategies. Connections will be made to the computer science / programming activities undertaken in other components of the 21st CCLC program. Once the basic knowledge of chess has been mastered, students will engage in blindfolded chess, which essentially is playing the game of chess without viewing the board. Lessons will be composed on interactive group lessons, as well as paired game play. Students will learn game strategies using multiple modes for various learning.~~

— ~~Activity 10. Genius Hour. Linked to Need A, Need B and Need C. (1 hr, 1x per week)~~ ‘Genius Hour’ is a

~~national movement focusing on student inquiry and innovation in the classroom. The concept of the genius hour originates in the business field with large organizations, such as Google, allowing employees to spend 20% of their time working on passion projects. Translated to the classroom, this time provides students the opportunity to express their voice by directing their own learning during this hour each week. Students may choose to design, create, invent, build, or act. A staff member facilitates the students’ project paths, but students have flexibility to learn through their own passion areas. Students utilize Genius Journals to document investigations/research, project plans, outcomes, and reflections. At the conclusion of each project cycle, students develop a final product to share with classmates.~~

Adult Family Member Program Activities: The program will provide direct instruction and family engagement activities to adult family members of actively participating 21st CCLC students. The educational support of family members is of vital importance, as literacy within the home is proven to advance student learning. At least five one-two hour activities will be offered. Opportunities will increase self-sufficiency and ensure parents can serve as a resource for their children within the home. Based on the community risk factors

identified and family surveys conducted, planned educational workshops may include, but are not limited to family health and nutrition, job readiness, financial management, child development, and strategies for literacy in the home. A certified teacher and/or an outside vendor or community partner who specializes in the content area of the series will lead workshops. Childcare will be provided during the sessions for the children of the adult participants.

Underscore reflects additions to the 2017-18 narrative.

~~Cross out~~ reflects deletion of language in the 2017-18 narrative.

Appendix A Continuing Improvement 2020-21

Agency Name: Seminole County Public Schools Project Number: 590-2441B-1CCC4
Program Name: Pine Crest Elementary School

Reason(s) for the change:

No changes are requested to the prior year's plan for student and family programming at Pine Crest Elementary School's 21st CCLC program. Data will continue to be reviewed during the school year, with modifications made as needed.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Not applicable.

Underscore reflects additions to the 2018-19 narrative.

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

Appendix A Continuing Improvement 2021-22

Agency Name: Seminole County Public Schools
Program Name: Pine Crest ES

Project Number: 590-2442B-2CCC4

Reason(s) for the change:

Modify program activities offered to omit homework help. The program will expand other offerings for these time periods, as well as add 20 minutes of math fact fluency practice and/or independent reading. This change reflects a school initiative to have less homework provided to students from daytime classroom teachers. The limited homework that is assigned typically focuses on math fluency practice and independent reading. School day formative assessments reflect a need to concentrate efforts on math and reading for all students.

New GPRA Measures

This change includes: Additions Deletions **Both**

Narrative Language:

Each day of the school year, students will experience ~~20 minutes of homework help~~; at least 60 minutes of academically focused learning utilizing a ‘walk to intervention’ model of direct instruction (i.e., student grouping by areas of need versus grade level); 20 minutes of math fact fluency and/or independent reading; 50 minutes of social-emotional curriculum (Wednesdays), and up to 40 minutes of personal enrichment. Further, intervention teachers will conduct small group academic intervention/tutorial using a pullout model for specific students based on individual skill deficiencies, as needed. [Note: 10 minutes for sign-in/snack and 5-minute transitions between some activities are built into daily programming.] On Wednesdays (early release), students will participate in LEGO lessons/teambuilding and/or computer science instruction for the additional hour of programming (described below). During the summer, students will receive 9.5 hours of programming per day, to include a minimum 210 minutes of academics.

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Activity 4. ~~Homework Assistance. Fluency Practice.~~ Linked to Need A and Need B. (20 min, 5x per week) Certified teachers and/or teacher assistants under supervision direction of a certified teacher will support students through the offering of math fact fluency practice and supervising independent reading time. the completion of daily assignments during homework assistance. ~~The site lead and/or lead teacher will communicate with school staff to understand homework requirements by grade level. For those who do not have homework, this time will be used for silent reading—a common “homework” requirement of elementary schools—or for small group tutoring.~~

Activity 5. Skill-specific group intervention. Linked to Need A and Need B. (60 minutes per group, 5x per week) Similar to the strategy for the whole group intervention activities, the intervention will provide data-driven, intentional tutoring of students. Students selected for these groups will be among the school’s lowest performing, who have very explicit needs. An intervention teacher will pull small groups for 20 minutes each day. ~~Two days per week~~ Instruction will be focused on ELA, math and/or science support, depending on student need. ~~while three days per week will be mathematics.~~ The teacher will use iReady toolbox exercises as the major intervention tool during these sessions, as well as other standards-based resources.

In the 2021-22 program year, the GPRA measures for the 21st CCLC program changed per the USED. Due to those changes, the department realigned the state evaluation program to align with the new measures. See updated 2021-2022 program objectives/evaluation plan.

The data collection process for all the district’s 21st CCLC programs will be managed at the administrative level by the project director, in collaboration with the Teacher-on-Assignment, and at the program level by the 21st CCLC site lead.

Appendix A
Continuing Improvement 2022-23

Agency Name: Seminole County Public Schools
Program Name: Pine Crest ES

Project Number: 590-2443B-3CCC4
TAPS 23B036

Reason(s) for the change:
No changes requested.

This change includes: **Additions** **Deletions** **Both**

Narrative Language:

In the 2021-22 program year, the GPRA measures for the 21st CCLC program changed per the USED. Due to those changes, the department realigned the state evaluation program to align with the new measures. See updated 2021-2022 program objectives/evaluation plan.

The data collection process for all the district's 21st CCLC programs will be managed at the administrative level by the project director, in collaboration with the project specialist and/or Teacher-on-Assignment, and at the program level by the 21st CCLC site lead.

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

Appendix A Continuing Improvement 2023-24

Agency Name: Seminole County Public Schools Project Number: 590-2443B-3CCC4
Program Name: Pine Crest ES

Reason(s) for the change:

Program adjustments were made to collapse the Teacher on Assignment position. Difficulty filling the position, as well as with the transition in the 2022-2023 21st CCLC projects' RFA to include a full-time site manager, the duties and responsibilities of the TOA will be absorbed by the project director [Coordinator, Special Projects/Title I], project specialist, and site leads.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

3.6.c. Program Evaluation Plan.

Data Collection Methods and Management: The data collection process for all the district's 21st CCLC programs will be managed at the administrative level by the project director, in collaboration with the ~~Teacher on Assignment~~ Coordinator-Special Projects/Title I, project specialist, and at the program level by the 21st CCLC site-based lead. Program site-level data (i.e. pre-, mid- and post-assessments initiated by teachers, teacher rubrics, and portfolio documents) will be collected by the site-based lead. These data and program artifacts will be provided to the evaluators for review and analysis in relation to secondary data collected at the district level. The Director of Federal Projects & Resource Development (project director) and the Director of Assessment Research and Accountability [or delegate(s)] will monitor the evaluation process for integrity and accuracy. A data collection timeline and process for review and dissemination will be followed to ensure conformity to the evaluation model. Ample resources will be available to ensure implementation of data collection and analysis. Data Analysis. Progress Monitoring and dissemination of Evaluation Results: The evaluation will provide documentation and analysis of program activities, to include assessment of objectives to measure the extent each has been attained and the measurable influence on student participants. The district uses a rigorous continuous improvement model (CIM) to provide timely and regular feedback on progress toward district goals. This model offers opportunities for ongoing review, modification, and improvement of initiatives throughout implementation. This strategy will be used for the proposed program. The 21st CCLC leadership team (project director/director of federal projects, ~~TOA~~, Coordinator-Special Projects/Title I, project specialist and site lead) and the advisory board (chaired by the site-based lead

and consisting of key stakeholders) will use results of evaluation findings. These groups will utilize the CIM to provide ongoing review of project components and suggestions for modifications based on periodic data collection and formal evaluation reports. Further, the project director, Coordinator-Special Projects/Title I, and ~~TOA~~ project specialist will continuously update district leadership on progress. Results of evaluations will be available on the program website and in each school's main office.

3.7 Approved Program Activities. Each day of the school year, students will experience 20 minutes of homework help; at least 60 minutes of academically focused learning utilizing a 'walk to intervention' model of direct instruction (i.e., student grouping by areas of need versus grade level); 20 minutes of ~~math fact fluency and/or independent reading~~; 50 minutes of social-emotional curriculum (~~Wednesdays~~), and up to ~~40~~ 60 minutes of personal enrichment. Further, intervention teachers will conduct small group academic intervention/tutorial using a pullout model for specific students based on individual skill deficiencies, as needed. [Note: 10 minutes for sign-in/snack and 5-minute transitions between some activities are built into daily programming.] On Wednesdays (early release), students will participate in LEGO lessons/teambuilding and/or computer science instruction for the additional hour of programming (described below). During the summer, students will receive 9.5 hours of programming per day, to include a minimum 210 minutes of academics.

3.8. Applicant's Experience and Capacity –

In addition to district department capacity, the 21st CCLC leadership team has a strong background and proven success in the education of at-risk students. With a long history of effective 21st CCLC programs, the district has a solid organizational structure. The district 21st CCLC team includes a project director (in-kind), Coordinator-Special Projects/Title I (partially grant-funded), ~~coordinator for operations (in-kind, limited scope)~~, project specialist (grant-funded), ~~teacher on assignment (grant-funded)~~, two one Site Facilitators and four site-based leads (grant-funded). At each site, a lead teacher, certified teachers, and teacher assistants support the program.

3.9 Staffing & Professional Development. 3.9.a. Staffing Plan and PD: The district's 21st CCLC programs are administered through the Office of Federal Programs & Resource Development/Title I. The Director of Federal Projects serves as the 21st CCLC Project Director and provides administrative oversight to the project. The Coordinator of Special Projects/Title I works in close coordination with the Project Director on operations and budget matters. These individuals are jointly responsible for ensuring all federal requirements of the grant are met. Duties include administrative oversight of program

components such as supervision of the 21st CCLC site-based lead, guidance in the development of program instructional plans, collaboration with school administrators, coordination of deliverable collection and submission, and support of data collection and evaluation activities. ~~The district's 21st CCLC staff includes a Teacher on Assignment (TOA) to be split-funded between all existing grants. Reporting to the Project Director, and in collaboration with the Coordinator of Special Projects/Title I, this position supports ongoing, job-embedded professional development during the academic enrichment periods, as well as development and implementation monitoring of program plans. This position monitors instructional delivery, models strategies for improving delivery, and works with teachers on designing and implementing challenged-based plans; as well as provides monthly professional development to staff, designed to improve classroom delivery of targeted skills.~~

3.9.b. Professional Development. Professional development for after-school staff will be ongoing throughout the project period. ~~As note previously, the TOA for 21 51 CCLC will offer ongoing, job-embedded professional development in instructional delivery during the academic enrichment periods.~~ Outside of program time professional development will be offered in areas to include CPR/First Aid (select staff), iReady Toolbox use with academic intervention, Challenge-based Learning, and curriculum-specific efforts (i.e. Spark! PE/Nutrition). Both internal district staff who are experts in teaching and learning, as well as external vendors who have high-level knowledge in the subject area will facilitate these training sessions. ~~In addition, the TOA will provide professional development during staff meetings. The focus of this training will be content requested by program staff and/or identified as a need within the student data reviews across the year, such as classroom management and cooperative learning strategies for at-risk students. The TOA will conduct follow up visits to the after school classrooms to ensure understanding and implementation of strategies covered during these trainings.~~

3.12.b. Collaboration.

Continued Collaboration: As a school-based center, project staff will have ready access to school data and be aware of the community and student needs identified by schools. Coordination with regular school day staff and school administration will be a continuous effort, with modifications to programs based on shared needs. The site-based lead ~~and TOA~~ will collaborate with school administrators and the 21st CCLC project director to monitor the afterschool curriculum and ensure comprehensive school-community involvement models are in place to support the needs of participants and

alignment of activities to in-school instructional plans. Further, the 21st CCLC will be used as a supplemental tool to meet academic goals and objectives outlined in each school's annual School Improvement Plan.

To ensure ongoing collaboration with the school day, the site-based lead ~~and TOA~~ will:

- meet at least bi-annually with designated school staff to review program plans for potential modifications, review progress monitoring data by content area and grade, identify explicit academic standards not mastered during the school day to be reinforced; review school attendance and behavior data to develop social/emotional programming; and discuss any operational or student-specific concerns;
-

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

Florida's Nita M. Lowey 21st Century Community Learning Centers Evaluation Plan

Objective Category	Objective Number	Domain	Required Objective	Required Measure
1. Academic Achievement	1.A.1	English Language Arts (ELA)	75% of students will show gains in ELA performance on the F.A.S.T.	ELA Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.A.2	English Language Arts (ELA)	75% of students will show gains in ELA on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.A.3	English Language Arts (ELA)	75% of students will show improvement in ELA grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.B.1	Mathematics	75% of students will show improvement in Math performance on the F.A.S.T.	Math Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.B.2	Mathematics	75% of students will show gains in mathematics on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.B.3	Mathematics	75% of students will show improvement in mathematic grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.C.	Grade Point Average (GPA)-Secondary Only	75% of students will improve their cumulative GPA by at least 0.1 point annually	GPA will be collected for all students who receive a GPA annually
	2. Dropout Prevention	2.A.	Attendance/Dropout Prevention	75% of students will improve their school day attendance annually
3. Behavior	3.A.	Behavior	75% of students will improve their behavior annually	Data report on in-school suspension and discipline referrals will be collected for all students monthly
4. Engagement/ Safe and Supportive Relationships	4.A.1	Engagement/Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually	Stakeholder Surveys (day school teachers on engagement) will be collected for all students annually
	4.A.2	Engagement/Safe and Supportive Relationships	75% of students will increase their engagement in school annually	Stakeholder Surveys (day school teachers on engagement) will be collected for all students annually



PROPOSED



**Florida's 21st Century Community Learning Centers
Continuation Attendance-Based Funding Worksheet
2023-2024**

This worksheet is designed to bring all 21st CCLC subgrantees into minimum compliance with the attendance thresholds established by the Request for proposals/Applications. It is a standardized process to establish the maximum funding for which the continuing program is eligible. Every 21st CCLC program proposed to provide services to a specific number of students at specific sites on a daily basis (Average Daily Attendance - ADA), and was funded based on this proposed ADA. Due to varied attendance patterns during the year, funding adjustments for attendance been waived for the 2023-2024 program year.

Seminole County Public Schools		590-2444B-4CRN4
Agency Name		2023-2024 Project Number
\$297,796.00	1	17
2022-2023 Award Amount (DOE200)	Number of Sites	Cohort

Agency entering Year 6 of funding.

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

Component	Proposed Daily Attendance	Reported Daily Attendance	Overall Performance (Reported/Proposed)	Subject to Site-Level Adjustment?
Before School	0	n/a	n/a	no
Afterschool	100	n/a	n/a	no
Weekend	0	n/a	n/a	no
School Breaks/ Holidays	40	n/a	n/a	no
Summer	100	n/a	n/a	no

Site-Level Funding Summary (Individual Site Analysis Attached)

Site Name	2023-2024 Max. Site Funding
Pine Crest Elementary	\$ 297,796.00
	\$ -
	\$ -
	\$ -

2023-2024 Maximum Funding Amount
\$297,796.00

2023-24 Maximum Funding Amount reflects performance levels.

Special Notes / Comments



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

Agency Name: Seminole County Public Scho
 2023-24 Project # 590-2444B-4CRN4 Cohort: 17

1
of Sites

Pine Crest Elementary													
2021-2022			Review			2023-2024							
Proposed (Most Recent)	Reported (As submitted through April 2021)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide					Maximum Funding (Proportion Applied)		
	# Students	ADA				% Perform	# Students	Hrs/Day	# Days	Base Rate		Adj. Rate	Service Total
Before School		n/a	n/a	n/a	no	--	0			\$2.00	\$2.00	\$ -	\$ -
Afterschool Group 1	80	n/a	n/a	n/a	no	no	80	2.7	174	\$4.00	\$4.00	\$ 150,336.00	\$ 150,336.00
Group 2	20	n/a	n/a	n/a	no	yes	20	2.7	174	\$5.00	\$5.00	\$ 46,980.00	\$ 46,980.00
Group 3		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Early Release		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Weekend Days		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
School Break/Hol	20	n/a	n/a	n/a	no	no	20	6	4	\$6.00	\$6.00	\$ 2,880.00	\$ 2,880.00
School Break/Hol	20	n/a	n/a	n/a	no	yes	20	6	4	\$7.00	\$7.00	\$ 3,360.00	\$ 3,360.00
Summer	80	n/a	n/a	n/a	no	no	80	9.5	16	\$6.00	\$6.00	\$ 72,960.00	\$ 72,960.00
Summer	20	n/a	n/a	n/a	no	yes	20	9.5	16	\$7.00	\$7.00	\$ 21,280.00	\$ 21,280.00
												\$ 297,796.00	\$ 297,796.00

Calculating the Ratio

Total Services Proposed	\$ 297,796.00
Maximum Funding	\$ 297,796.00

Proportion to Unit Cost 100.00%

This proportion must be applied every year of funding

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



2023-2024 SITE PROFILE

Agency Name	Seminole County Public Schools		Project Number		590-2444B-4CRN4	
Site Name	Pine Crest Elementary School				Zip Code	32771
Site Address:	405 West 27th St		City	Sanford	County	Seminole
Site Contact Name:	Jamee Minnetto	Phone	(407) 320-0382	Email	jamee_minnetto@scps.k12.fl.us	
	Jason Galitsky		(407) 320-0252		galitsjz@scps.k12.fl.us	

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Pine Crest Elementary School	PK-5	673	92.57 ¹	K-5		100	100		40
TOTAL						100	100		40

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

AFTER SCHOOL SITE OPERATIONS						
Start Date	8/10/2023		End Date	5/21/2024		Total Number of Service Days
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.
Start Time	3:10pm	3:10pm	2:10pm	3:10pm	3:10pm	
End Time	5:40pm	5:40pm	5:40pm	5:40pm	5:40pm	
Hours	2.5	2.5	3.5	2.5	2.5	
Early Release Dates	8/16/23; 8/23/23; 8/30/23; 9/6/23; 9/13/23; 9/20/23; 9/27/23; 10/4/23; 10/11/23; 10/18/23; 10/25/23; 11/1/23; 11/8/23; 11/15/23; 11/29/23; 12/6/23; 12/13/23; 1/10/24; 1/17/24; 1/24/24; 1/31/24; 2/7/24; 2/14/24; 2/21/24; 2/28/24; 3/6/24; 3/13/24; 3/27/24; 4/3/24; 4/10/24; 4/17/24; 4/24/24; 5/1/24; 5/8/24; 5/15/24			Total Service Days	35	Hours/Day

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	3/18/24 - 3/21/2024					
	Holidays/Break	Total number of Holiday, School Break service days.			Saturday	Total number of Weekend service days.
Start Time	8:00 AM		Start Time	N/A		
End Time	2:00PM		End Time	N/A		
Hours	6		Hours	N/A		

SUMMER SITE OPERATIONS						
Start Date	6/3/2024		End Date	6/27/2024		Total Number of Service Days
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	8:00am	8:00am	8:00am	8:00am	N/A	N/A
End Time	5:30pm	5:30pm	5:30pm	5:30pm	N/A	N/A
Hours	9.5	9.5	9.5	9.5	N/A	N/A

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	This program will offer the adult family members an activity once per quarter and once during the summer program, for approximately one hour each activity.		
Total Number of Sessions	5		Total Number of Sessions
	5		5

STUDENT/TEACHER RATIO			
Academic Ratio	1:10		Personal Enrichment Ratio
	1:10		1:20

¹ Data source: 2022/23 Free & Reduced Priced Lunch Report with Title I, Part A Specifications

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Seminole County Public Schools - Pine Crest ES

B) DOE Assigned Project Number:

590-2444B-4CRN4 (Cohort 17)

C) TAPS Number:

24B146

(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
5900	110	<p>Salaries: Coordinator, Special Projects/Title I (0.05 FTE) Coordinator, Special Projects/Title I (12-mth,Administrative) will provide technical assistance, overall program support, and development and implementation monitoring of academic program plans for all 21st CCLC programs. Salary based on a 1.0 FTE position, \$88,993 annually; 0.05 FTE will be funded by this project. (FTE based on a standard 1,925 hours per year)</p> <p>Annual salary: \$88,993 \$3,422.81/pay period x 26 pay periods x 0.05 FTE = \$4,450</p> <p><i>Admin., 5% = \$222</i> <i>Eval., 95% = \$4,228</i></p>	0.05	\$ 4,450.00	100%			
5900	210	<p>Retirement Benefits for the Coordinator, Special Projects/Title I at 12.05% of 21st CCLC portion of salaries. \$4,450 x 0.1205 = \$536</p> <p><i>Admin., 5% = \$27</i> <i>Eval., 95% = \$509</i></p>		\$ 536.00	100%			
5900	220	<p>Social Security/Medicare Benefits for the Coordinator, Special Projects/Title I at 7.65% of 21st CCLC portion of salaries. \$4,450 x 0.0765 = \$340</p> <p><i>Admin., 5% = \$17</i> <i>Eval., 95% = \$323</i></p>		\$ 340.00	100%			
5900	230	<p>Insurance Benefits for the Coordinator, Special Projects/Title I; base rate, \$9,596 \$9,596 x 0.05 FTE = \$480</p> <p><i>Admin., 5% = \$24</i> <i>Eval., 95% = \$456</i></p>		\$ 480.00	100%			
5900	240	<p>Workers Compensation Benefits for the Coordinator, Special Projects/Title I at 0.39% of 21st CCLC portion of salaries. \$4,450 x 0.39% = \$17</p> <p><i>Admin., 5% = \$1</i> <i>Eval., 95% = \$16</i></p>		\$ 17.00	100%			
5900	160	<p>Salaries: Project Specialist (0.10 FTE) Project Specialist for 21st CCLC program support. Position will be based at the district office and will support data at all 21st CCLC programs. Salary based on a 1.0 FTE position, \$38,836 annually; 0.10 FTE will be funded by this project. (FTE based on a standard 1,925 hours per year)</p> <p>Annual Salary: \$38,836 \$1,487.97/pay period x 26.1 pay periods x 0.10 FTE = \$3,884</p> <p><i>Admin., 10% = \$388</i> <i>Eval., 90% = \$3,496</i></p>	0.10	\$ 3,884.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	210	Retirement Benefits for Project Specialist at 12.05% of 21st CCLC portion of salary. \$3,884 x 0.1205 = \$468 <i>Admin., 10% = \$47</i> <i>Eval., 90% = \$421</i>		\$ 468.00	100%			
5900	220	Social Security/Medicare Benefits for Project Specialist at 7.65% of 21st CCLC portion of salary. \$3,884 x 0.0765 = \$297 <i>Admin., 10% = \$30</i> <i>Eval., 90% = \$267</i>		\$ 297.00	100%			
5900	230	Insurance Benefits for the Project Specialist; base rate, \$9,596. \$9,596 x 0.10 FTE = \$960 <i>Admin., 10% = \$96</i> <i>Eval., 90% = \$864</i>		\$ 960.00	100%			
5900	240	Worker's Compensation Benefits for Project Specialist at 0.39% of 21st CCLC portion of salaries. \$3,884 x 0.39% = \$15 <i>Admin., 10% = \$2</i> <i>Eval., 90% = \$13</i>		\$ 15.00	100%			
5900	120	Salaries: Site-Based Lead A site-based lead will serve as the site coordinator for the program. Duties to include 21st CCLC program management at the school site, curriculum support, instructional plan guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student contact. (Extended Contract) <u>After-School</u> 2 Site-Based Leads x \$37.26/hr x 2.4 hrs/day x 174 days = \$31,120 2 Site-Based Leads x \$37.26/hr x 32 hrs (total of 64 hrs, shared) = \$2,385 (Program/Lesson Pre-Planning) <u>Spring Break/Student Holidays</u> 1 Site-Based Leads x \$37.26/hr x 7 hrs/day x 4 days = \$1,043 <u>Summer</u> 1 Site-Based Lead x \$37.26/hr x 9.5 hrs/day x 16 days = \$5,664 2 Site-Based Leads x \$37.26/hr x 9.5 hrs/day x 2 days = \$1,416 (Program/Lesson Pre-Planning) <u>Staff Meetings</u> 2 Site-Based Leads x \$37.26/hr x 5 hrs = \$373 <u>Professional Development</u> 2 Site-Based Leads x \$37.26/hr x 4 hrs = \$298 <u>Adult Family Member Activities</u> 2 Site-Based Leads x \$37.26/hr x 5 hrs = \$373 <u>Site-Based Lead District Meeting</u> 2 Site-Based Leads x \$37.26/hr x 5 hrs = \$373	0.84	\$ 43,045.00	100%			
5900	210	Retirement Benefits for Site Based Lead at 12.05% of 21st CCLC portion of salary. \$43,045 x 0.1205 = \$5,187		\$ 5,187.00	100%			
5900	220	Social Security/Medicare for Site Based Lead at 7.65% of 21st CCLC portion of salary. \$43,045 x 0.0765 = \$3,293		\$ 3,293.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	240	Workers Compensation for Site Based Lead at 0.39% of 21st CCLC portion of salary. \$43,045 x 0.39% = \$168		\$ 168.00	100%			
5900	120	Salaries: Lead Teacher Hourly rate for one lead teacher. Duties to include programmatic support of curriculum and program activities. The Lead Teacher will be responsible for ratio regulation, student discipline, coordination of lesson plans with regular school day staff, and other direct student service duties, such as teaching an academic group daily. (FTE based on a standard 1,372 hours per year) (Tutorial rate) <u>After-School</u> 1 Lead Teacher x \$24.04/hr x 3 hrs x 174 days = \$12,549 <u>Spring Break/Student Holidays</u> 1 Lead Teacher x \$24.04/hr x 6 hrs x 4 days = \$577 <u>Summer</u> 1 Lead Teacher x \$24.04/hr x 9 hrs x 16 days = \$3,462 <u>Staff Meetings</u> 1 Lead Teacher x \$24.04/hr x 5 hrs = \$120 <u>Professional Development</u> 1 Lead Teacher x \$24.04/hr x 4 hrs = \$96 <u>Adult Family Education</u> 1 Lead Teacher x \$24.04/hr x 5 hrs = \$120	0.51	\$ 16,924.00	100%			
5900	210	Retirement Benefits for Lead Teacher at 12.05% of 21st CCLC portion of salary. \$16,924 x 0.1205 = \$2,039		\$ 2,039.00	100%			
5900	220	Social Security/Medicare for Lead Teacher at 7.65% of 21st CCLC portion of salary. \$16,924 x 0.0765 = \$1,295		\$ 1,295.00	100%			
5900	240	Workers Compensation for Lead Teacher at 0.39% of 21st CCLC portion of salary. \$16,924 x 0.39% = \$66		\$ 66.00	100%			
5900	120	Salaries: Certified Teachers Hourly certified teachers for after-school and summer program days to provide academic and personal enrichment to actively participating 21st CCLC students and families during 21st CCLC program hours. (FTE based on a standard 1,372 hours per year) (Tutorial rate) <u>After-School</u> 7 Certified Teachers x \$21.86/hr x 2.25 hrs x 174 days = \$59,907 <u>Spring Break/Student Holidays</u> 2 Certified Teachers x \$21.86/hr x 6 hrs x 4 days = \$1,049 <u>Summer</u> 4 Certified Teachers x \$21.86/hr x 5 hrs x 16 days = \$6,995 3 Certified Teachers x \$21.86/hr x 9.5 hrs x 16 days = \$9,968 <u>Staff Meetings</u> 7 Certified Teachers x \$21.86/hr x 5 hrs = \$765 <u>Professional Development Days</u> 7 Certified Teachers x \$21.86/hr x 4 hrs = \$612	2.64	\$ 79,296.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	210	Retirement Benefits for Certified Teachers at 12.05% of 21st CCLC portion of salary. \$79,296 x 0.1205 = \$9,555		\$ 9,555.00	100%			
5900	220	Social Security/Medicare for Certified Teachers at 7.65% of 21st CCLC portion of salary. \$79,296 x 0.0765 = \$6,066		\$ 6,066.00	100%			
5900	240	Workers Compensation for Certified Teachers at 0.39% of 21st CCLC portion of salary. \$79,296 x 0.39% = \$309		\$ 309.00	100%			
5900	160	Salaries: Teacher Assistants Hourly teacher assistants (Instructional Paraprofessionals) for 21st CCLC program during after-school and summer programs to work with actively participating 21st CCLC students, as well as to supervise students during family involvement and adult education activities. During academic enrichment periods, assistance will provide support under direct supervision of a certified teacher. (FTE based on a standard 1,372 hours per year) <u>After-School</u> 3 Teacher Assistants x \$15/hr x 2.5 hrs x 174 days = \$19,575 2 Teacher Assistants x \$15/hr x 2.75 hrs x 174 days = \$14,355 <u>Spring Break/Student Holidays</u> 1 Teacher Assistant x \$15/hr x 6 hrs x 4 days = \$360 <u>Summer</u> 3 Teacher Assistants x \$15/hr x 9.5 hrs x 16 days = \$6,840 <u>Staff Meetings</u> 5 Teachers Assistants x \$15/hr x 5 hrs = \$375 <u>Adult Education</u> 1 Teachers Assistant x \$15/hr x 5 hrs = \$75	2.02	\$ 41,580.00	100%			
5900	210	Retirement Benefits for Teacher Assistants at 12.05% of 21st CCLC portion of salary. \$41,580 x 0.1205 = \$5,010		\$ 5,010.00	100%			
5900	220	Social Security/Medicare for Teacher Assistants at 7.65% of 21st CCLC portion of salary. \$41,580 x 0.0765 = \$3,181		\$ 3,181.00	100%			
5900	240	Workers Compensation for Teacher Assistants at 0.39% of 21st CCLC portion of salary. \$41,580 x 0.39% = \$162		\$ 162.00	100%			
5900	750	Other Personal Services Hourly Other Personal Services (OPS) assistants for 21st CCLC program during after-school and summer academic and enrichment activities to work with actively participating 21st CCLC students, as well as to supervise students during family involvement and adult education activities. During academic enrichment periods, the OPS staff will provide support under direct supervision of a certified teacher. OPS staff are individuals on temporary assignment with the school district (not under written contract). OPS staff members will allow programs to ensure staff-to-student ratios on an as-needed basis. [All OPS hires come from a district pool who have been vetted for employment in the schools.] <u>After-School</u> 5 OPS staff x \$15/hr x 2 hrs x 36 days (Wednesdays) = \$5,400 <u>Staff Meetings</u> 5 OPS staff x \$15/hr x 5 hrs = \$375	0.280	\$ 5,775.00	100%			
5900	210	Retirement Benefits for OPS at 12.05% of 21st CCLC portion of salary. \$5,775 x 0.1205 = \$696		\$ 696.00	100%			
5900	220	Social Security/Medicare for OPS at 7.65% of 21st CCLC portion of salary. \$5,775 x 0.0765 = \$442		\$ 442.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	240	Workers Compensation for OPS at 0.39% of 21st CCLC portion of salary. \$5,775 x 0.39% = \$23		\$ 23.00	100%			
5900	310	Other Purchased Services: Contracted/Consultant Services Contracted services for outside consultants to provide First Aid/CPR training to staff, \$60 per staff member: \$60 x 4 staff = \$240		\$ 240.00	100%			
5900	330	Travel: Staff Travel for 21st CCLC staff to attend in-state professional development opportunities related to after-school programming and/or education of at-risk student populations and required state meetings, to include 21st CCLC FDOE activities. This line also includes in-county travel mileage for 21st CCLC staff to coordinate programming between the center and the district office. Costs include mileage, parking and meals, as appropriate. Note: Mileage is paid at \$0.655 per mile, per the district travel guideline. <i>In-county travel</i> between site and district office: 77 miles x \$0.65/mile = \$50 <i>Out-of-County Travel</i> <u>21st CCLC Fall TA Meetings</u> , Tampa, FL -- Travel Only 2 district staff Mileage, 110 miles/day x 2 ways x \$0.655/mile x 2 staff = \$288 Lodging, \$179/night x 3 nights x 2 staff = \$1,074 Total = \$1,362 / 3 grants = \$454		\$ 504.00	100%			
5900	330	Travel: Admissions (Staff/Student) Admission fees and other field trip costs will be for actively participating 21st CCLC students and their adult family members (family involvement activities). Field trips will clearly support the approved goals and objectives of the 21st CCLC program, will occur outside of school hours, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state, and local rules and regulations governing field trips. Tickets will be purchased from educational centers of the field trip locations and will include available educational components and lesson plans. (<i>Tentative schedule</i>) <u>Orlando Science Center (Orlando)</u> \$15/student x 100 students = \$1,500 \$15/adult x 4 adults = \$60 (one free adult per 10 students) Total = \$1,560 <u>Barberville Pioneer Settlement</u> \$8/student x 100 students = \$800 \$8/adult x 10 adults = \$80 Total = \$880 <u>Lukas Nursery Butterfly Encounter</u> \$9/student x 100 students = \$900 \$9/adult x 10 adults = \$90 Total = \$990 <u>Performing Arts Theater (Sanford)</u> \$7/student x 100 students = \$700 \$7/adult x 14 adults = \$98 Total = \$798 <u>Central Florida Zoo (Sanford)</u> \$10/student x 100 students = \$1,000 \$13/adult x 4 adults = \$52 (one free adult per 10 students) Total = \$1,052		\$ 5,280.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	370	<p>Communications: Postage Postage for dissemination and mailing of information about the 21st CCLC program to parents/adults of actively participating 21st CCLC students and/or community in direct support of the 21st CCLC programs at the school sites. May also include submitting hard copy parent surveys to the FDOE.</p> <p>Estimated at \$20</p>		\$ 20.00	100%			
5900	390	<p>Printing: Instructional Materials Costs for printing instructional materials for use within enrichment programs by actively participating 21st CCLC students.</p> <p>Estimated at \$885</p>		\$ 885.00	100%			
5900	390	<p>Other Purchased Services: Transportation (Program) Transportation for 21st CCLC participants in the 21st CCLC after-school and summer programs to centralized bus stops. Rate is all inclusive and established by the District Transportation Department.</p> <p>AS: average \$75/day, after school and summer (1 trip, from programming to home only): 1 bus x 174 days x \$75/day = \$13,050</p> <p>Spring Break/Summer: average \$150 per day, holiday break and summer (2 trips, to/from); 1 bus x 20 days x \$150/day = \$3,000</p>		\$ 16,050.00	100%			
5900	390	<p>Other Purchased Services: Transportation (Field Trips) Transportation for 21st CCLC program. Field Trips for actively participating 21st CCLC children and their adult family members during the school year and summer programs.</p> <p>\$38.65/hr (est) x 26.25 hrs = \$1,015</p>		\$ 1,015.00	100%			
5900	390	<p>Other Purchased Services: Contracted/Consultant Services Enrichment/Academic Programs contracted to provide services to actively participating 21st CCLC students and/or their adult family members in specific enrichment activities during 21st CCLC program hours. Services may also be used to support on-site field trips and adult family member activities. The budget includes funds to support external vendors for this purpose. Rates vary by vendor, with estimated hourly rates provided. The stated cost includes all materials and supplies necessary to conduct the contracted activity.</p> <p><u>External vendors for student programming</u> Educational Arts: \$75/hr x 4 hrs/week x 4 weeks = \$1,200 Fitness (school year): \$75/hr x 2 hrs/week x 35 weeks = \$5,250 Fitness (summer): \$75/hr x 4 hrs/week x 4 weeks = \$1,200 Family STEM Night: \$500/large group (90 min.) = \$500</p> <p>On-site field trips (vendor services, summer) \$500/session x 2/program = \$1,000</p> <p>Other purchased services will also support the costs associated with background checks/screening for any in-kind vendors providing enrichment at no cost to the grant. Vendor Background Checks: 2 screenings x \$91.25 ea. = \$182.50</p>		\$ 9,333.00	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5900	510	<p>Materials/Supplies Materials and supplies for use exclusively by actively participating 21st CCLC students during 21st CCLC program operational hours in project-based learning and personal enrichment at the school sites, as well as for adult family member activities.</p> <p><u>Consumable materials and supplies</u> for use by actively participating 21st CCLC students: art supplies, paper, pencils, crayons, journals, alphabet strips, individual white boards. \$100/students x \$100/students = \$1,000</p> <p><u>Supplemental educational materials and supplies</u> for use by actively participating 21st CCLC students. Sample items include project-based learning materials, educational arts materials, physical education materials, science kits and math manipulatives; resources for program clubs; resource books, supplemental library books and literacy support materials; and technology support materials. 100 students x \$24.59/student = \$2,459</p> <p><u>Materials and supplies to support educational activities with adult family members</u>, such as resource books and consumables for these sessions (i.e. chart paper, notebooks, paper, writing utensils). \$15 avg. (all sessions) x 25 parents = \$375</p>		\$ 4,870.06	100%			
5900	519	<p>Materials & Supplies: Technology Related For use exclusively by activity participating 21st CCLC students during 21st CCLC program operational hours in academic learning and personal enrichment at the school sites. Sample items include car phones, flash drives.</p> <p>100 students x \$19.68/student = \$1,968</p>		\$ 1,968.00	100%			
5900	640	<p>Educational Equipment Technology to be used by actively participating 21st CCLC students during 21st CCLC program optional hours in academic learning and personal enrichment at the school sites.</p> <p>Chromebooks for student use: 24 devices x \$442 = \$10,608 1 charging cart x \$1,660 each (store both classes) = \$1,660</p>		\$ 12,268.00	100%			
7710	100	<p>External Evaluator <i>Salary and benefits to support a Performance Data Analyst will be provided in-kind by the school district to evaluate the 21st CCLC program (0.01 FTE).</i></p>		\$ -	100%			
7200	790	<p>Indirect Costs The state's negotiated indirect cost rate is 3.95%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 10% administrative cap (excluding 600-series objects and all contracted amounts in lines 5000/310 & 390 and 7800/310 & 390 – Plan B).</p> <p>Admin., 100% = \$9,803.94</p>		\$ 9,803.94	100%			
D) TOTAL				\$ 297,796.00		Admin. = \$11,694 (3.93%); Eval. = \$10,593 (3.56%)		