

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Seminole County School District	<b>2 PROJECT NUMBER</b> 590-2444B-4C001	
<b>3 PROJECT/PROGRAM TITLE</b> Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Continuation  <p align="right"><b>TAPS 24B036</b></p>	<b>4 AUTHORITY</b> <b>84.287C 21st CCLC ESSA, Title IV, Part B USDE or Appropriate Agency</b>  FAIN#: S287C230009	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 08/01/2023 - 07/31/2024 Program Period:08/01/2023 - 07/31/2024	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:             \$500,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:                 \$500,000.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>07/31/2024</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>09/20/2024</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/31/2024</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2023</u></span></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Contobia Horsey-Adams Phone: (850) 245-9209 Email: <a href="mailto:contobia.horseyadams@fldoe.org">contobia.horseyadams@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> H1GLYQ1ZNKQ3 <b>FEIN#:</b> F596000855025	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Department's approval of this contract/grant does not excuse compliance with any law.</li> </ul>		
<b>12 APPROVED:</b>  <p align="center"><i>Andria G. Cole</i></p> _____ Authorized Official on behalf of the Commissioner of Education		 FLORIDA DEPARTMENT OF <b>EDUCATION</b> <small>fldoe.org</small>  11.9.23 _____ Date of Signing

**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

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	<b>A) Program Name:</b>  Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Elementary (South)  <b>TAPS NUMBER: 24B036</b>	<b>DOE USE ONLY</b>  Date Received  <span style="color: blue;">07/20/2023</span>
<b>B) Name and Address of Eligible Applicant:</b> Seminole County Public Schools 400 E. Lake Mary Blvd., Sanford, FL 32773		<b>Project Number (DOE Assigned)</b> 590-2444B-4C001
<b>C) Total Funds Requested:</b>  \$500,000.00  <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  <span style="color: blue;">\$ 500,000.00</span>	<b>D) Applicant Contact &amp; Business Information</b>	
<b>Contact Name:</b> Jamee Minnetto, Director – Federal Projects & Resource Development  <b>Fiscal Contact Name:</b> Kayla Fast, Accountant II		<b>Telephone Numbers:</b> J. Minnetto (407) 320-0382 K. Casella (407) 320-0450
<b>Mailing Address:</b> 400 E. Lake Mary Blvd. Sanford, FL 32773		<b>E-mail Addresses:</b> jamee_minnetto@scps.k12.fl.us casellkz@scps.k12.fl.us
<b>Physical/Facility Address:</b> 400 E. Lake Mary Blvd. Sanford, FL 32773		<b>UEI number:</b> 100013085  <b>FEIN number:</b> 59-6000855
<b>CERTIFICATION</b>		
<p>I, <u>Serita Beamon</u>, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
<b>E)</b>	Signature of Agency Head	Title
		Date



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 10, 2023

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. Anna-Marie Cote, Interim Deputy Superintendent, Instructional Excellence and System Equity

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Serita D. Beamon".

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](mailto: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**

  
Signature of Agency Head

Deputy Superintendent

Title

7/18/23  
Date Signed

## Section D

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### 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.


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**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.

	01/20/11	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. *AMC*

**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. *AMC*

**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. *AMC*

**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. *AMC*

**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. *AMC*

**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. *AMC*





**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. *AMC*

**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.doc](http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc). *AMC*

**Collaboration with Schools**

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

**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. *AMC*

**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. *AMC*

**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. *AMC*

**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). *AMC*

**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 21<sup>ST</sup> CENTURY  
COMMUNITY LEARNING CENTERS**

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

**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. *AMC*

**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. *AMC*

*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**

*Anna-Marie Cote*  
Signature

Dr. Anna-Marie Cote

Printed name

**Title**

Deputy Superintendent

**Date**

7/18/23

**Phone No.**

(407) 320-0212

**Email**

anna-marie\_cote@scps.k12.fl.us



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

21<sup>st</sup> 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. 21<sup>st</sup> 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** *Anna-Marie Cote*  
Signature

Dr. Anna-Marie Cote  
Printed name

**Title** Deputy Superintendent

**Date** 7/18/23

**Phone No.** (407) 320-0212

**Email** anna-marie\_cote@scps.k12.fl.us





## 21<sup>st</sup> Century Community Learning Centers



### 2022-2023 Scope of Work

**Agency Name: Seminole County**

**Project Number: 590-2443B-3CCC1**

**Program Name: Elementary (South)**

#### **Section 1: Project Abstract/Summary**

Seminole County Public Schools operates the Altamonte Elementary School 21st CCLC program at 525 Pineview St, Altamonte Springs. Sixty students are provided programming during the 2022/23 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, 2022 to May 2023, and 8 a.m. to 5:30 p.m. during the summer beginning June 2023 through June 2023. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences.

Seminole County Public Schools operates the English Estates Elementary School 21st CCLC program at 299 Oxford Rd, Fern Park. Sixty students are provided programming during the 2022/23 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, 2022 to May 2023, and 8 a.m. to 5:30 p.m. during the summer beginning June 2023 through June 2023. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences.

#### **Section 2. Site Level Funding**

See FRG in attachments.

#### **Section 3: Applicant Capacity**

As a school district, SCPS has a strong experience base for providing expanded learning opportunities to students with varying academic needs. The proposed schools have executed supplemental learning opportunities during school hours, afterschool, during school breaks and on weekends, and across the summer months.

#### **Section 4: Building Your Program Team**

The school district has developed a strong program team for the 21st CCLC programs at Altamonte Elementary and English Estates Elementary. Partnerships were cultivated to ensure students and families were provided a wide breadth of experiences.

- **School District and Target Schools:** The leadership team of the school district and target school administrators will serve as vital components of the program team. As school district operated programs, 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 Manager will collaborate with school administrators and the 21st CCLC project director/Coordinator of Title I/Special Projects to monitor the after-school curriculum and



## 21<sup>st</sup> Century Community Learning Centers



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 Manager will: (1) meet at regularly 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 life skills programming; and discuss any operational or student-specific concerns; (2) 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 (3) ensure ongoing communication with participating private schools and obtain student data to organize interventions specific to the school's student needs.

In addition, the district's Department of Community Involvement and Red Apple Dining will continue an ongoing relationship with the 21st CCLC program team to provide support and services to benefit the students at each program.

- **Community Agency:** The Department of Health in Seminole County has committed to continuing a partnership to ensure healthy citizens within the community. Staff from the Department of Health will collaborate with 21st CCLC program staff to share health and wellness related resources, offer linkages to health services, provide health education and positive youth development presentations/workshops, and outreach/engagement activities.
- **Parent:** Adult family members will engage with the program as part of the program team as part of each school's Advisory Group. The expectation is that the parent/adult family members on the advisory groups will engage with other participants family members outside of the meeting and bring to the group relevant items for consideration.
- **Postsecondary Institution:** The district's existing partnership with the University of Central Florida will allow the 21st CCLC programs at Altamonte and English Estates to benefit from the budding expertise and passion for education from college-level education majors. Program staff will collaborate with the university to recruit college-level education majors at the university to serve as volunteers for the 21st CCLC sites.

The program team members identified will work in close collaboration with the onsite program staff, to include a full-time Site Manager, certified teachers, and teacher assistants.

### **Section 5: Engaging Stakeholders**

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:



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- November 2021: Introduced option of application to district leadership; received approval to pursue. [Communication ongoing through submission of application.]
- January 2022: Discussed intent to apply at the district’s annual private school consultation meeting; invited any interested parties to submit an interest form for further consultation.
- March 2022: School staff conducted a focus group and survey of students, parents, and teachers.
- April 2022: 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.

The program survey resulted in the following response rates:

Altamonte:

- 21 of 46 teachers (45%)
- 62 students or parents of 616 students (10%)
- o Plus 2 parents at focus group

English Estates:

- 14 of 55 teachers (25%)
- 47 students or parents of 682 students (7%)
- o Plus 7 parents at focus group

In total, 35% of teachers were surveyed and 9% of students or parents were surveyed and/or participated in a focus group experience.

In addition, three community agencies provided input via survey format. Results of these surveys, as well as those from the focus groups, were used to develop the application. Ongoing stakeholder feedback efforts will continue, and results used to improve program activities. The district will engage stakeholders in three primary ways during the implementation period – (1) annual program surveys of students, parents, and teachers, (2) advisory group meetings, and (3) continuous informal feedback.

(1) Annual Program Surveys: Site Managers will conduct an annual program survey of students, parents, and teachers annually in April. These surveys will allow the opportunity for stakeholders to provide feedback on operations, activities, and quality of services.

(2) Advisory Group Meetings: Each program site will continue to have a 21st CCLC Advisory Group, comprised of parents/family members, school staff/teachers, and community members. This group will meet at least twice per year to discuss the programs and identify actions needed to continuously improve offerings.



(3) Continuous Informal Feedback: Relationships with families and students is an important component of program success and ongoing engagement with stakeholders. Site Managers and programs staff will connect through informal means regularly with the families and students within each program. These interactions will allow an informal platform to collect feedback on program successes and areas of growth.

### **Section 6: Assessing Program Needs**

A comprehensive needs assessment was conducted to identify Altamonte Elementary and English Estates Elementary as essential locations to conduct out-of-school time programs. The assessment consisted of both qualitative and quantitative data review, to include stakeholder input through a parent focus group and parent survey, as well as review of the target schools' School Improvement Plans (SIPs) and school-level data analysis. A summary of findings is indicated as follows. Major risk factors identified for the targeted populations include: (1) Community Influences, (2) School-Related/Academic Factors, and (3) Parent/Family Engagement in Learning. A gap analysis from the needs assessment reveals specific 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 life skills 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. The areas in which students reside represent an area of poverty and low income among residents. Within the targeted region, there are lower household incomes/poverty levels among all people residing in the area and specifically minorities. The median household income in the City of Altamonte Springs is reported at \$55,312 and \$50,500 in Fern Park, as compared to \$70,297 across Seminole County. 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 area. FRL rates for the target schools are as follows: Altamonte Elementary (72.57%), English Estates Elementary (69.35%). This data indicates an above average rate of economically disadvantaged students in the target population, as compared to the district mean of 50.35%.

A result of these community risk factors is lack of access to quality, academically focused resources. At present, 21st CCLC programs in Seminole County are the primary source of access for students in this area to receive outside-of-school time enrichment at no cost. These programs provide an opportunity for these high need students to have access to academically focused content after school and during the summer. Currently, the County has two Boys & Girls Club community programs within its boundaries, yet neither are accessible to these student populations.

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



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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.

The schools targeted by this proposal are among the academically lower performing elementary schools in the district, each with a school grade of “C” in 2019, the most recently available school grade (Florida Department of Education).

A comprehensive needs assessment (CNA) was developed to gather relevant student data across varied data points, such as demographic information, ESSA subgroup student assessment data, historic student achievement data, progress monitoring data, and early warning indicators. School leadership and Federal Projects and Resource Development staff met throughout the development of this application to analyze the collected trend data and develop a plan for the 2022-2023 school year.

At Altamonte Elementary, of noticeable concern were the three ESSA subgroups performing below 41% on the 2020-2021 Florida Statewide Assessments. Black/African American students at Altamonte Elementary performed at 38% proficiency, Students with Disabilities performed at 22% proficiency, and English Language Learners produced 32% proficiency.

School leadership identified students comprising the lowest quartile of students making learning gains as the priority population for the 21st CCLC program. From the 2018-2019 to the 2020-2021 Florida Statewide Assessment, the lowest 25th percentile of students making learning gains in reading dropped from 37% to 36%. Mathematics FSA scores for students in the lowest quartile decreased 12%, from 39% to 25% across the two previously assessed school years. During collaborative planning for the 2022-2026 request for proposal, school administration prioritized reading as being the subject area of focus and students within the lowest quartile making academic learning gains as the primary student cohort.

English Estates Elementary demonstrates similar needs. Of noticeable concern were the two ESSA subgroups performing below 41% on the 2020-2021 Florida Statewide Assessments. Black/African American students at English Estates Elementary School performed at 25% proficiency and Students with Disabilities performed at 20% proficiency. School leadership identified both subgroups as focus areas for the 21st CCLC program and intends to ensure that when the student lists are compiled for whom to invite to the after-school program, extra measures such as personalized invitations, phone calls, car line visits, emails, or Google Classroom communications are taken for parents to be made aware of the importance and impact of this program.

Throughout the 21st CCLC program development consultations, school leadership noted that student proficiency as well as learning gains in mathematics declined significantly from the 2018-2019 to the 2020-2021 state assessment administrations. On the 2018-2019 State assessments, English Estates Elementary School Students collectively earned 69% proficiency in mathematics. That proficiency dropped to 50% for the 2020-2021 assessments. Student learning gains dropped similarly, from 54% on the 2018-2019 Florida Statewide Assessments to 27% on the 2020-2021 assessments. School leadership also identified cusp students, those at mid to

high level 2 proficiency or those at low level 3 proficiency as the target population for the 21st CCLC program.

Based on these data points, a strong need was identified for supplemental academic intervention related to all core content areas. This focus is also reflected in each school's School Improvement Plan for 2021/22 (most recent SIPs available).

Need C – Support of whole child to improve non-academic outcomes among students to reduce risk of academic failure. Action. Provide students life skills 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 the target schools include mobility, homelessness, and truancy. Given the poverty rates presented, it is not surprising that student mobility is high and poses a risk to student achievement due to frequent relocation of families. The mobility rate (rate at which students move into or out of the school) in 21/22 at Altamonte was 6.7% and 9% at English Estates; compared to the district elementary average of 5.8%. 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. To intensify mobility rates, each school has students meeting criteria for the McKinney Vento Homeless Education Act, with students (6.7%) at Altamonte and students (4.1%) at English Estates living in unstable housing. Behavior is another risk factor associated with academic outcomes. A review of data related to in school (ISS) and out-of-school (OSS) suspensions reveals a higher percentage of students committing behavior infractions compared to other district elementary schools. At the target schools, suspension data for 2021/22 indicates a number of students with behavior infractions resulting in either in-school (ISS) or out-of-school (OSS) suspension, with 6 students receiving OSS (1%) and 19 students in ISS (10.4%) at Altamonte and 14 OSS (2.1%) and 8 ISS (3.4%) at English Estates; compared to 1.8% OSS / 5.2% ISS at all elementary schools.<sup>2</sup>

(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 area for which the targets schools are located, 5.3% (Altamonte) and 5.4% (Fern Park) of adults 25 and older did not graduate high school . Approximately 1.8% of the overall population in these areas did not achieve an education through Grade 9. Additionally, as noted in the Need #1 description, much of the targeted communities have high rates of homelessness and poverty.

To gather qualitative data regarding the specific needs of adult family members in the community, staff conducted focus groups at Altamonte Elementary and English Estates Elementary for parents/other family members at the school. Parents provided thoughtful feedback on their expectations for 21st CCLC programming, including specific student needs and desired participation outcomes. Overall, families indicated that after school programming



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should be academic in nature, with a focus on homework support. Family members stressed the importance of a structured and safe environment with highly qualified teachers.

Many participants expressed that the program is and should continue to be an extension of the classroom. Further, family members stressed the importance of relationships developed both with other children and the staff during the 21st CCLC programs. Overall, results revealed family members had a desire to have an after-school program in place to support the need for supplemental academic support, combined with diverse student enrichment and family engagement opportunities.

In addition to the focus group, a wider range of parents at the schools were surveyed to gain input into the program planning process. Overall, parents indicated that 21st CCLC would benefit their child(ren) after school and during the summer. Parents are most interested in the following Adult Education activities: health/nutrition, technology, personal finance, and basic skills in reading, writing and math. In addition, parents and family members would like to be provided sessions related to assisting their child(ren) with homework and supporting their learning (i.e., motivation, test preparation, setting goals).

Sources:

- (1) U.S. Census Bureau. 2014- 2018 American Community Survey 5-Year Estimates. (2) Florida Department of Education. (2022) Know Your Schools: Florida school accountability reports. Retrieved at <https://edudata.fldoe.org/ReportCards>
- (3) Sparks, S.D. (2016) Student Mobility: How it affects learning. EdWeek. Retrieved from <https://www.edweek.org/ew/issues/student-mobility/index.html>
- (4) Seminole County Public Schools. (2022) Student demographics by school. [Unpublished district data files]
- (5) U.S. Census Bureau. 2013-2017 American Community Survey 5-Year Estimates.

### **Section 7: Intentionally Designing Activities**

#### Operational Planning

Under this proposal, 60 students at Altamonte Elementary and 60 students at English Estates Elementary in grades K-5 will be provided after-school academic and enrichment programming, as well as summer programming. See attached Site Profile Worksheet and Sample Schedules for further details on program operations.

#### Activity Design

The program plan presented focuses on project unit topics and personal enrichment opportunities that 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 academic need presented, activities have been designed which center on engagement of students through



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integration of the core academic content areas. The program plan is highly concentrated on improving academic outcomes for students in manners that are engaging to the student population served. Based on research of best practices for teaching and learning, this plan 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 complement the content provided; reinforcing lessons learned.

Each activity component focuses on academic enrichment through the engagement of students in core content areas while learning through literacy development. The program plan embeds direct, data-driven instructional intervention to address the critical need within the targeted student population for improved academic performance.

As noted in the program schedule, each day of the school year, students will experience a minimum of 60 minutes of direct academic support, along with a wide variety of unique supplemental academic experiences and personal enrichment. During the summer, students will receive a minimum 150 minutes of academically focused enrichment daily. 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.

### Academic Enrichment and Literacy Education

#### Academic Support Hour

Need A: Access a safe and secure environment for students to engage in out-of-school time learning with life skills support; and Need B: Intervention for academic improvement.

Direct academic intervention and skill-specific small group tutorial will be provided to all program participants in the areas of ELA, math, and science [Note: Science is primarily addressed under the STEM category]. 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. Subject areas will alternate daily depending on focus of study.

The programs will use the following supplemental intervention programs as major tools for student instruction during the afterschool and summer programs: ELA/Reading – Leveled Literacy Interventions (LLI) and Ready Reading Student Instruction and Math – Ready Mathematics Student Instruction. Additional resources will also be used from the 'reteach' sections of the core curriculum, Fountas and Pinnell Guided Reading, Strategies to Achieve Reading Success (STARS), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Strategies to Achieve Math Success (STAMS), and CPALMS, as needed and appropriate for student success.

Leveled Literacy Interventions (LLI) is indicated in the What Works Clearinghouse (WWC) with research that supports evidence of effectiveness. As noted in the WWC, LLI had positive effects on general reading achievement and potentially positive effects on reading fluency. The school district currently implements the LLI curriculum across elementary schools during the regular school day. This afterschool use will benefit students through expanded exposure.

Learning strategies taught under the i-Ready supplemental curriculum, Ready Reading and Ready Math, are based in evidence of effectiveness as recently studied. Results of this evaluation indicated that students who had access to Ready Reading and Ready Math scored higher on state assessments than students in schools without such intervention. The difference in performance at Grades 3–8 was statistically significant after controlling for selection bias.

In addition, evidence on the effectiveness of small group instruction is significant across decades of educational research. John Hattie's Visible Learning research indicates that small group learning holds an effect size of 0.47.

Level of Evidence: 3

Source: Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, Huang, & Gallagher. (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention system (LLI). Memphis, TN: Center for Research in Educational Policy, University of Memphis.

Ransford-Kaldon, Ross, Lee, Sutton, Franceschini & Zoblotsky. (2013). Efficacy of the Leveled Literacy Intervention System for K–2 urban students: An empirical evaluation of LLI in Denver Public Schools. Memphis, TN: Center for Research in Educational Policy, University of Memphis.

Curriculum Associates. (2022) Impact of Ready Reading and Ready Mathematics on Student Learning. Research Report No. RR 2022-02

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group.

Homework Assistance.

Need A: Access a safe and secure environment for students to engage in out-of-school time learning with life skills support; and Need B: Intervention for academic improvement.

Certified teachers and/or teacher assistants under the supervision of a certified teacher will support the completion of daily assignments during homework assistance. The site managers will communicate with school staff to understand homework requirements for each grade level. For students 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.

Research indicates that the inclusion of homework assistance within afterschool programs can serve to improve student motivation around learning, work habits, and demonstrate limited evidence of increased levels of academic knowledge (Casden, Morrison, Albanese & Macias, 2001).

Level of Evidence: 2

Source: Cosden, Morrison, Albanese & Macias (2001) When Homework is not Home Work: After-School Programs for Homework Assistance, *Educational Psychologist*, 36:3, 211-221

Referenced quasi-experimental studies within this article:

Bergin, Hudson, Chryst, & Resetar. (1992). An afterschool intervention program for educationally disadvantaged young children. *Urban Review*, 24, 203–217.

Morris, Shaw, & Perney. (1990). Helping low readers in grades 2 and 3: An after-school volunteer tutoring program. *Elementary School Journal*, 91(2), 133–150.

Morrison, Robertson, Harding., Weissglass, & Dondero (2000). The protective function of after-school programming and parent education and support for students at-risk of substance abuse. *Evaluation and Program Planning*, 23, 365–371.

### STEM Education

#### Coding and Robotics

Need A: Access a safe and secure environment for students to engage in out-of-school time learning with life skills support; Need B: Intervention for academic improvement; and

Need C: Support of whole child to improve non-academic outcomes among students to reduce risk of academic failure.

As an extension to school-day learning, the 21st CCLC program will implement a Coding and Robotics Activity. During this activity, students will use the Computer Science Fundamentals curriculum offered by Code.org. The CS Fundamentals curriculum includes lessons for each grade level that are 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, students will also be exposed to robotics. Robotics not only help students to establish science, technology, engineering, and math concepts, but they also work to build on students’ team-building skills. In addition to collaborative skills, students develop improved thinking skills, problem-solving skills, and computer programming skills.

Evaluation of the Code.org program by a third-party firm demonstrates an impact to student interest in computer science as a result of the participation in the hour of code activities. Engagement of students during the afterschool program is of great importance to student retention.

Level of Evidence: 4

Source: University of Chicago – Outlier Research & Evaluation. (2016) Evaluation of Code.org Computer Science Education Programs. Evaluation Report. Accessed at [https://outlier.uchicago.edu/evaluation\\_codeorg/](https://outlier.uchicago.edu/evaluation_codeorg/)

Healthy & Activity Lifestyle

Healthy Bodies, Healthy Minds: Student Wellness.

Need C: Support of whole child to improve non-academic outcomes among students to reduce risk of academic failure.

The Spark! Afterschool program derives from rigorous research and field-testing. SPARK! provides students with inclusive, highly active movement opportunities fostering social and motor development while maximizing time spent with moderate to vigorous physical activity and fitness pursuits. Spark! offers student participants opportunities to learn, practice, and master a wide range of diverse skills and activities appropriate for youth. To complement this curriculum, the sites will implement a nutrition curriculum. Lessons encourage students to achieve a healthy balance between physical activity and nutritional needs. Yoga for Mindfulness will be offered as an additional component of physical education. The practice of Yoga develops competencies in mind-body awareness, self-regulation, and physical fitness.

Level of Evidence: 3

Source: Sallis, McKenzie, Alcaraz, Kolody, Faucette & Howell. (1997) The Effectiveness of a 2-Year Physical Education Program (SPARK) on Physical Activity and Fitness in Elementary School Students. *American Journal of Public Health*, 87:8, 1328-1334.

In addition, students will participate in one hour of life skills supplemental curriculum each week on early release Wednesdays. Sanford Harmony will be used at both program sites, with the 7 Habits of Highly Effective People being integrated at English Estates Elementary – A Leader in Me school. Studies have indicated that activities related to vital life skills can have a positive influence on peer relationships and academic performance. The studies provided reveal positive impact on students diversifying their peer groups, as well as improved writing and math performance.

Level of Evidence: 2

Source: DeLay, Zhang, Hanish, et al. (2016). Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. *Prevention Science*, 17, 903–913.

Miller, Kochel, Wheeler, Updegraff, Fabes, Martin & Hanish. (2017). The efficacy of a relationship building intervention in 5th grade. *Journal of School Psychology*, 61:75-88.

Well-Rounded Education Activities



### Arts Education.

Need A: Access a safe and secure environment for students to engage in out-of-school time learning with life skills support; Need B: Intervention for academic improvement; and

Need C: Support of whole child to improve non-academic outcomes among students to reduce risk of academic failure.

An established arts curriculum that covers various artists from around the world, in addition to history of art will be used during this personal enrichment activity. In each lesson, students will have the opportunity to learn an art history component focused on a specific artist and region of the world, with specific activities related to art appreciation. Students will then engage in trying new mediums and techniques related to the artists studied. Extension activities and/or cross-curricular integrations are also provided through this art education curriculum.

The impact of arts education on the learning environment is demonstrated in recent studies. In a research report from Rice University and the Houston Education Research Consortium, a randomized control trial revealed improvements in student behavior, writing scores, and student engagement as a result of participating in an arts education program, as compared to those who did not.

Level of Evidence: 4

Source: Bowen & Kisida. (2019) Investigating Causal Effects of Arts Education Experiences. Research Report for the Houston Independent School District, 7:4.

### Family Literacy

#### Adult Family Member Activities

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

Both program sites will provide direct instruction and family engagement activities to adult family members of actively participating 21st CCLC students. AFMAs will increase self-sufficiency and ensure parents can serve as a resource for their children within the home. Planned workshops may include topics such as family wellness (physical and mental well-being/nutrition), financial management, self-education outcomes, child development, strategies for literacy in the home, supporting learners towards college/career goals. A certified teacher and/or a partner who specializes in the content area of the series will lead workshops. Programs will be provided during the sessions for the children of participants.

Improving family literacy will allow adult family members of participants to be more fully engaged in their student(s) learning experience. This 'educational investment' by the adult family member has a proven impact on the academic success of the child, with a noticeable effect on math and reading growth in the primary years through grade 3. Further, the involvement of families in the educational process is noted to have an impact on students regardless of socioeconomic status.

Level of Evidence: 3

Source: Cheadle. (2008) Educational Investment, Family Context, and Children's Math and Reading Growth from Kindergarten through the Third Grade. *Sociology of Education*, 81:1, 1-31.

### Student Selection and Retention

Target Population: A total of 60 students from Altamonte Elementary and 60 students from English Estates Elementary, to include 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: Each targeted school has free or reduced lunch rates that indicate a great majority of students in the schools 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 summer program to ensure consistency of support. As indicated in the supportive data presented, the community in which the targeted populations exist for each program site is in need of intervention. The statistics show a deep level of distress to include 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 at sites will assist these students to achieve academically, emotionally, and culturally.

Recruitment and Retention: As described previously, focused recruitment will be on high need, academically and emotionally at-risk students. Recruitment will be focused on those students K-5 at the targeted schools 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. Through the district's student data dashboard, EdInsight, i-Ready, Skyward, and the Know Your Schools portal, macro and micro level data is readily available for school and district leadership to utilize to identify the students best suited for this program. For instance, school leadership has identified the current (2021-2022 school year) first grade class as performing below expected proficiency. As these students progress to second grade next school year, one of the target student populations will be second grade. While first grade students did make noticeable progress monitoring growth from the first (2% proficient) i-Ready diagnostic assessment to the third diagnostic assessment (44% proficient), the baseline data of only 2% proficient at the beginning of the school year caused concern. Many kindergarten students were distance learners during the 2020-2021 school year, leading to the academic deficiencies as they entered first grade.

Having identified specific grade levels who may need more supplemental academic interventions than others, such as in the example of second grade, partnered with the knowledge of three underperforming ESSA subgroups (Black/African American, Students with Disabilities, and English Language Learners), those overseeing the 21st CCLC program at the school can use one or several available programs to assist in student selection. EdInsight is one tool which could be used to filter for such data sets as 2nd grade, FSA reading Level 1, Black/African American, and SWD. Doing so will produce a list of eligible students who fall into several of the identified targeted selection criteria for students most at risk for academic failure.

In addition to the data review, regular school day classroom teachers will also be made aware of the programs through faculty meetings at the schools. At these meetings, the site manager 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 manager 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 programs 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 attendance will be monitored to ensure steady participation. Ongoing communication with parents will allow staff to be aware of any conflicts or issues within the after-school setting, as well as to identifying changes in needs for families.

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 sites.

### **Section 8: Recruiting and Retaining High Quality Staff**

The district's 21st CCLC programs are administered through the Office of Federal Programs & Resource Development. 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



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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 site managers, 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 Project Specialist to be split-funded between all existing grants. Reporting to the Project Director, and in collaboration with the Coordinator, the Project Specialist supports 21st CCLC 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), as well as serves as the point of contact on items related to collection and maintenance of data (i.e., attendance; assessment) and is liaison between sites & the evaluator.

Reporting to the Coordinator of Special Projects/Title I are the school-level site managers. Specific duties include on-site program coordination, monitoring of class ratio compliance, supervision of program staff, curriculum support/lesson and activity development, instructional plan guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student/parent contact. Additionally, this position monitors instructional delivery, works with teachers on designing and implementing program plans, and provides monthly training to staff, designed to improve classroom instruction.

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 manager 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. All employees, volunteers and vendors must meet strict Florida employment screening standards.

Professional development for after-school staff will be ongoing. As noted previously, each Site Manager will offer regular staff development outside of program time, such as training in content areas aligned to the programs – i.e., CPR/First Aid (select staff), classroom management, academic intervention strategies, and curriculum-specific efforts. Both internal district staff who are experts in pedagogy, as well as external vendors who have high-level knowledge in the area, will facilitate training sessions. In addition, the Site Manager will facilitate professional development during select 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. The Site Managers

will conduct follow up classroom visits to ensure understanding and implementation of strategies covered.

### **Section 9: Implementing with Fidelity**

Implementation monitoring will be completed utilizing a team approach with checkpoints for ongoing accountability. Under the direction of the Project Director, the Coordinator for Title I/Special Projects and the Specialist, 21st CCLC will review program activities and site-level documentation, as well as will meet with the Site Managers. Program quality will be assessed through regular program visits by both the Coordinator for Title I/Special Projects and the School Principal. This level of collaboration will ensure that the operations plan and daily schedule are being implemented as written in the grant application.

The program will seek to meet certain program outcomes that align with each school's School Improvement Plan (SIP), focusing on academic and personal enrichment (conditions for learning, as noted in the SIP) goals. The Site Managers will coordinate with the district's department of Assessment & Accountability to collect and analyze program-level and student-specific data to ensure continuous improvement of offerings.

Data will be collected at three intervals: Baseline (October), Mid-Year (January), and End-of Year (May). A special data collection will also be made in August to capture summer data. Data collected will include standardized assessment scores; formative assessments; student enrollment, attendance, and discipline data; program-level assessment of enrichment activities; and program surveys.

Data analysis 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 and art education, will be assessed as part of scheduled programming.

The analysis of data will provide documentation and examination of program activities, to include assessment of outcomes 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 sites. The 21st CCLC leadership team (project director/director of federal projects, coordinator, site manager) and the advisory board (chaired by the site manager and consisting of key stakeholders) will use results of 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 reports. At minimum, data will be reviewed and revisions made to programming at the mid-year point and prior to the start of the summer component.

### **Section 10: Project Budget**

See attachment

### **Section 11: Plan for 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 the proposed centers 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 program advisory board will meet at least two times per year. The board will be chaired by the site manager 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 stake in the success and maintenance of this program. Copies and ledgers of donations will be kept to document progress toward sustainability.

## Cohort 20 (2022-23) RFP Scope of Work/Narrative Addendum

Agency Name: Seminole County  
Elementary (South)

Program Name: \_\_\_\_\_

Project Number: 590-2443B-3CCC1

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

This change includes:  Additions  Deletions  Both

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

### Section 1: Project Abstract/Summary

Seminole County Public Schools operates the Altamonte Elementary School 21st CCLC program at 525 Pineview St, Altamonte Springs. Sixty students, K-5, are provided programming during the 2022/23 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, 2022 to May 22, 2023, and 8 a.m. to 5:30 p.m. during the summer beginning June 5, 2023 through June 29, 2023. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences.

Seminole County Public Schools operates the English Estates Elementary School 21st CCLC program at 299 Oxford Rd, Fern Park. Sixty students, K-5, are provided programming during the 2022/23 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, 2022 to May 22, 2023, and 8 a.m. to 5:30 p.m. during the summer beginning June 5, 2023 through June 29, 2023.. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences.

### Section 3: Applicant Capacity

As a school district, SCPS has a strong experience base for providing expanded learning opportunities to students with varying academic needs. The proposed schools have executed supplemental learning opportunities during school hours, afterschool, during school breaks and on weekends, and across the summer months. Both Altamonte and English Estates have been recipients of 21st CCLC grants over the past eleven years. Prior to this time, general tutorial has been offered to students.

### Section 5: Engaging Stakeholders

In addition, three community agencies provided input via survey format. Results of these surveys, as well as those from the focus groups, were used to develop the application. Ongoing stakeholder feedback efforts will continue, and results used to improve program activities. The district will engage stakeholders in three primary ways during the implementation period – (1) annual program surveys of students, parents, and teachers, (2) advisory group meetings, and (3) continuous informal feedback.

- (1) Annual Program Surveys: Site Managers will conduct an annual program survey of students, parents, and teachers annually in April. These surveys will allow the opportunity for stakeholders to provide feedback on operations, activities, and quality of services. Specific examples of topics covered by these surveys may include the start/end times and days of service for 21<sup>st</sup> CCLC programming, alignment of program activities to student and family needs, and satisfaction with support provided by the 21<sup>st</sup> CCLC program.
- (2) Advisory Group Meetings: Each program site will continue to have a 21<sup>st</sup> CCLC Advisory Group, comprised of parents/family members, school staff/teachers, and community members. This group will meet at least twice per year to discuss the programs and identify actions needed to continuously improve offerings. Topics to be covered generally include review of program data, discussion of student needs and alignment to the regular school day offerings, and sustainability planning.
- (3) Continuous Informal Feedback: Relationships with families and students is an important component of program

success and ongoing engagement with stakeholders. Site Managers and programs staff will connect through informal means regularly with the families and students within each program to cover subjects such as family satisfaction with the program offerings and alignment with individual student needs. These interactions will allow an informal platform to collect feedback on program successes and areas of growth.

### Section 11: Plan for 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 the proposed centers 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 program advisory board will meet at least two times per year. The board will be chaired by the site manager 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 stake in the success and maintenance of this program. Copies and ledgers of donations will be kept to document progress toward sustainability.

A detailed sustainability plan is included below, with specific action items by year identified.

<u>Year</u>	<u>Action Step</u>	<u>Responsible Person(s)</u>	<u>Progress Indicator</u>
Year 1	<u>Identify potential local agencies and community partners.</u>	<u>Advisory Group</u>	<u>Potential partner list</u>
	<u>Design a facts sheet to communicate the 21<sup>st</sup> CCLC program’s mission and initiatives to prospective in-kind partners or potential funders.</u>	<u>Advisory Group</u>	<u>Facts sheet</u>
	<u>Begin to cultivate relationships with new partners, both those who can provide in-kind and financial resources.</u>	<u>Program Leadership Site Managers</u>	<u>One new partnership during the program year</u>
Year 2	<u>Reflect on progress from Year 1 program implementation and analyze costs to determine scope of project sustainability.</u>	<u>Advisory Group</u>	<u>Budget needs list</u>
	<u>Develop a list of items that could be solicited for in-kind donations.</u>	<u>Advisory Group</u>	<u>Solicitation list</u>
	<u>Continue to cultivate relationships with new partners.</u>	<u>Program Leadership Site Managers</u>	<u>One new partnership during the program year</u>
Year 3	<u>Continue to refine program needs.</u>	<u>Advisory Group</u>	<u>Budget needs list</u>
	<u>Continue to cultivate relationships with new partners.</u>	<u>Program Leadership Site Managers</u>	<u>One new partnership during the program year</u>
Year 4	<u>Meet with district leadership to discuss status of community partners and external funding generated to date; determine level</u>	<u>Program Leadership</u>	<u>Plan for potential funding and specific program components covered</u>



	<u>of funding that may be able to be committed in supplemental funding (i.e., Title I, Part A).</u>		
	<u>Meet with the Foundation for Seminole County Public Schools to discuss the possibility of launching a donor drive to support all 21<sup>st</sup> CCLC programs.</u>	<u>Program Leadership</u>	<u>Plan for potential funding and specific program components covered</u>
	<u>Continue to refine program needs.</u>	<u>Advisory Group</u>	<u>Budget needs list</u>
	<u>Continue to cultivate relationships with new partners.</u>	<u>Program Leadership</u> <u>Site Managers</u>	<u>One new partnership during the program year</u>
<u>Year 5</u>	<u>Finalize district commitments to sustaining certain components of the programs (if any resources are available).</u>	<u>Program Leadership</u>	<u>Plan for potential funding and specific program components covered</u>
	<u>Continue to refine program needs.</u>	<u>Advisory Group</u>	<u>Budget needs list</u>
	<u>Meet with the Foundation for Seminole County Public Schools to determine if any new funding opportunities are available.</u>	<u>Program Leadership</u>	<u>Plan for potential funding and specific program components covered</u>
	<u>Submit grant application(s), as available, to support sustaining certain components of the programs.</u>	<u>Program Leadership</u> <u>Site Managers</u>	<u>Grant application(s)</u>
	<u>Continue to cultivate relationships with new partners.</u>	<u>Program Leadership</u> <u>Site Managers</u>	<u>One new partnership during the program year</u>

## Appendix A Continuing Improvement 2023-24

Agency Name: Seminole County Public Schools Project Number: 590-2444B-3C001  
Program Name: Elementary South

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*Reason(s) for the change:*

Program adjustments were made to account for the change to the Florida Assessment of Student Thinking (FAST) from Florida State Assessment (FSA) in describing State assessment criteria used for student identification.

This change includes:  Additions  Deletions  Both

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*Narrative Language:*

### Section 1: Project Abstract/Summary

Seminole County Public Schools operates the Altamonte Elementary School 21st CCLC program at 525 Pineview St, Altamonte Springs. Sixty students are provided programming during the ~~2022/23~~ 2023/24 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, ~~2022~~ 2023 to May 2023, and 8 a.m. to 5:30 p.m. during the summer ~~beginning June 2023 through June 2023~~ during June, 2024. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences. Seminole County Public Schools operates the English Estates Elementary School 21st CCLC program at 299 Oxford Rd, Fern Park. Sixty students are provided programming during the ~~2022/23~~ 2023/24 school year from 3:10 p.m. to 5:40 p.m. beginning August 10, ~~2022~~ 2023 to May 2023, and 8a.m. to 5:30 p.m. during the summer ~~beginning June 2023 through June 2023~~ during June, 2024. Program activities include academic enrichment, literacy education, STEM, healthy and active lifestyle, and well-rounded educational experiences.

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### Student Selection and Retention

Target Population: A total of 60 students from Altamonte Elementary and 60 students from English Estates Elementary, to include interested private school students, will be served through this program. The target population includes students: (1) who have not scored proficient on the ~~FSA~~ FAST 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: Each targeted school has free or reduced lunch rates that indicate a great majority of students in the schools would benefit from these supplemental services; focus will be placed on at-risk students.]

## Recruitment and Retention:

Having identified specific grade levels who may need more supplemental academic interventions than others, such as in the example of second grade, partnered with the knowledge of three underperforming ESSA subgroups (Black/African American, Students with Disabilities, and English Language Learners), those overseeing the 21st CCLC program at the school can use one or several available programs to assist in student selection. EdInsight is one tool which could be used to filter for such data sets as 2nd grade, ~~FSA~~ FAST reading Level 1, Black/African American, and SWD. Doing so will produce a list of eligible students who fall into several of the identified targeted selection criteria for students most at risk for academic failure.

## 21st CCLC Adult Family Member Activity Schedule

Sample

October **Program Orientation**

December **What is Bullying?**

February **STEAM Critical Thinking**

February **Math Fluency Games at Home**

March **The Importance of Literacy at Home (Literacy Night)**

March **Test Taking and the ~~FSA~~ FAST (on ~~FSA~~ FAST Night)**

June **Summer Orientation**

June **Cooking Counts: Ways to Incorporate Healthy Eating into Daily Meals**

Underscore reflects additions to the previous narrative.

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

## Florida's Nita M. Lowey 21<sup>st</sup> 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 <b>all grades</b> 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 <b>all students</b> 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 <b>all grades</b> 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 <b>all students</b> 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 <b>all students</b> who receive a GPA annually
2. Dropout Prevention	2.A.	Attendance/Dropout Prevention	75% of students will improve their school day attendance annually	School day attendance rate will be collected for <b>all students</b> 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 <b>all students</b> 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 <b>all students</b> 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 <b>all students</b> annually



## FUNDING REQUEST GUIDE

Program Name:		Altamonte Elementary School	
	Programing Period	Number of <b>students</b> that will receive 21st CCLC services in the indicated components <sup>1</sup>	Funding amount per school.
<b>School Year</b>	Yes	51-100	\$150,000.00
<b>Summer</b>	Yes	51-100	\$100,000.00
<b>TOTAL</b>			<b>\$250,000.00</b>
<sup>1</sup> The number total number of students that will receive 21st CCLC service at each target school.			

Seminole County School District  
590-2444B--4C001

**FUNDING REQUEST GUIDE**

Program Name:		English Estates Elementary School	
	Programing Period	Number of <b>students</b> that will receive 21st CCLC services in the indicated components <sup>1</sup>	Funding amount per school.
<b>School Year</b>	Yes	51-100	\$150,000.00
<b>Summer</b>	Yes	51-100	\$100,000.00
<b>TOTAL</b>			<b>\$250,000.00</b>
<small><sup>1</sup> The number total number of students that will receive 21st CCLC service at each target school.</small>			



**2023-2024 SITE PROFILE**

<b>Agency Name</b>	Seminole County Public Schools		<b>Project Number</b>	590-2554B-4C001	
<b>Site Name</b>	Altamonte Elementary School			<b>Zip Code</b>	32701
<b>Site Address:</b>	525 E Pineview St	<b>City</b>	Altamonte Springs	<b>County</b>	Seminole
<b>Site Contact Name:</b>	Jamee Minnetto Jason Galitsky	<b>Phone</b>	(407) 320-0382 (407) 320-0252	<b>Email</b>	jamee_minnetto@scps.k12.fl.us 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
Altamonte Elementary School	PK-5	586	82.08 <sup>1</sup>	K-5	0	60	60	0	0
<b>TOTAL</b>					<b>0</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>

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

AFTER SCHOOL SITE OPERATIONS							
<b>Start Date</b>	8/10/2023		<b>End Date</b>	5/21/2024		<b>Total Number of Service Days</b>	174
<b>Non-service days</b>	9/4/2023, 10/16/2023, 11/20/2023 - 11/24/2023, 12/18/2023 – 1/5/2024, 1/15/2024, 2/19/2024, 3/15/2024 – 3/22/2024						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total hours of After School services per typical week.</b>	
<b>Start Time</b>	3:10pm	3:10pm	2:10pm	3:10pm	3:10pm		
<b>End Time</b>	5:40pm	5:40pm	5:40pm	5:40pm	5:40pm		
<b>Hours</b>	2.5	2.5	3.5	2.5	2.5		
<b>Early Release Dates</b>	Every Wednesday			<b>Total Service Days</b>	35	<b>Hours/Day</b>	1

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

SUMMER SITE OPERATIONS							
<b>Start Date</b>	6/3/2024		<b>End Date</b>	6/27/2024		<b>Total Number of Service Days</b>	16
<b>Non-service days</b>	Fridays (6/7/24, 6/14/24, 6/21/24)						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Total hours of Summer services per typical week.</b>
<b>Start Time</b>	8:00am	8:00am	8:00am	8:00am	N/A	N/A	
<b>End Time</b>	5:30pm	5:30pm	5:30pm	5:30pm	N/A	N/A	
<b>Hours</b>	9.5	9.5	9.5	9.5	N/A	N/A	

ADULT FAMILY MEMBER SERVICES				
<b>Describe Frequency, Duration, and Dosage:</b>	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.			
<b>Total Number of Sessions</b>	5		<b>Total Number of Sessions</b>	5

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

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



**2023-2024 SITE PROFILE**

<b>Agency Name</b>	Seminole County Public Schools		<b>Project Number</b>	590-2443B-4C001	
<b>Site Name</b>	English Estates Elementary School			<b>Zip Code</b>	32730
<b>Site Address:</b>	299 Oxford Rd		<b>City</b>	Fern Park	<b>County</b> Seminole
<b>Site Contact Name:</b>	Jamee Minnetto	<b>Phone</b>	(407) 320-0382	<b>Email</b>	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
English Estates Elementary School	PK-5	650	74.46 <sup>1</sup>	K-5	0	60	60	0	0
<b>TOTAL</b>					<b>0</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>0</b>

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

AFTER SCHOOL SITE OPERATIONS						
<b>Start Date</b>	8/10/2023		<b>End Date</b>	5/21/2024		<b>Total Number of Service Days</b> 174
<b>Non-service days</b>	9/4/2023, 10/16/2023, 11/20/2023 - 11/24/2023, 12/18/2023 – 1/5/2024, 1/15/2024, 2/19/2024, 3/15/2024 – 3/22/2024					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total hours of After School services per typical week.</b>
<b>Start Time</b>	3:10pm	3:10pm	2:10pm	3:10pm	3:10pm	
<b>End Time</b>	5:40pm	5:40pm	5:40pm	5:40pm	5:40pm	
<b>Hours</b>	2.5	2.5	3.5	2.5	2.5	
<b>Early Release Dates</b>	Every Wednesday			<b>Total Service Days</b>	35	<b>Hours/Day</b> 1

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

SUMMER SITE OPERATIONS							
<b>Start Date</b>	6/3/2024		<b>End Date</b>	6/27/2024		<b>Total Number of Service Days</b> 16	
<b>Non-service days</b>	Fridays (6/7/24, 6/14/24, 6/21/24)						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Total hours of Summer services per typical week.</b>
<b>Start Time</b>	8:00am	8:00am	8:00am	8:00am	N/A	N/A	
<b>End Time</b>	5:30pm	5:30pm	5:30pm	5:30pm	N/A	N/A	
<b>Hours</b>	9.5	9.5	9.5	9.5	N/A	N/A	

ADULT FAMILY MEMBER SERVICES			
<b>Describe Frequency, Duration, and Dosage:</b>	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.		
<b>Total Number of Sessions</b>	5		<b>Total Number of Adult Family Members Served</b> 15

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

<sup>1</sup> 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

B) DOE Assigned Project Number: 590-2444B-4C001

C) TAPS Number: 24B036

(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><b>Salaries: Coordinator, Special Projects/Title I (0.05 FTE)</b> Coordinator, Special Projects/Title I (12-mth,Administrative) will Position will be based at the district office and 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% = \$222.50</i> <i>Eval., 95% = \$4,227.50</i></p>	0.05	\$ 4,450.00	100%			
5900	210	<p><b>Retirement Benefits</b> for the Coordinator, Special Projects/Title I at 13.57% of 21st CCLC portion of salaries.</p> <p>\$4,450 x 0.1357 = \$604</p> <p><i>Admin., 5% = \$30.20</i> <i>Eval., 95% = \$573.80</i></p>		\$ 604.00				
5900	220	<p><b>Social Security/Medicare Benefits</b> for the Coordinator, Special Projects/Title I at 7.65% of 21st CCLC portion of salaries.</p> <p>\$4,450 x 0.0765 = \$340</p> <p><i>Admin., 5% = \$17.00</i> <i>Eval., 95% = \$323.00</i></p>		\$ 340.00				

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5900	230	<p><b>Insurance Benefits</b> for the Coordinator, Special Projects/Title I; base rate, \$9,400</p> <p>\$9,400 x 0.05 FTE = \$470</p> <p><i>Admin., 5% = \$23.50</i> <i>Eval., 95% = \$446.50</i></p>		\$ 470.00				
5900	240	<p><b>Workers Compensation Benefits</b> for the Coordinator, Special Projects/Title I at 0.39% of 21st CCLC portion of salaries.</p> <p>\$4,450 x 0.39% = \$17</p> <p><i>Admin., 5% = \$0.85</i> <i>Eval., 95% = \$16.15</i></p>		\$ 17.00				
5900	120	<p><b>Salaries: Site Managers</b> (2.0 FTE, 11 months)</p> <p>Site Managers (Site Coordinator) will provide on-site program coordination, monitoring of class ratio compliance, supervision of program staff, curriculum support/lesson and activity development, instructional plan guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student/parent contact. Additionally, this position monitors instructional delivery, works with teachers on designing and implementing program plans, and provides monthly training to staff, designed to improve classroom instruction. (FTE based on a standard 1,561 hours per year)</p> <p><i>Teacher-on-Assignment positions who work 11-month contracts: July 25, 2023 - June 24, 2024</i></p> <p>Annual salary = \$62,839.48 1 Site Manager x \$2,523.673896/pay x 24.9 pays x 1 FTE; <i>pay periods fluctuate from school year to school year as staff on this employee calendar cross school years by working into July</i></p> <p>Annual salary = \$62,497 1 Site Manager x \$2,509.919679/pay period x 24.9 pay periods x 1 FTE; <i>pay periods fluctuate from school year to school year as staff on this employee calendar cross school years by working into July</i></p>	1.00	\$ 125,337.00	100%			
5900	210	<p><b>Benefits: Retirement</b> for the Site Managers at 13.57% of 21st CCLC portion of salaries.</p> <p>\$125,337 x 13.57% = \$17,009</p>		\$ 17,009.00	100%			

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5900	220	<b>Benefits: Social Security/Medicare</b> for the Site Managers at 7.65% of 21st CCLC portion of salaries.  \$125,337 x 7.65% = \$9,589		\$ 9,589.00	100%			
5900	230	<b>Benefits: Health Insurance</b> for Site Managers, flat rate of \$9,400 per FTE.  \$9,400 x 2 FTE = \$18,800		\$ 18,800.00	100%			
5900	240	<b>Benefits: Worker's Compensation</b> for the Site Managers at 0.39% of 21st CCLC portion of salaries.  \$125,337 x 0.39% = \$490		\$ 490.00	100%			
5900	120	<b>Salaries: Extended Contract - Site Managers</b> To provide oversight to the summer programs, complete required deliverables, and plan for upcoming program year (approximately 55 hrs per Site Manager; FTE based on a standard 1,561 hours per year) <i>Extended contract, additional duty pay for the site managers (Teachers-on-Assignment). Per the agreement with the Seminole Education Association, teachers receiving extended contract pay can be compensated at their hourly rate of pay (salary and fringe benefits); work dates between June 25, 2024 - July 24, 2024</i>  55 hrs x \$39.08/hr x 1 Site Manager = \$2,150 55 hrs x \$38.90/hr x 1 Site Manager = \$2,140	0.07	\$ 4,290.00	100%			
5900	210	<b>Benefits: Retirement</b> for the Extended Contract Site Managers at 13.57% of 21st CCLC portion of salaries.  \$4,290 x 13.57% = \$582		\$ 582.00	100%			
5900	220	<b>Benefits: Social Security/Medicare</b> for the Extended Contract Site Managers at 7.65% of 21st CCLC portion of salaries.  \$4,290 x 7.65% = \$328		\$ 328.00	100%			
5900	240	<b>Benefits: Worker's Compensation</b> for the Extended Contract Site Managers at 0.39% of 21st CCLC portion of salaries.  \$4,290 x 0.39% = \$17		\$ 17.00	100%			

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5900	160	<b>Salaries: Project Specialist</b> (0.20 FTE, 12 months) For 21st CCLC program support. Position will be based at the district office and will support all 21st CCLC programs. (FTE based on a standard 1,925 hours per year)  Annual salary: \$39,530 \$1,514.53/pay period x 26.1 pay periods x 0.20 FTE = \$7,906  <i>10% Admin. = \$790.60</i>	0.20	\$ 7,906.00	100%			
5900	210	<b>Benefits: Retirement</b> for the Project Specialist at 13.57% of 21st CCLC portion of salaries.  \$7,906 x 13.57% = \$1,073 <i>10% Admin. = \$107.30</i>		\$ 1,073.00	100%			
5900	220	<b>Benefits: Social Security/Medicare</b> for the Project Specialist at 7.65% of 21st CCLC portion of salaries.  \$7,906 x 7.65% = \$605 <i>10% Admin. = \$60.50</i>		\$ 605.00	100%			
5900	230	<b>Benefits: Health Insurance</b> , flat rate of \$9,400 per FTE.  \$9,400 x 0.20 FTE = \$1,880 <i>10% Admin. = \$188.00</i>		\$ 1,880.00	100%			
5900	240	<b>Benefits: Worker's Compensation</b> for the Project Specialist at 0.39% of 21st CCLC portion of salaries.  \$7,906 x 0.39% = \$31 <i>10% Admin. = \$3.10</i>		\$ 31.00	100%			

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5900	120	<p><b>Salaries: Certified Teachers - Altamonte ES</b>  Part-time, hourly certified teachers at the sites for after-school, weekend/holiday, and summer program days to provide project-based academic and personal enrichment to actively participating 21st CCLC students in Reading/Language Arts, Math and Science during 21st CCLC program hours. (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  5 CT x \$21.86/hr x 2.5 hrs x 174 days = \$47,546</p> <p><u>Summer</u>  5 CT x \$21.86/hr x 10 hrs x 16 days = \$17,488</p> <p><u>Staff Meetings</u>  5 CT x \$21.86/hr x 2 hr x 4 days = \$875</p> <p><u>Professional Development</u>  5 CT x \$21.86/hr x 3 hr x 8 days = \$2,624</p>	1.00	\$ 68,533.00	100%			
5900	210	<p>Benefits: Retirement for the Certified Teachers at 13.57% of 21st CCLC portion of salaries.</p> <p>\$68,533 x 13.57% = \$9,300</p>		\$ 9,300.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the Certified Teachers at 7.65% of 21st CCLC portion of salaries.</p> <p>\$68,533 x 7.65% = \$5,243</p>		\$ 5,243.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the Certified Teachers at 0.39% of 21st CCLC portion of salaries.</p> <p>\$68,533 x 0.39% = \$267</p>		\$ 267.00	100%			

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5900	120	<p><b>Salaries: Certified Teachers - English Estates ES</b>  Part-time, hourly certified teachers at the sites for after-school, weekend/holiday, and summer program days to provide project-based academic and personal enrichment to actively participating 21st CCLC students in Reading/Language Arts, Math and Science during 21st CCLC program hours. (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  5 CT x \$21.86/hr x 2.5 hrs x 174 days = \$47,546</p> <p><u>Summer</u>  5 CT x \$21.86/hr x 10 hrs x 16 days = \$17,488</p> <p><u>Staff Meetings</u>  5 CT x \$21.86/hr x 2 hr x 4 days = \$875</p> <p><u>Professional Development</u>  5 CT x \$21.86/hr x 3 hr x 8 days = \$2,624</p>	1.00	\$ 68,533.00	100%			
5900	210	<p>Benefits: Retirement for the Certified Teachers at 13.57% of 21st CCLC portion of salaries.</p> <p><math>\\$68,533 \times 13.57\% = \\$9,300</math></p>		\$ 9,300.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the Certified Teachers at 7.65% of 21st CCLC portion of salaries.</p> <p><math>\\$68,533 \times 7.65\% = \\$5,243</math></p>		\$ 5,243.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the Certified Teachers at 0.39% of 21st CCLC portion of salaries.</p> <p><math>\\$68,533 \times 0.39\% = \\$267</math></p>		\$ 267.00	100%			

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5900	150	<p><b>Salaries: Teacher Assistants - Altamonte ES</b>  Part-time, hourly teacher assistants (Paraprofessionals) at the sites for 21st CCLC program during after-school, weekend/holiday, and summer programs to work with actively participating 21st CCLC students under direct supervision of a certified teacher. (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  2 TA x \$15/hr x 2.5 hrs x 174 days = \$13,050  <u>Early Release (Wednesdays)</u>  2 TA x \$15/hr x 1 hr x 35 days = \$1,050  <u>Summer</u>  2 TA x \$15/hr x 10 hrs x 16 days = \$4,800  <u>Staff Meetings</u>  2 TA x \$15/hr x 2 hr x 4 days = \$240  AFMS: 2 TA x \$15/hr x 3 hrs x 8 days = \$720</p> <p><i>* Note: Hourly rate reflects an average rate; Teacher Assistants who are employed by the district receive their daytime hourly rate.</i></p>		\$ 19,860.00	100%			
5900	210	<p>Benefits: Retirement for the Teacher Assistants at 13.57% of 21st CCLC portion of salaries.</p> <p>\$19,860 x 13.57% = \$2,695</p>		\$ 2,695.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the Teacher Assistants at 7.65% of 21st CCLC portion of salaries.</p> <p>\$19,860 x 7.65% = \$1,519</p>		\$ 1,519.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the Teacher Assistants at 0.39% of 21st CCLC portion of salaries.</p> <p>\$19,860 x 0.39% = \$77</p>		\$ 77.00	100%			

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5900	150	<p><b>Salaries: Teacher Assistants - English Estates ES</b>  Part-time, hourly teacher assistants (Paraprofessionals) at the sites for 21st CCLC program during after-school, weekend/holiday, and summer programs to work with actively participating 21st CCLC students under direct supervision of a certified teacher. (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  2 TA x \$15/hr x 2.5 hrs x 174 days = \$13,050  <u>Early Release (Wednesdays)</u>  2 TA x \$15/hr x 1 hr x 35 days = \$1,050  <u>Summer</u>  2 TA x \$15/hr x 10 hrs x 16 days = \$4,800  <u>Staff Meetings</u>  2 TA x \$15/hr x 2 hr x 4 days = \$240  AFMS: 2 TA x \$15/hr x 3 hrs x 8 days = \$720</p> <p><i>* Note: Hourly rate reflects an average rate; Teacher Assistants who are employed by the district receive their daytime hourly rate.</i></p>		\$ 19,860.00	100%			
5900	210	<p>Benefits: Retirement for the Teacher Assistants at 13.57% of 21st CCLC portion of salaries.</p> <p><math>\\$19,860 \times 13.57\% = \\$2,695</math></p>		\$ 2,695.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the Teacher Assistants at 7.65% of 21st CCLC portion of salaries.</p> <p><math>\\$19,860 \times 7.65\% = \\$1,519</math></p>		\$ 1,519.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the Teacher Assistants at 0.39% of 21st CCLC portion of salaries.</p> <p><math>\\$19,860 \times 0.39\% = \\$77</math></p>		\$ 77.00	100%			



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5900	750	<p><b>Salaries: OPS/Teacher Assistants - Altamonte ES</b>  Part-time, hourly Other Personal Services (OPS) staff for 21st CCLC program provide support to the classroom in the after-school program, as well as to supervise students during family involvement and adult education activities. OPS staff are individuals on temporary assignment with the school district (not under written contract). [All OPS hires come from a district pool who have been vetted for employment in the schools.] (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  1 OPS TA x \$15/hr x 2.5 hrs x 174 days = \$6,525 x .48 = \$3,132</p> <p><u>Early Release (Wednesdays)</u>  1 OPS x \$15/hr x 1 hr x 35 days = \$525 x .48</p> <p><u>Summer</u>  1 OPS TA x \$15/hr x 10 hrs x 16 days = \$2,400</p> <p><u>Staff Meetings</u>  1 OPS TA x \$15/hr x 2 hr x 4 days = \$120</p>		\$ 9,570.00	100%			
5900	210	<p>Benefits: Retirement for the OPS Teacher Assistants at 13.57% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 13.57\% = \\$1,299</math></p>		\$ 1,299.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the OPS Teacher Assistants at 7.65% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 7.65\% = \\$732</math></p>		\$ 732.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the OPS Teacher Assistants at 0.39% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 0.39\% = \\$37</math></p>		\$ 37.00	100%			

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5900	750	<p><b>Salaries: OPS/Teacher Assistants - English Estates ES</b>  Part-time, hourly Other Personal Services (OPS) staff for 21st CCLC program provide support to the classroom in the after-school program, as well as to supervise students during family involvement and adult education activities. OPS staff are individuals on temporary assignment with the school district (not under written contract). [All OPS hires come from a district pool who have been vetted for employment in the schools.] (FTE based on a standard 1,372 hours per year)</p> <p><u>Afterschool</u>  1 OPS TA x \$15/hr x 2.5 hrs x 174 days = \$6,525</p> <p><u>Early Release (Wednesdays)</u>  1 OPS x \$15/hr x 1 hr x 35 days = \$525</p> <p><u>Summer</u>  1 OPS TA x \$15/hr x 10 hrs x 16 days = \$2,400</p> <p><u>Staff Meetings</u>  1 OPS TA x \$15/hr x 2 hr x 4 days = \$120</p>		\$ 9,570.00	100%			
5900	210	<p>Benefits: Retirement for the OPS Teacher Assistants at 13.57% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 13.57\% = \\$1,299</math></p>		\$ 1,299.00	100%			
5900	220	<p>Benefits: Social Security/Medicare for the OPS Teacher Assistants at 7.65% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 7.65\% = \\$732</math></p>		\$ 732.00	100%			
5900	240	<p>Benefits: Worker's Compensation for the OPS Teacher Assistants at 0.39% of 21st CCLC portion of salaries.</p> <p><math>\\$9,570 \times 0.39\% = \\$37</math></p>		\$ 37.00	100%			
5900	330	<p><b>Travel: Staff (Program: Travel)</b>  Travel for in-county travel mileage for district-level 21st CCLC staff to monitor and support programming. Note: Mileage is paid at \$0.655 per mile, per the district travel guideline.</p> <p>In-county travel between sites for district staff: 385 miles x \$0.655 per mile = \$252</p>		\$ 252.00	100%			

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5900	330	<p><b>Travel: Admissions (Staff/Student)</b>            Admissions costs associated with student/chaperone admissions to field trip experiences.</p> <p><u>Tentative schedule</u></p> <p>Orlando Science Center (Orlando)            \$15/student x 120 students = \$1,800            \$15/adult x 8 adults = \$120 (one free adult per 10 students)            Total = <b>\$1,920</b></p> <p>Performing Arts Theater (Sanford)            \$7/student x 120 students = \$840            \$7/adult x 20 adults = \$140            Total = <b>\$980</b></p>		\$ 2,900.00	100%			
5900	370	<p><b>Communications: Postage</b>            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 cost = \$40</p>		\$ 40.00	100%			

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5900	390	<p><b>Other Purchased Services: Contracted/Consultant Services</b>            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></p> <p>Science: \$150/session (60 min.) x 2 sessions x 2 sites = \$600            STEM: \$175/session (60 min. virtual) x 1 sessions x 2 sites = \$350            Family STEM Night: \$500/large group (90 min.) x 2 sites = \$1,000</p> <p>On-site field trips (vendor services, summer)            \$330 per session x 2 sessions per program site = \$1,320</p> <p>Other Purchased Services (Contracted/Consultant Services)            Contracted services for outside consultants to provide First Aid/CPR training to staff. \$50/staff member x 6 staff = \$300</p>		\$ 3,570.00	100%			
5900	390	<p><b>Other Purchased Services: Printing (Instructional Materials)</b>            Costs for printing 1) instructional materials for use within enrichment programs by actively participating 21st CCLC students; 2) brochures, posters and fliers to disseminate program related information to families including as printing of translated materials (as needed); and 3) handouts for family involvement activities.</p> <p>10,640 single pages x \$0.05 ea. = \$532</p>		\$ 532.00	100%			

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5900	390	<p><b>Other Purchased Services: Transportation (Program)</b>  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><u>Afterschool</u>  Average \$38/hr x 1.5hrs = \$57/day (1 trip, from programming to home only)  1 bus x 174 days x \$57/day x 2 sites = \$19,836</p> <p><u>Summer</u>  Average \$38/hr x 4 hrs = \$152 per day (2 trips, to/from)  \$152/day x 2 buses x 16 days x 2 sites = \$9,728</p>		\$ 29,564.00	100%			
5900	390	<p><b>Other Purchased Services: Transportation (Field Trips)</b>  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. 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. Per hour rate is all inclusive and established by the District Transportation Dept.</p> <p>\$38/hr x 2 buses x 32 hrs (4 trips) x 2 sites = \$4,864</p>		\$ 4,864.00	100%			

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5900	510	<p><b>Materials/Supplies</b> Materials and supplies for use exclusively by actively participating 21st CCLC students during 21st CCLC program operational hours in academic learning and personal enrichment at the school sites.</p> <p><u>Consumable materials and supplies</u> for use by actively participating 21st CCLC students. Sample items include art supplies, paper, pencils, and crayons. Altamonte: \$15/student x 60 students = \$900 English Estates: \$15/student x 60 students = \$900</p> <p><u>General supplemental educational materials</u> for use by actively participating 21st CCLC students (educational posters, classroom organization tools, easels, robotics/coding materials, non-consumable art supplies, physical education/nutrition materials, reading sets); \$200/program site x 2 sites = \$400</p> <p><u>Adult family member activity materials</u> for use by parents/adult family members of participating 21st CCLC students. \$100/program site x 2 sites = \$200</p>		\$ 2,400.00	100%			
5900	519	<p><b>Materials &amp; Supplies: Technology Related</b> 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 ear phones, flash drives.</p> <p>\$170/program site x 2 sites = \$340</p>		\$ 340.00	100%			
5900	640	<p><b>Educational Equipment.</b> Printers to be used by site managers for preparing documents for staff and student use for the 21st CCLC program.</p> <p>\$650.00 x 2 program sites = \$1,300</p>		\$ 1,300.00				

(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
6400	330	<p><b>Travel: Staff (Professional Development - Travel/Registration)</b>  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 the annual 21st CCLC FDOE conference. Costs include mileage, parking and meals, as appropriate.</p> <p>Out-of-County Travel:  21st CCLC Fall TA Meetings, 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</p> <p>Out-of-County Travel: Conference TBD based on staff professional learning needs. Mileage, \$0.655/mile, tolls, parking, meals (as appropriate for conference) = \$200</p>		\$ 654.00				
6400	330	<p><b>Travel: Staff (Professional Development - Travel/Registration)</b>  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 the annual 21st CCLC FDOE conference. Costs include mileage, parking and meals, as appropriate.</p> <p>Out-of-County Travel:  21st CCLC Fall TA Meetings, Tampa, FL -- Travel Only  2 Site Managers  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</p> <p>Out-of-County Travel: Conference TBD based on staff professional learning needs. Mileage, \$0.655/mile, tolls, parking, meals (as appropriate for conference) = \$200</p>		\$ 1,562.00				

(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
6400	730	<b>Dues &amp; Fees</b> Professional learning experiences for the Site Managers and 21st CCLC program staff, to include face-to-face conference and/or various WebEx trainings related to serving at-risk student populations and/or best practices in extended learning. [Conference/training sessions to be determined upon recruitment of staff and determination of individual support needs.]  \$495/program site x 2 sites = \$990		\$ 990.00	100%			
7200	792	<b>Indirect Costs</b> 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 administrative cap (excluding 600-series objects and contracted amounts in lines 5000/310 above \$25,000 and 7800/310 – Plan B).  <b>100% Administrative = \$18,950</b>		\$ 18,950.00	100%			
<b>D) TOTAL</b>				<b>\$ 500,000.00</b>	<b>Administrative = \$19,190 (3.84%) / Evaluation = \$5,587 (1.12%)</b>			