



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Seminole County School District	<b>2 PROJECT NUMBER</b> 590-2444B-4CCC5	
<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:           \$642,888.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:               \$642,888.00	<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: <u>07/31/2024</u></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2024</u></li> <li>• Last date for receipt of proposed budget and program amendments: <u>05/31/2024</u></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 : <u>07/01/2023</u></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> <li>• Other:</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">   <hr/>                 Authorized Official on behalf of the                  Commissioner of Education             </div> <div style="text-align: center;">                 11.7.23  <hr/>                 Date of Signing             </div> <div style="text-align: right;">                   FLORIDA DEPARTMENT OF  <b>EDUCATION</b>                  fldoe.org             </div> </div>		

**INSTRUCTIONS  
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement 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) Northeast Cluster  <b>TAPS NUMBER: 24B036</b>	<b>DOE USE ONLY</b>  Date Received  <p style="text-align: center; font-size: 1.2em;">7/20/2023</p>
<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>  <p style="text-align: center; font-size: 1.2em;">590-2444B-4CCC5</p>
<b>C) Total Funds Requested:</b>  <p style="text-align: center;">\$642,888.00</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  <p style="text-align: center; font-size: 1.2em;">\$ 642,888.00</p>	<b>D) Applicant Contact &amp; Business Information</b>	
<b>Contact Name:</b> Jamee Minnetto, Director – Federal Projects & Resource Development		<b>Telephone Numbers:</b> J. Minnetto (407) 320-0382 K. Casella (407) 320-0450
<b>Fiscal Contact Name:</b> Kayla Fast, Accountant II		<b>E-mail Addresses:</b> jamee_minnetto@scps.k12.fl.us casellkz@scps.k12.fl.us
<b>Mailing Address:</b> 400 E. Lake Mary Blvd. Sanford, FL 32773		<b>UEI number:</b> 100013085  <b>FEIN number:</b> 59-6000855
<b>Physical/Facility Address:</b> 400 E. Lake Mary Blvd. Sanford, FL 32773		
<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
		7/18/23 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

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### Applicant Organization

*Anna-Maria Gate for Anita Pearson* Deputy Superintendent  
Signature of Agency Head 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.

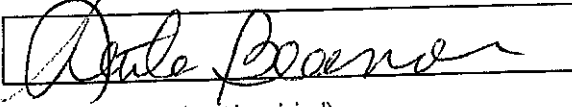
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**Certification:**

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.

	09/20/21	407-370-0004
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. *(AME)*

**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. *(AME)*

**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. *(AME)*

**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. *(AME)*

**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. *(AME)*

**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. *(AME)*





**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. *AME*

**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). *AME*

**Collaboration with Schools**

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

**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. *AME*

**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. *AME*

**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. *AME*

**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). *AME*

**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.*

<b>Agency Name</b>	<u>Seminole County Public Schools</u>
<b>Agency Head or Authorized Agency Representative</b>	<u><i>Anna-Marie Cote</i></u> Signature
	<u>Dr. Anna-Marie Cote</u> Printed name
<b>Title</b>	<u>Deputy Superintendent</u>
<b>Date</b>	<u>7/18/23</u>
<b>Phone No.</b>	<u>(407) 320-0212</u>
<b>Email</b>	<u>anna-marie_cote@scps.k12.fl.us</u>



**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, 21<sup>st</sup> 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 21<sup>st</sup> CCLC sites. All non-profit private schools (see attached list) were contacted prior to the development of the 21<sup>st</sup> CCLC application. Private school students are offered the opportunity to enroll in the 21<sup>st</sup> 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 21<sup>st</sup> 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

### **Seminole County Public Schools - Northeast Cluster (TAPS 20B030)**

**3.1. Project Abstract.** In response to demonstrated community need, SCPS serves 85 students at Hamilton Elementary School of Engineering and Technology and 90 students at Midway Safe Harbor (MSH) (*community center*), grades K-5. Both sites are located in Sanford. Services are provided after-school Monday - Friday (Hamilton: 3:10 p.m.-5:40 p.m., 2.5 hrs daily; MSH: 3:15 p.m. -6:30 p.m., 3.25 hrs daily; plus one hour for early release Wednesdays) and in summer (Hamilton M-Th, 8:00 a.m.- 2:00 p.m., 6 hrs daily; MSH M-F, 7:00 a.m. – 6:00 p.m., 11 hrs daily). MSH offers services during select student non-attendance days (7:00 a.m.-6:00 p.m., 11 hrs daily). Students receive supplemental instruction focused on academic areas of need, as well as are provided activities to benefit the whole child (i.e. socioemotional learning, physical education/nutrition, educational arts). All components complement the regular school day. Adult family members are offered child/family development seminars, as well as workshops to improve self-sufficiency. Collectively, activities translate to improved student achievement.

**3.2. Community Notice.** 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:

- October 2018: Introduced option of application leadership; received approval to pursue.  
[communication ongoing through July 2019]
- January 2019: Discussed intent to apply at the district's annual private schools consultation meeting; invited any interested parties to submit an interest form for further consultation.
- May 2019: School staff conducted survey of adult family members of students attending the existing 21st CCLC program, as well as a focus group of these parents, which was facilitated by the district's Office of Federal Projects and Resource Development, in collaboration with the Office of Assessment and Accountability.

- July 2019: Included intent to submit as an agenda item for the School Board of Seminole County meeting. The agenda is available for public review at least two weeks prior to the board meeting. Per Florida's public records law, the application was available and will continue to be available for public review upon request.

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

**3.2.b. Needs Assessment.** A comprehensive needs assessment was conducted to identify Hamilton Elementary and Midway Safe Harbor as essential locations to continue out-of-school time programs. The assessment consisted of both qualitative and quantitative data review, to include stakeholder input through parent/community focus groups, a parent survey, review of the target schools' School Improvement Plans (SIPs) and school-level data analysis. [Note: Private schools were invited to participate in 21st CCLC programs; though no school expressed interest to date for this program site. If a school does respond favorably, administration will be consulted with to establish specific needs of the school's student population.] The complete needs assessment report is included in the attachments, as required by the RFP. 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 four needs that the program will address; each directly related to risk factors for academic progress.

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

Hamilton Elementary resides in within the City of Sanford and MSH is within the town of Midway, located in the unincorporated county just outside Sanford city limits. 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 mean household income in Sanford is reported at \$53,122, with 17.6% of families with incomes below the poverty level.

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. Data indicates a substantially *above average rate of economically disadvantaged students* in the target population, as compared to the district elementary mean of 54%. This proposal supports three of the district's four highest poverty schools. At Hamilton, the rate of FRL students is 90.35%. FRL rates for the MSH target schools are: Midway (86.72%), Pine Crest (95.06%) and Hamilton (*noted*). [Midway Elementary is located within walking distance from the Harbor; therefore, the majority of students served by the center will be recruited from this school.] Additionally, 21.8% of the city's population are defined as being below poverty level.<sup>1</sup>

In addition to the high need demographics of the region, the neighborhoods for which the proposed sites exist have a high level of **crime**. In 2018, within a two-mile radius of Hamilton over 6,000 reported offenses occurred and 1,400 crimes were near MSH.<sup>2</sup> These offenses include simple assault, aggravated assault, drug offenses, and burglary, among others. Crime is a contributor to the need for students to have a safe haven at the proposed 21<sup>st</sup> CCLC centers.

A result of these community risk factors is lack of access to quality, academically focused resources. At present, 21<sup>st</sup> CCLC programs in Seminole County *are the 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. Outside of district-operated programs, one community center program with youth recreation exists yet is not accessible to these student populations by foot, rather are more than 3 miles of the target schools.

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<sup>1</sup> U.S. Census Bureau. 2013-2017 American Community Survey 5-Year Estimates.

<sup>2</sup> Seminole County Sheriff's Office. (2019) 2018 Uniform crime reports by community patrol area. [Unpublished file].

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

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

The schools targeted by this proposal are among the academically *lower performing elementary schools in the district*; each with a school grades of “D” or “C” (2018), according to Florida Department of Education.<sup>3</sup> As noted in the needs assessment report, Florida Standards Assessment (FSA) data reveals overall achievement at Hamilton and Midway, as compared to the district’s elementary average, is fairly on par; however, **a significant gap is noted between the racial subgroups of students within the schools:** Hamilton: ELA school average 42%; White subgroup 51% of *proficient students* compared to 34% in the subgroup of Black, a -17% gap. Math average 53%; White subgroup 72%; Black subgroup 44%; a -28% gap. Science average 71%; White subgroup 78%; Black subgroup 68%; a -10% gap. Midway: ELA average 43%; White subgroup 52%; Black subgroup 32%, a -20% gap. Math average 48%; White subgroup 62%; Black subgroup 40%, a -22% gap. Science average 38%; White subgroup 50%; Black subgroup 32%; a -38% gap. Pine Crest: ELA average 26%; White subgroup 34%; Black subgroup 15%, a 19% gap. Math average, 28%; White subgroup 42%; Black subgroup 18%; a -24% gap. Science average 24%; White subgroup 45%; Black subgroup 19%; a -26% gap.

Based on these data points, a strong need was identified for supplemental academic *intervention* related to all core content areas. This focus is also reflect in each school’s *School Improvement Plan* for 2018/19 (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 social-emotional learning curriculum and access to a network of care, as well as be involved in personal enrichment opportunities otherwise unavailable to them to encourage joy of learning to improve non-academic outcomes.**

<sup>3</sup> Florida Department of Education. (2018) Florida school accountability reports. Retrieved at <http://www.fdoe.org/accountability/accountability-reporting/school-grades/>



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 in two of the three target schools 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 18/19 at Hamilton was 7.2%, 5.2% at Midway, and 7.6% at Pine Crest; compared to the district elementary average of 5.4%. According to a study by the University of Chicago, students who had changed school four or more times by 6<sup>th</sup> 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.<sup>4</sup> To intensify mobility rates, each school has students meeting criteria for the McKinney Vento Homeless Education Act, with 22 students (3%) at Hamilton, 4 students (1%) at Midway, and 50 students (7%) at Pine Crest living in unstable housing.<sup>5</sup> Truancy is also a problem at the target schools. In 2018/19, Hamilton had 42% of students (300) who were chronically absent (10+ days), 41% (358) at Midway, and 44% (306) at Pine Crest; compared to the district average of 31%.<sup>5</sup> District data indicate a correlation between FSA achievement (ELA/Math) and the average number of absences among students. Results demonstrate that as the number of student absences increases, level of achievement *decreases*. This data creates a conjecture that students who miss excessive days are at higher risk for not meeting state academic requirements. 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 2018/19 indicates 11.5% of students with at least one OSS and 10.8% with at least one ISS at Hamilton; 10.6% OSS / 5.1% ISS at Midway; 11.5% OSS / 9.9% ISS at Pine Crest, and 2.9% OSS / 1.9% ISS at all elementary schools.<sup>2</sup>

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<sup>4</sup> Sparks, S.D. (2016) Student Mobility: How it affects learning. EdWeek. Retrieved from <https://www.edweek.org/ew/issues/student-mobility/index.html>

<sup>5</sup> Seminole County Public Schools. (2019) Student demographics by school. [Unpublished district data files]

**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, 10.4% of adults 25 and older did not graduate high school, which is much higher than the countywide rate of 5.8%<sup>6</sup>. 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 a focus group at each center site for parents/other family members of existing 21<sup>st</sup> CCLC students. Overall, results revealed family members had a desire to have an after school program in place *in order to help his or her child achieve academic success and to gain social skills among peers.* A major focus at both sites was the ability for students to participate in teacher-supported homework completion and activities that assist in behavior modification. Additionally, staff offered a survey to family members and/or parents of existing 21<sup>st</sup> CCLC students to determine which family involvement sessions were most desirable. Results indicated families value the following: *how to prepare their child for standardized tests; helping their children with homework; motivation of their child; and promotion of family reading.* In addition, families were surveyed on topics of interest that would best aid family members personally and socially. Among those ranked by parents/family members, the following scored the highest: *family health and nutrition, interview and/or job search assistance, and vocational and/or career-focused education.*

**3.3. Dissemination of Information.** The district makes every effort to share information about the 21st CCLC programs with students, adult family members/parents, schools, community members, and non-public schools. At the core of public information dissemination are the 21st

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<sup>6</sup> U.S. Census Bureau. 2013-2017 American Community Survey 5-Year Estimates.

CCLC website, program information nights, regular parent communications, school newsletters, and social media. District staff will update the program's website monthly (including description, location, hours, contact information, and a copy of the approved application/amendments).

Program information nights will be offered at least twice per year (fall/summer). The program will also use social media to engage parents and community members. The use of social media allows for instant notification and feedback from stakeholders. While it is understood that not all families will have access to Internet, most have mobile devices. In addition, informational letters, flyers (in English/Spanish) and school/PTA newsletters will be used to provide program details. The TOA and/or site lead will report on best practices to the advisory board, district/school committees, and at conferences to support broad dissemination.

**3.4. Target Population, Recruitment and Retention.** Target Population: A total of 85 students from Hamilton and 90 students from MSH, 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 above 85%, indicating that *nearly all 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 and non-student attendance day programs (as appropriate) 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 intense pockets of poverty,

notable populations of students who are from families in transition or who are homeless, low levels of educational attainment, and students who perform below standard academically at the school. These factors demonstrate the risk many students are at for academic failure. The activities 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 toward 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. The site based lead will collaborate with the target schools' administrative teams to identify students who would be at the highest risk. Teachers will also be made aware of the programs through faculty meetings at the schools. At these meetings the site lead will reinforce the focused recruitment strategy and encourage teachers to recommend students for participation. Upon recommendation for participation, a personalized letter will go home with the student and the site based lead or lead teachers will contact the student's parents and/or other adult family members responsible for the student, to discuss their student's participation.

Students with special needs will be included as part of the targeted recruitment process. No student will be excluded from participation as long as the student's special needs can be safely accommodated during the out-of-school program. Parents and other adult family members will be recruited for services through one-to-one contact, as well as referrals from school staff and general information distribution. Recruitment will be conducted using the home language (as practical) to ensure communications are understood by the parents/other adult family members.

Retention in the 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.

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

Under this proposal, 85 students at Hamilton and 90 students at MSH in grades K-15 will be provided after-school academic and enrichment programming; summer and non-student attendance day (holiday) programming is also available to students. See attached Site Profile Worksheet and Sample Schedules, per the RFP instructions.

### **3.6. Program Evaluation. 3.6.a. Statewide Standard Objectives & 3.6.b. Applicant-Specified**

**Objectives: See attached Measureable Objectives and Assessments form, per the RFP instructions. 3.6.c. Program Evaluation Plan. *Identification and Qualifications of Independent Evaluator:* The district's Office of Assessment & Accountability will complete the independent evaluation. This department serves as a resource for data collection, analysis, assessment and interpretation. The office employs staff with diverse specializations, to include statistical analysis, programming, policy evaluation, and assessment design.**

*Evaluation Activities and Timeline:* The evaluator will provide three data analyses and a summative evaluation, as well as assist with the baseline, mid- and end-of-year data collections and be involved in the project's continuous improvement process. Data will be collected at three

intervals: Baseline (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.

*Evaluation methods* will include collection of secondary data – student demographics, school-level attendance, program participation data, student grades, and state assessment scores. Baseline data for these elements will be collected within two weeks of the programs' start date. The sources of this data will vary, depending on the performance indicator being addressed. Academic data will be collected at the district level and will utilize school day records. As such, students will not be separately assessed during after-school programming. Data related to non-academic indicators, such as health/wellness, art education and SEL, will be assessed as part of scheduled programming. Parent surveys will be conducted upon enrollment, at mid-year and at end-of-year through electronic and paper-based strategies.

*Data Collection Methods and Management:* The data collection process for all the district's 21st CCLC programs will be managed at the administrative level by the project director, in collaboration with the Teacher-on-Assignment, and at the program level by the 21st CCLC site lead. Program site-level data (i.e. pre-, mid- and post-assessments initiated by teachers, teacher rubrics, and portfolio documents) will be collected by the site lead. These data and program artifacts will be provided to the evaluators for review and analysis in relation to secondary data collected at the district level. The Director of Federal Projects & Resource Development (project director) and the Director of Assessment Research and Accountability will monitor the evaluation process for integrity and accuracy. A data collection timeline and process for review and dissemination will be followed to ensure conformity to the evaluation model. Ample resources will be available to ensure implementation of data collection and analysis.

*Data Analysis, Progress Monitoring and Dissemination of Evaluation Results:* The evaluation will provide documentation and analysis of program activities, to include assessment

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

**3.7. Program Activities.** 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 extreme academic need presented in Section 3.2.b, a 5-year program plan *centers* on engagement of students through *integration of the core academic content areas*. 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 unit focuses on the engagement of students in science, technology, engineering, the arts, and/or mathematics (STEAM) while learning through literacy development, and conclude with a comprehensive end-of-project deliverable. The program plan embeds direct, data-driven

instructional intervention in each unit to address the critical need within the targeted student population for improved academic performance.

Each day of the school year, students will experience 20 minutes of homework help; 60 minutes of small group academic intervention/tutorial; 10 minutes of journaling/writing exercises; 10 minutes of social-emotional curriculum (circle time), and 30 minutes of personal enrichment. [Note: 10 minutes for sign-in/snack and 5 minute transitions between some activities are built into daily programming.] On Wednesdays (early release), students will participate in integrated, academically focused *challenge-based learning* for the additional hour of programming (described below). During the summer, students will receive a minimum 210 minutes of academics. 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. **Program offerings are outlined in detail in the attached program plans; a summary for each major activity component is presented below.**

DOMAINS 1-3: Integrated English Language Arts, Mathematics and Science Enrichment.

**Activity 1. DEAR – Drop Everything and Read & Book Clubs.** Linked to Needs A-C; Objectives 1 and 4. (50 minutes, 2x per week) Student-led book clubs will be established by grades and/or comprehension level. Book nominations for 3rd-5th will come from the Sunshine State Book List. Depending on the grade or comprehension level of the student, the teacher will differentiate his/her level of involvement in the club. At minimum, the teacher will guide student facilitation of the groups; at most, the teacher will facilitate the discussion yet allow for students to activity lead discussions. For early and emergent readers, the teacher may elect to conduct a book club for a selection he/she reads aloud. Further, to ensure students have the opportunity to complete their reading, the program will implement DEAR – Drop Everything and Read. This activity will occur on the same day as book clubs, and allow students 20 minutes of uninterrupted reading time. After that, they will be given 10 minutes of Book Club time and an additional 10 minutes for further discussion and/or journaling (50 mins per week).



**Activity 2. Academic Enrichment – Math & Science.** Lined to Needs A-B; Objectives 1-4. (1 hr, 1x per week) *Note: Activity specifications differ by program site. Hamilton Elementary - Engineering, Science and Technology (Magnet Focus Extension) – NASA STEM Engagement.* As a magnet school of engineering and technology, students at Hamilton learn concepts and skills that are central to engineering and technological literacy. As a compliment and extension to school day learning, the 21st CCLC program will implement NASA’s Beginning Engineering, Science and Technology (BEST) program. The BEST program introduces the principles of engineering through hands-on NASA themed activities that apply to the engineering design process (EDP) to solve problems and generate solutions. NASA’s BEST activities may be used individually or as a set and are aligned to national standards and frameworks. In addition, NASA’s BEST provides no-cost nationwide professional development to organizations, institutions and educators. This includes face-to-face and distance workshops.

BEST Activity Guides couple NASA engineering content and themes to help teach students the engineering design process, and the guides reflect NASA’s role as a leader in space, technology, aeronautics and science. Each unit within the curriculum 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. This curriculum will provide a foundation for the national NASA STEM challenge for which Hamilton has been selected to participate in for the 2020-2021 cohort.

MSH – The Harbor will introduce LEGO Education STEM activities into their center. The LEGO Education STEM solutions program allows students an opportunity to behave like young scientists and who use scientific inquiry and tools to define a problem, make predictions, test out their theories and present their findings. Students will investigate and understand the operation of simple compound machines found in everyday life. Students will explore the following scientific and engineering practices: asking questions (for science) and defining problems (for engineering); developing and using models; planning and carrying out investigations; analyzing

and interpreting data; using mathematical and computational thinking; constructing explanations (for science) and designing solutions (for engineering); and obtaining, evaluating and communicating information. The activities in the Simple Machines curriculum follow LEGO Education's 4C approach: Connect, Construct, Contemplate and Continue. Each activity within the curriculum 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.

**DOMAIN 4: Academic Benchmarks. Activity 3. Homework Assistance.** Linked to Needs A-B; Objectives 1-4. Certified teachers and/or teacher assistants under the supervision of a certified teacher will support the completion of daily assignments during homework assistance to be provided for 20 minutes daily. The site lead and/or lead teacher 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.

**Activity 4. Tutoring Services; Skill-specific small group intervention.** Linked to Needs A-B; Objectives 1-4. (1 hr, 5x per week) Similar to the strategy for the whole group intervention activities, the skill-specific small group intervention will provide data-driven, intentional tutoring of students. Students in these groups will be among the school's lowest performing for the specific subject area, who have very explicit needs. An intervention teacher will work with small groups daily during the Academic Intervention blocks to provide the support and fill the necessary learning gaps. Subject areas will alternate daily depending on focus of study. The teacher will utilize iReady toolbox exercises as the major instructional tool during intervention.

**DOMAIN 5. Socioemotional Learning. Activity 5. Social Emotional Learning Activities.** Linked to Needs A-C; Objective 5. (10 minutes per day, 5x per week) *Note: Activity specifications differ by program site. Hamilton Elementary - Choose Love Movement – Courage + Gratitude + Forgiveness + Compassion in Action= Choosing Love! The “Choose Love*

*Formula*” teaches the foundational concepts and skills of social and emotional learning and fuses SEL with Character Education, Mindfulness, Positive Psychology, Emotional Intelligence, and Neuroscience. The goal of the curriculum is to provide children with the knowledge, attitude and skills they need to choose love in any situation. Lessons found within the curriculum are flexible, educator-friendly, and allow for creativity. The content is based on research on emotional intelligence, resilience, post-traumatic growth neuroscience, mindfulness/focused attention and SEL. The whole child -mind, heart and body - is supported through these lessons.

*MSH - Sanford Harmony Social-Emotional Learning Curriculum.* Sanford Harmony is an effective, research-based social-emotional learning program that provides elementary level classrooms with tools to improve communication, cooperation, and relationships between diverse peers. Sanford Harmony strategies promote vibrant learning communities and healthy relationships among peers. Meet Up and Buddy Up intentionally bring students together to practice important social and emotional competencies, such as positive communication, collaboration, and problem solving connected to real-world situations. Students engage in lessons, activities, and games to understand commonalities and respect differences. Specific frameworks will be followed by teachers during Meet Up and Buddy Up sessions.

DOMAIN 6: Personal Enrichment – Physical Education and Nutrition. **Activity 6. Spark!**

**Afterschool Physical Education and Nutrition Curriculum.** Linked to Needs A and C; Objective 6. (30 min, 2x per week) The Spark! Afterschool program derives from rigorous research and field-testing. SPARK! is designed to provide students with inclusive, highly active movement opportunities fostering social and motor development while maximizing time spent with MVPA (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 the Spark! After-School curriculum, the program will implement the Healthy Kid Challenge Nutrition Education Curriculum. Lessons encourage students to achieve a healthy balance between physical activity and nutritional needs.

**Activity 7. Culinary Learning Labs.** Linked to Needs A-C; Objective 6. In partnership with SCPS Dining Services, the Culinary Learning Labs will be a way in which we can support healthy eating habits that will stick with students for the long term. The program is designed to teach children about food and healthy eating in an engaging and challenging way. Students will also have an opportunity to explore different cultures through foods, learn to taste, and enjoy a variety of new and healthy foods. Through the Culinary Learning Labs, students will work on language development, mathematics, reasoning and social skills, and fine motor development.

DOMAIN 6: Personal Enrichment – Educational Arts.

**Activity 8. Dive into Art & Drama Club.** Linked to Needs A-C; Objectives 1-4, 9-10.

Grades K-3 (2x per week) / Grades 4-5 (1x per week) The ***Dive Into Art***® curriculum covers the history of art spanning more than 15,000 years. In addition to introducing students to iconic American and European art, the Dive into Art curriculum includes Prehistoric, Asian, American Indian, African-American, Latin-American, Environmental, and Contemporary Art. *Specifically linked to grant objective 9.* Each lesson included in the curriculum provides students with an art history component focused on a specific artist and region of the world, with specific activities related to art appreciation. *Students then have the opportunity to try new mediums and techniques related to the artists studied.* Grades 4-5: Drama Club (1x per week) Students will be provided instruction in performance theatre, improve exploration, musical theatre, choreography etc. by a local community theater group – ***Dramatic Education Inc.*** The session will culminate with a dramatic performance. *Specifically linked to grant objective 10.*

DOMAIN 7: Dropout Prevention and College/Career Readiness. *Not applicable for grades K-5.*

DOMAIN 8: Adult Family Member Education (Linked to Need D; Objective 8). The programs will provide direct instruction and family engagement activities to adult family members of actively participating 21st CCLC students. The educational support of family members is of vital importance, as literacy within the home is proven to advance student learning. At least six one-two hour activities will be offered. The first will be a program orientation. Other adult family

member activities (AFMAs) will increase self-sufficiency and ensure parents can serve as a resource for their children within the home. Based on the community risk factors identified and family surveys conducted, planned educational workshops may include, but are not limited to family wellness – to include physical and mental well-being, information on local mental health and family support resources, job readiness, financial management, child development, and strategies for literacy in the home. [See attached AFMA schedule.] A certified teacher and/or an outside vendor or community partner who specializes in the content area of the series will lead workshops. Childcare will be provided during the sessions for the children of the participants.

**3.8. Experience and Capacity.** *Program Administration and Fiscal Management:* The district is responsible for multiple millions of dollars in grant funding provided by local, state, federal and private sources. According to the district's most recent financial audit (2017-18), revenues have been generated from the U.S. Department of Agriculture, U.S. Department of Defense, U.S. Department of Education, U.S. Department of Health – Medicaid, and the Corporation for National & Community Service, along with funding from state, local and private sources. These funds comprise entitlement and competitive allocations. To ensure funds are expended within the guidelines outlined by each funder and a return on investment is generated through funded programs, the district maintains a solid organizational capacity within financial and data management functions. The district's departments of Finance, Purchasing, Information Services, Resource Development, and Assessment & Accountability have qualified personnel and data systems to ensure records can be maintained. Each department has successfully managed special projects and has consistently utilized sound fiscal management procedures in the execution of federally funded opportunities. The district undergoes an annual financial audit and has had no findings in the most recent two years. Further, the district has not had to complete improvement plans on any of its 21st CCLC programs related to monitoring findings.

In addition to district department capacity, the 21st CCLC leadership team has a strong background and proven success in the education of at-risk students. With a long history of

effective 21st CCLC programs, the district has a solid organizational structure. The district 21st CCLC team includes a project director (in-kind), coordinator for operations (in-kind, limited scope), project specialist (grant-funded), teacher-on-assignment (grant-funded), one Site Facilitator and four site-based leads (grant-funded). At each site, a lead teacher, certified teachers, and teacher assistants support the program. [Organizational chart attached.] The Superintendent's Cabinet monitors 21st CCLC programs through regular status updates.

*Program Implementation:* In the most recent program year, the school district operated five program sites under four 21st CCLC grants. Three of these programs have been operational for ten years. The district has been a recipient of 21st CCLC program funds for many years and has been known to implement programs with fidelity. The project director has been involved with these 21st CCLC programs in some capacity for nearly a decade. While some state guidelines have changed over the years, the district continuously updates and refines its programs to meet, and often times exceed, program requirements. No corrective actions have been enforced as a result of any 21st CCLC monitoring visits in the past two years. The programs offered by the school district focus heavily on achieving academic outcomes, and relative success has been made to date in most programs. In addition to 21st CCLC programs, the district has experience implementing similar programs such as specialized school-based tutorial programs and extended day care. As such, district staff have ample knowledge of engaging program frameworks, as well as established procedures for the safety and security of students.

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

evaluation data. Further, staff responsible for the data collection on this program have been working with the existing 21st CCLC programs for six consecutive years.

**3.9. Staffing & Professional Development.** 3.9.a. Staffing Plan. 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 works in close coordination with the Project Director on operations and budget matters. These individuals are jointly responsible for ensuring all federal requirements of the grant are met. Duties include administrative oversight of program components such as supervision of the 21st CCLC Site Facilitator (MSH) and site lead (Hamilton), guidance in the development of program instructional plans, collaboration with school administrators, coordination of deliverable collection and submission, and support of data collection and evaluation activities. The district's 21st CCLC staff includes a Teacher-on-Assignment (TOA) and a Project Specialist to be split-funded between all existing grants. Reporting to the Project Director, and in collaboration with the Coordinator, the TOA supports ongoing, job-embedded professional development during the academic enrichment periods, as well as development and implementation monitoring of program plans. This position monitors instructional delivery, models strategies for improving delivery, and works with teachers on designing and implementing program plans; as well as provides monthly training to staff, designed to improve classroom instruction. The TOA serves as the *collaboration liaison* for the sites. The Project Specialist supports 21<sup>st</sup> 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 Project Director are the program-level site leads. Specific duties include on-site program coordination, supervision of program staff, curriculum support, instructional plan

guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student/parent contact. The school site will have a Lead Teacher responsible for developing, collecting and reviewing lesson plans for 21st CCLC activities, monitoring class ratio compliance, teaching program activities, and serving as site point-of-contact for parents in the absence of the site lead.

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

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

3.9.b. Professional Development. Professional development for after-school staff will be ongoing. As note previously, the TOA for 21st CCLC will offer job-embedded professional development in instructional delivery during the academic enrichment periods. Outside of program time, professional development will be offered in areas to include CPR/First Aid (select staff), social-emotional learning (SEL) programs, iReady Toolbox use with academic intervention, 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 TOA will provide 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, such as classroom management or cooperative



learning strategies for at-risk students. The TOA will conduct follow up visits to ensure understanding and implementation of strategies covered. [See attached PD plan.]

**3.10. Facilities.** Located in Sanford, Florida both sites serve students whom are geographically located near the program facility and, therefore, commute a short distance by foot or car. Hamilton is a *school facility* with classrooms available for programming, as well as 2 computer labs, a music and art room, media center, and cafeteria/auditorium. Program staff will secure programming locations within a specific section of the campus. MSH, a facility owned and operated by the district, has a large multipurpose room, computer lab, 4 classrooms, fully equipped kitchen, and portable classroom units. All spaces meet state space and health specifications, as well as adhere to the Americans with Disabilities Act. The 21st CCLC program at Hamilton will not require Department of Children & Families (DCF) licensure pursuant to Chapter 65C-22.008(2)(c), Florida Administrative Code, as the program is operated by a public school for the children that regularly attend the school site. The program at MSH has previously been provided exemption from DCF, as well (see attachments for exemption).

**3.11. Safety and Student Transportation.** The safety of students is paramount. As public school entities, the programs will follow state law and district safety, security, and health policies. The district's Policy Manual addresses its obligations "to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities"<sup>7</sup>. Policies are guided by Florida Statutes, Board Policy, and State Board of Education rules. To ensure appropriate supervision, explicit staff-to-student ratios will be maintained - 1:10 for academics and 1:20 for other enrichment; with ratios monitored and lowered, as needed, to address behavior concerns.

(A) Staff Screening, Qualifications and Professional Development. In accordance with Florida Statutes (F.S.)<sup>8</sup>, prior to hire, all employees must be determined suitable for employment

<sup>7</sup> Seminole County Public Schools. (2019). School board policy manual. Retrieved at <https://www.scps.k12.fl.us/district/school-board/policies-procedures/>

<sup>8</sup> Background Screening Requirements, Florida Statutes, Section 1012.465.

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

(B) Program Transition. The Harbor targets students from three schools in the region surrounding the center. Administrators at the target schools are communicated with by the Harbor's site lead in order to ensure smooth transition from the schools to the center. Student lists are provided to schools, and a specific bus route is established to transport students. All bus routes are less than 10 minutes in duration. At Hamilton (school based), students are dismissed from the regular school day directly to the program's centralized check-in location. During this transition time, a staff-to-student ratio of 1:20 is maintained. Staff then escorts students in groups to each subsequent session of the day. Attendance is taken at each activity.

(C) Dismissal. Students are escorted by grade from the last rotation of the day to the dismissal area. Parents (or other authorized person) sign students out. For parent pickup, parents must come into the assigned pickup area to request their student. Parents then sign out the student on the general attendance sheet and staff releases the student. No student will be dismissed to an individual who is not specified on the enrollment form. With parent permission

and proper approval of the site administrator, students may sign themselves out of the program to walk home, but this is only when it is not dark outside and weather permits.

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

(E) Student Transportation. MSH provides transportation after-school from the three target schools to the center; a bus route will be developed adhering to district policy. Transportation staff communicates with center administration on any student behavior concerns. Hamilton Elementary does not provide program transportation. Field trips off-site are conducted under the district's transportation safety policies. To ensure the student safety on district-operated buses, vehicles are regularly inspected and bus drivers must pass an initial rigorous driving exam.

**3.12. Partnerships, Collaboration and Sustainability.** 3.12.a. Partnerships. Due to the district's record of accomplishment for successful 21st CCLC programs, community partnerships are in place to provide volunteers and in-kind services to the array of programs offered. These partnerships include – SCPS Dining Services: Provide nutritious snacks (Hamilton), as well as collaborate on the Culinary Labs initiative at both sites. Second Harvest Food Bank: Provide daily meals to students and a monthly stipend for food services operations at the center (MSH); SCPS Community Involvement Department: Support volunteer recruitment, assignment and training. Department of Health – Seminole: Provide resources and educational programs to students. Seminole County Sheriff's Office: Provide a deputy for safety at MSH, as well as to offer formal and informal mentoring for students. [See attached Partnership Table.] To maintain partnerships, the leads will have regular contact with and provide information to partners. Program staff will seek out additional partnerships. Inclusion of partners on the

advisory committee will ensure long-term viability. In-kind contributions of goods and services are documented with a value assigned, and entries made to ledgers of donations as evidence.

3.12.b. Collaboration. *Consultation during Application Development:* School administrators, teachers, parents, students and current 21<sup>st</sup> CCLC staff/administrators at the target schools were primary drivers of the program plan presented. The school principal assigned a delegate to collaborate on the development of program activities, as well as review application components. Further, the target schools' supervising Executive Director, and the district's Deputy Superintendent met with the Project Director to confirm primary areas of foci for the program based on school and community data. This group also reviewed the current program's target average daily attendance, service days and hours, and criteria for student recruitment. The school delegate and 21<sup>st</sup> CCLC TOA met to determine the program content, activity plans, and daily schedule. The delegates also worked with school administrators to recruit participants for the focus groups, and provide surveys to students, parents and teachers on areas of interest for academic and other enrichment activities. Parents were surveyed about adult education opportunities. Feedback from these collaborative activities is included in the program plan.

*Continued Collaboration:* 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 lead and TOA will collaborate with school administrators and the 21<sup>st</sup> CCLC project director to monitor the after-school curriculum and ensure comprehensive school-community involvement models are in place to support the needs of participants and alignment of activities to in-school instructional plans. Further, the 21<sup>st</sup> 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 leads and TOA (*collaboration liaison*) will: (1) meet at least bi-annually with designated school staff to review program plans

for potential modifications, review progress monitoring data by content area and grade, identify explicit academic standards not mastered during the school day to be reinforced; review school attendance and behavior data to develop social/emotional programming; and discuss any operational or student-specific concerns; (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.

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

The sustainability plan for 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 board will be chaired by the site lead and consist of key stakeholders to include at least two parents, one school day classroom teacher, program service providers, administrators, and community/business representatives. Options for sustaining the program include investigating other governmental funding, corporate sponsorships, and/or the establishment of major gifts programs with the district's educational foundation. Over the five-year grant period the Advisory Board, in collaboration with staff and the Foundation for SCPS, will discuss avenues for continued support and develop relationships with a variety of stakeholders with a stake in the success and maintenance of this program. Copies and ledgers of donations will be kept to document progress toward sustainability.

**Cohort 18 (2019-20) RFP Scope of Work/Narrative Addendum**

Agency Name: Seminole County Public Schools Project Number: 590-2440B-OCCC5  
 Program Name: Northeast Cluster

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:*

**Project Abstract****RFP 3.1, Pg. 1**

In response to demonstrated community need, SCPS serves 85 students at Hamilton Elementary School of Engineering and Technology and 90 students at Midway Safe Harbor (MSH) (community center), grades K-5. Both sites are located in Sanford. Services are provided after-school Monday - Friday (Hamilton: 3:10 p.m.-5:40 p.m., 2.5 hrs daily; MSH: 3:15 p.m.-6:30 p.m., 3.25 hrs daily; plus one hour for early release Wednesdays) and in summer (Hamilton M-Th, 8:00 a.m.- 2:00 p.m., 6 hrs daily; MSH M-F, 7:00 a.m. – 6:00 p.m., 11 hrs daily). MSH offers services during select student non-attendance days (Holidays) (7:00 a.m.-6:00 p.m., 11 hrs daily). Students receive supplemental instruction focused on academic areas of need, as well as are provided activities to benefit the whole child (i.e. socioemotional learning, physical education/nutrition, educational arts). All components complement the regular school day. Adult family members are offered child/family development seminars, as well as workshops to improve self-sufficiency. Collectively, activities translate to improved student achievement.

**Target Population, Recruitment and Retention****RFP 3.4, pg. 7**

Students who are recruited into the after-school program will be encouraged to attend the summer program and non-student attendance day (Holidays) programs (as appropriate) to ensure consistency of support.

**Sustainability****RFP 3.12c, pg. 25**

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 lead and consist of key stakeholders to include at least two parents, one school day classroom teacher, program service providers, administrators, and community/business representatives. Options for sustaining the program include investigating other governmental funding, corporate sponsorships, and/or the establishment of major gifts programs with the district's educational foundation. Over the five-year grant period the Advisory Board, in collaboration with staff and the Foundation for SCPS, will discuss avenues for continued support and develop relationships with a variety of stakeholders with a stake in the success and maintenance of this program.

## Appendix A Continuing Improvement 2020-21

Agency Name: Seminole County Public Schools Project Number: 590-2441B-1CCC5  
Program Name: Northeast Cluster

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*Reason(s) for the change:*

No changes are requested to the prior year's plan for student and family programming at the two sites under the Northeast Cluster grant project. Data will continue to be reviewed during the school year, with modifications made as needed.

This change includes:  Additions  ~~Deletions~~  Both

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*Narrative Language:*

Not applicable.

Underscore reflects additions to the 2018-19 narrative.

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

## Appendix A Continuing Improvement 2021-22

Agency Name: Seminole County Public Schools  
Program Name: Northeast Cluster

Project Number: 590-2442B-2CCCC

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### *Reason(s) for the changes:*

Minor adjustments to the program offerings / schedule to reflect diversified needs of students at these sites. Some adjustments have also been made to ensure a smooth transition between activities and/or to accommodate space or staffing restrictions.

### New GPRA Measures

This change includes:     Additions         Deletions         **Both**

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### *Narrative Language:*

Each day of the school year, students will experience 20 minutes of homework help, 60 minutes of small group academic intervention/tutorial, ~~10 minutes of journaling/writing exercises; 10 minutes of social-emotional curriculum (circle time),~~ and 30 minutes of personal enrichment. Students will also be offered journaling/writing activities, social emotional curriculum, and independent reading time across the programming week. [Note: 10 minutes for sign-in/snack and 5 minute transitions between some activities are built into daily programming.] ~~On Wednesdays (early release), students will participate in integrated, academically focused challenge-based learning for the additional hour of programming (described below).~~ During the summer, students will receive a proportional share of minimum 210 minutes of academic minutes each day, as compared to the regular school year (number of minutes varies by site).

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Activity 1. DEAR – Drop Everything and Read & Book Clubs. Linked to Needs A-C; Objectives 1 and 4. (50 minutes, ~~2x~~ 1x per week) Student-led book clubs will be established by grades and/or comprehension level. Book nominations for 3rd-5th will come from the Sunshine State Book List. Depending on the grade or comprehension level of the student, the teacher will differentiate his/her level of involvement in the club. At minimum, the teacher will guide student facilitation of the groups; at most, the teacher will facilitate the discussion yet allow for students to activity lead discussions. For early and emergent readers, the teacher may elect to conduct a book club for a selection he/she reads aloud. Further, to ensure students have the opportunity to complete their reading, the program will implement DEAR – Drop Everything and Read. This activity will occur on the same day as book clubs, and allow students 20 minutes of uninterrupted reading time. After that, they will be given 10 minutes of Book Club time and an additional 10 minutes for further discussion and/or journaling (50 mins per week).

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Activity 5. Social Emotional Learning Activities. Linked to Needs A-C; Objective 5. (60 minutes, 1x per week on a rotation schedule ~~10 minutes per day, 5x per week~~) Note: Activity specifications differ by program site. Hamilton Elementary - Choose Love Movement – Courage + Gratitude + Forgiveness + Compassion in Action= Choosing Love! The “Choose Love Formula” teaches the foundational concepts and skills of social and emotional learning and fuses SEL with Character Education, Mindfulness, Positive Psychology, Emotional Intelligence, and Neuroscience. The goal of the curriculum is to provide children with the knowledge, attitude and skills they need to choose love in any situation. Lessons found within the curriculum are flexible, educator-friendly, and allow for creativity. The content is based on research on emotional intelligence, resilience, post-traumatic growth neuroscience, mindfulness/focused attention and SEL. The whole child - mind, heart and body - is supported through these lessons.

MSH - Sanford Harmony Social-Emotional Learning Curriculum. Sanford Harmony is an effective, research-based social-emotional learning program that provides elementary level classrooms with tools to improve communication, cooperation, and relationships between diverse peers. Sanford Harmony strategies promote vibrant learning communities and healthy relationships among peers. Meet Up and Buddy Up intentionally bring students together to practice important social and emotional competencies, such as positive communication, collaboration, and problem solving



connected to real-world situations. Students engage in lessons, activities, and games to understand commonalities and respect differences. Specific frameworks will be followed by teachers during Meet Up and Buddy Up sessions.

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Activity 7. Culinary Learning Labs. Linked to Needs A-C; Objective 6. In partnership with SCPS Dining Services, the Culinary Learning Labs will be a way in which we can support healthy eating habits that will stick with students for the long term. The program is designed to teach children about food and healthy eating in an engaging and challenging way. Students will also have an opportunity to explore different cultures through foods, learn to taste, and enjoy a variety of new and healthy foods. Through the Culinary Learning Labs, students will work on language development, mathematics, reasoning and social skills, and fine motor development. The sites will offer Culinary Learning Labs on alternating Wednesdays, with other enrichment provided on the off weeks.

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

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

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Underscore reflects additions to the previous narrative.

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

**Appendix A**  
**Continuing Improvement 2022-23**

Agency Name: Seminole County Public Schools  
Program Name: Northeast Cluster

Project Number: 590-2443B-3CCC5  
TAPS 23B036

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

This change includes:     Additions     ~~Deletions~~     Both

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*Narrative Language:*

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

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

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Underscore reflects additions to the previous narrative.

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

## Appendix A Continuing Improvement 2023-24

Agency Name: Seminole County Public Schools Project Number: 590-2444B-4CCC5  
Program Name: Northeast Cluster

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*Reason(s) for the change:*

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

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

Student Selection and Retention

**3.4 Target Population, Recruitment, and Retention:** Target Population: A total of 85 students from Hamilton and 90 students from MSH, 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 above 85%, indicating that nearly all students in the schools would benefit from these supplemental services; focus will be placed on at-risk students.]

### **3.6.c. Program Evaluation Plan.**

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

### **3.8. Applicant's Experience and Capacity –**

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

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

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

**3.12.b. Collaboration.** Consultation during Application Development: School administrators, teachers, parents, and current 21<sup>st</sup> CCLC staff/administrators at the target schools were the primary drivers of the program plan presented. 21<sup>st</sup> CCLC program plan presented. The school principal assigned a delegate to collaborate on the development of program activities, as well as review application components. Further, the target schools' supervising ~~Executive Director~~ Assistant Superintendent, and the district's Deputy Superintendent met with the Project Director to confirm primary areas of foci for the program based on school and community data. This group also reviewed the current program's target average daily attendance, service days and hours, and criteria for student recruitment. The school delegate and 21<sup>st</sup> CCLC ~~TOA~~ district support team met to determine the program content, activity plans, and daily schedule. The delegates also worked with school administrators to recruit participants for the focus groups, and provide surveys to students, parents and teachers on areas of interest for academic and other enrichment activities. Parents were surveyed about adult education opportunities. Feedback from these collaborative activities is included in the program plan.

**3.12.b. Collaboration.**

*Continued Collaboration:* 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 lead and TOA will collaborate with school administrators and the 21<sup>st</sup> CCLC project director to monitor the afterschool curriculum and ensure comprehensive school-community involvement models are in place to support the needs of participants and alignment of activities to in-school instructional plans. Further, the 21<sup>st</sup> 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 leads and TOA (~~collaboration liaison~~) will (1) meet at least bi-annually with designated school staff to review program plans for potential modifications, review progress monitoring data by content area and grade, identify explicit academic standards not mastered during the school day to be reinforced; review school attendance and behavior data to develop social/emotional programming; and discuss any operational or

student-specific concerns; (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 private school students' needs.

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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





PROPOSED



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

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

<b>Seminole County Public Schools</b>		<b>590-2444B-4CCC5</b>
Agency Name		2023-2024 Project Number
<b>\$642,888.00</b>	<b>2</b>	<b>18</b>
2022-23 Award Amount (DOE 200)	Number of Sites	Cohort

*Agency entering Year 5 of funding.*

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

Component	Proposed Daily Attendance	Reported Daily Attendance	Overall Performance (Reported/Proposed)	Subject to Site-Level Adjustment?
Before School	0	n/a	n/a	no
Afterschool	175	n/a	n/a	no
Weekend	0	n/a	n/a	no
School Breaks/ Holidays	40	n/a	n/a	no
Summer	110	n/a	n/a	no

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

Site Name	2023-2024 Max. Site Funding
Hamilton Elementary	\$ 175,700.00
Midway Safe Harbor	\$ 467,100.00
	\$ -
	\$ -

**2023-2024 Maximum Funding Amount**  
**\$642,800.00**

2023-24 Maximum Funding Amount reflects performance levels.

**Special Notes / Comments**

2019-20: original award was \$645,372.  
 2023-24: **For Midway**, 11 Early Release hours are needed (not 12), so the days have been reduced to 5 (from 6) and the hours per day increased to 2.2 (from 2). There are actually 6 longer Early Release days, but the number 5 is used to avoid rounding. The district calendar has a 1-hour Early Release day every Wednesday (36 such days (180/5) are factored into the Afterschool services) and six 2-hour Early Release days around holidays (listed separately here). However, since two of the latter are on Wednesdays, and there are a total of 37 Wednesdays on the operating schedule, one Wednesday is counted twice, resulting in a need for 11 hours of Early Release, not 12. **For Hamilton**, there are 34 Wednesdays, but the 166 AS days provide for only 33.2 Wednesdays (166/5), so one Early Release day was added at 0.8 hours.



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

Agency Name: Seminole County Public Schools  
 2023-24 Project # 590-2444B-4CCC5 Cohort: 18

2
# of Sites

Hamilton Elementary													
2021-2022			Review			2023-2024							
Proposed (Most Recent)	Reported (As submitted through April 2021)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide					Maximum Funding (Proportion Applied)		
	# Students	ADA				% Perform	# Students	Hrs/Day	# Days	Base Rate		Adj. Rate	Service Total
Before School		n/a	n/a	n/a	no	--	0			\$2.00	\$2.00	\$ -	\$ -
Afterschool Group 1	85	n/a	n/a	n/a	no	no	85	2.7	166	\$4.00	\$4.00	\$ 152,388.00	\$ 152,388.00
Group 2		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Group 3		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Early Release	85	n/a	n/a	n/a	no	no	85	0.8	1	\$4.00	\$4.00	\$ 272.00	\$ 272.00
Weekend Days		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
School Break/Hol		n/a	n/a	n/a	no	no	0			\$6.00	\$6.00	\$ -	\$ -
Summer	40	n/a	n/a	n/a	no	no	40	6	16	\$6.00	\$6.00	\$ 23,040.00	\$ 23,040.00
												\$ 175,700.00	\$ 175,700.00

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

Midway Safe Harbor													
2021-2022			Review			2023-2024							
Proposed (Most Recent)	Reported (As submitted through April 2021)		Method of Review	Subject to Adjustment	Transportation	New Funding Request Guide					Maximum Funding (Proportion Applied)		
	# Students	ADA				% Perform	# Students	Hrs/Day	# Days	Base Rate		Adj. Rate	Service Total
Before School		n/a	n/a	n/a	no		0			\$2.00	\$2.00	\$ -	\$ -
Afterschool Group 1	90	n/a	n/a	n/a	no	no	90	3.45	180	\$4.00	\$4.00	\$ 223,560.00	\$ 223,560.00
Group 2		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Group 3		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Early Release	90	n/a	n/a	n/a	no	no	90	2.2	5	\$4.00	\$4.00	\$ 3,960.00	\$ 3,960.00
Weekend Days		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
School Breaks/Hol.	40	n/a	n/a	n/a	no	no	40	11	12	\$6.00	\$6.00	\$ 31,680.00	\$ 31,680.00
Summer	70	n/a	n/a	n/a	no	no	70	11	45	\$6.00	\$6.00	\$ 207,900.00	\$ 207,900.00
												\$ 467,100.00	\$ 467,100.00

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

**Calculating the Ratio**

Total Services Proposed	\$ 645,372.00
Maximum Funding	\$ 645,372.00

Proportion to Unit Cost 100.00%

This proportion must be applied every year of funding

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



**2023-2024 SITE PROFILE**

<b>Agency Name</b>	Seminole County Public Schools			<b>Project Number</b>	590-2444B-4CCC5		
<b>Site Name</b>	Northeast Cluster - Hamilton Elementary School				<b>Zip Code</b>	32771	
<b>Site Address:</b>	1501 E 8th St.		<b>City</b>	Sanford		<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
Hamilton Elementary School	PK-5	698	86.39 <sup>1</sup>	K-5	0	85	40	0	0
<b>TOTAL</b>					<b>0</b>	<b>85</b>	<b>40</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>	8/22/2023		<b>End Date</b>	5/21/2024		<b>Total Number of Service Days</b>	166
<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>	+1 hour Every Wednesday (x34)			<b>Total Service Days</b>	N/A	<b>Hours/Day</b>	N/A

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>	2:00pm	2:00pm	2:00pm	2:00pm	N/A	N/A	
<b>Hours</b>	6	6	6	6	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>	6		<b>Total Number of Adult Family Members Served</b>	20-25

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>	590-2444B-4CCC5		
<b>Site Name</b>	Northeast Cluster – Midway Safe Harbor			<b>Zip Code</b>	32771
<b>Site Address:</b>	2405 Rightway	<b>City</b>	Sanford	<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
Midway Elementary School	PK-5	765	87.45 <sup>1</sup>	K-5	0	70	50	0	30
Pine Crest Elementary School	PK-5	673	92.57 <sup>1</sup>	K-5	0	10	10	0	5
Hamilton Elementary School	PK-5	698	86.39 <sup>1</sup>	K-5	0	10	10	0	5
<b>TOTAL</b>					<b>0</b>	<b>90</b>	<b>70</b>	<b>0</b>	<b>40</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>	5/24/2024	<b>Total Number of Service Days</b>	180		
<b>Non-service days</b>	9/4/2023, 10/16/2023, 11/23/23, 11/24/23, 12/25/23, 12/26/23, 12/27/23, 12/28/23, 1/1/24, 1/2/24, 1/3/24, 1/5/24, 1/15/24, 2/19/24						
	<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>	3:15pm	3:15pm	2:15pm	3:15pm	3:15pm		
<b>End Time</b>	6:30pm	6:30pm	6:30pm	6:30pm	6:30pm		
<b>Hours</b>	3.25	3.25	4.25	3.25	3.25		
<b>Early Release Dates</b>	+1 hour Every Wednesday (x35), and +2 hours on 12/18/23, 12/19/23, 12/20/23, 5/22/24, 5/23/24, 5/24/24			<b>Total Service Days</b>	6	<b>Hours/Day</b>	2

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
<b>Service days</b>	10/16/2023, 11/20/2023, 11/21/2023, 11/22/2023, 12/21/2023, 12/22/2023, 3/15/2024, 3/18/2024, 3/19/2024, 3/20/2024, 3/21/2024, 3/22/2024					
	<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>	7:00 AM		<b>Start Time</b>	N/A		
<b>End Time</b>	6:00 PM		<b>End Time</b>	N/A		
<b>Hours</b>	11		<b>Hours</b>	N/A		

SUMMER SITE OPERATIONS							
<b>Start Date</b>	5/29/2024	<b>End Date</b>	7/31/2024	<b>Total Number of Service Days</b>	45		
<b>Non-service days</b>	7/4/2024						
	<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>	7:00am	7:00am	7:00am	7:00am	7:00am	N/A	
<b>End Time</b>	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm	N/A	
<b>Hours</b>	11	11	11	11	11	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>	6	<b>Total Number of Adult Family Members Served</b>	20

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



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

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Seminole County Public Schools - Northeast Cluster

B) DOE Assigned Project Number:

590-2444B-4CCC5

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 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	100%			
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	100%			
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	100%			
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	100%			
5900	110	<p><b>Salaries: Site Facilitator - Midway Safe Harbor</b> Site Coordinator (0.9 FTE, 12-mth) Site Facilitator position for 21st CCLC program at Midway Safe Harbor, 12-month position at 0.9 FTE – based on salary for a full-time Site Facilitator position (\$73,942). Duties to include 21st CCLC program coordination at the center, facility management, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student contact.</p> <p>Annual salary: \$73,942 \$2,833.02682 x 26.1 pay periods x 0.90 FTE = \$66,548</p>	0.90	\$ 66,548.00	100%			
5900	210	<p><b>Retirement Benefits</b> for the Site Facilitator at 13.57% of 21st CCLC portion of salaries.</p> <p>\$66,548 x 0.1357 = \$9,031</p>		\$ 9,031.00	100%			
5900	220	<p><b>Social Security/Medicare Benefits</b> for the Site Facilitator at 7.65% of 21st CCLC portion of salaries.</p> <p>\$66,548 x 0.0765 = \$5,091</p>		\$ 5,091.00	100%			
5900	230	<p><b>Insurance Benefits</b> for the Site Facilitator; base rate, \$9,400</p> <p>\$9,400 x 0.9 FTE = \$8,460</p>		\$ 8,460.00	100%			

5900	240	<b>Workers Compensation Benefits</b> for the Site Facilitator at 0.39% of 21st CCLC portion of salaries.  \$66,548 x 0.0039 = \$260		\$	260.00	100%			
7900	370	<b>Salaries: Cell Phone Allowance</b> For the 21st CCLC Facilitator (MSH, 0.9 FTE) in the performance of duties as these relate to operations and grant management. The use of a cell phone to support the mission of the 21st CCLC programs is vital due to the nature of the work performed by the Facilitator.  1 cell phone allowance x 12 months x \$70/month x 0.9 FTE = \$756  <i>Note: A waiver was approved by FDOE to allow this expenditure.</i>		\$	756.00	100%			
5900	220	<b>Social Security/Medicare Benefits</b> for the Site Facilitator's cell phone allowance at 7.65% of 21st CCLC portion of salaries.  \$756 x 0.0765 = \$58		\$	58.00	100%			
5900	160	<b>Salaries: Project Specialist (0.20 FTE, 12 months)</b> 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  <b>10% Admin. = \$790.60</b>	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 <b>10% Admin. = \$107.30</b>		\$	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 <b>10% Admin. = \$60.50</b>		\$	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 <b>10% Admin. = \$188</b>		\$	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 <b>10% Admin. = \$3.10</b>		\$	31.00	100%			
5900	110	<b>Salaries: Site-Based Lead - Hamilton Elementary (Site Coordinator)</b> A site-based lead (SBL) will serve as the site coordinator for the program. Duties to include 21st CCLC program management at the school sites, curriculum support, instructional plan guidance, instructional coaching, activities scheduling, budget reporting, coordinating with school and district personnel, and direct student contact. (FTE based on a standard 1,372 hours per year)  This position will be extended contract/hourly. After-school: 1 SBL x \$53.26/hr x 3 hrs x 166 days = \$26,524 After-school pre-plan: 1 SBL x \$53.26/hr x 3 hrs x 8 days = \$1,279 Summer: 1 SBL x \$53.26/hr x 6 hrs x 16 days = \$5,113 Staffing Meetings: 1 SBL x \$53.26/hr x 3 hrs = \$160 Program planning/Professional Development: 1 SBL x \$53.26/hr x 8 hrs = \$426 AFMAs: 1 SBL x \$53.26/hr x 6 hrs = \$320	0.46	\$	33,822.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$33,822 x 0.1357 = \$4,590		\$	4,590.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$33,822 x 0.0765 = \$2,587		\$	2,587.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$33,822 x 0.0039 = \$132		\$	132.00	100%			



5900	120	<b>Salaries: Lead Teacher (LT) - Midway Safe Harbor</b> Part-time, hourly rate for one lead teacher per school site. Duties to include programmatic support of curriculum and program activities. Lead Teachers will be responsible for ratio regulation, student discipline, coordination of lesson plans with regular school day staff, and other direct student service duties. (FTE based on a standard 1,372 hours per year)  After-School: 1 LT x \$24.04/hr x 3 hrs x 180 days = \$12,982 Holidays: 1 LT x \$24.04/hr x 11 hrs x 12 days = \$3,173 Summer: 1 LT x \$24.04/hr x 11 hrs x 45 days = \$11,900 Staffing Meetings: 1 LT x \$24.04/hr x 10 hrs = \$240 Professional Development: 1 LT x \$24.04/hr x 6 hrs = \$144 Program Planning: 1 LT x \$24.04/hr x 12 hrs = \$288 AFMAs: 1 LT x \$24.04/hr x 12 hrs = \$288	0.90	\$ 29,015.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$29,015 x 0.1357 = \$3,938		\$ 3,938.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$29,015 x 0.0765 = \$2,220		\$ 2,220.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$29,015 x 0.0039 = \$113		\$ 113.00	100%			
5900	120	<b>Salaries: Lead Teacher (LT) - Hamilton ES</b> Part-time, hourly rate for one lead teacher per school site. Duties to include programmatic support of curriculum and program activities. Lead Teachers will be responsible for ratio regulation, student discipline, coordination of lesson plans with regular school day staff, and other direct student service duties. (FTE based on a standard 1,372 hours per year)  After-school: 1 LT x \$24.04/hr x 3 hrs x 133 days = \$9,592 (Tuesday - Friday, No Mondays) After-school pre-plan: 1 LT x \$24.04/hr x 3 hrs x 8 days = \$577 Summer: 1 LT x \$24.04/hr x 6 hrs x 16 days = \$2,308 Staffing Meetings: 1 LT x \$24.04/hr x 3 hrs = \$72 Program Planning/Professional Development: 1 LT x \$24.04/hr x 8 hrs = \$192 AFMAs: 1 LT x \$24.04/hr x 6 hrs = \$144	0.40	\$ 12,885.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$12,885 x 0.1357 = \$1,749		\$ 1,749.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$12,885 x 0.0765 = 986		\$ 986.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$12,885 x 0.0039 = \$50		\$ 50.00	100%			
5900	120	<b>Salaries: Certified Teachers (CT) - Midway Safe Harbor</b> Part-time, hourly certified teachers at the site 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)  After-school: 6 CT x \$21.86/hr x 2 hrs x 180 days = \$47,218 After-school: 1 CT x \$21.86/hr x 1.5 hrs x 180 days = \$5,902 Holidays: 3 CT x \$21.86/hr x 5 hrs x 12 days = \$3,935 Summer: 6 CT x \$21.86/hr x 11 hrs x 45 days = \$64,924 Staffing Meetings: 7 CT x \$21.86/hr x 10 hrs = \$1,530 Professional Development: 7 CT x \$21.86/hr x 6 hrs = \$918 Program Planning: 2 CT x \$21.86/hr x 20 hrs = \$874	4.17	\$ 125,301.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$125,301 x 0.1357 = \$17,003		\$ 17,003.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$125,301 x 0.0765 = \$9,586		\$ 9,586.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$125,301 x 0.0039 = \$489		\$ 489.00	100%			

5900	120	<b>Salaries: Certified Teachers (CT) - Hamilton ES</b> Part-time, hourly certified teachers at the site 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)  After-school: 6 CT x \$21.86/hr x 2.5 hrs x 99 days (M, TU, TH) = \$32,462 After-school: 5 CT x \$21.86/hr x 2.5 hrs x 34 days (F) = \$9,290 After-school: 4 CT x \$21.86/hr x 2.5 hrs x 34 days (W) = \$7,432 Summer: 3 CT x \$21.86/hr x 6 hrs x 16 days = \$6,295 Staff Meetings/Professional Development (SY): 6 CT x \$21.86/hr x 2 hrs = \$262 Staff Meetings/Professional Development (S): 3 CT x \$21.86/hr x 1 hr = \$65	1.86	\$ 55,806.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$55,806 x 0.1357 = \$7,573		\$ 7,573.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$55,806 x 0.0765 = \$4,269		\$ 4,269.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$55,806 x 0.0039 = \$218		\$ 218.00	100%			
5900	150	<b>Salaries: Teacher Assistants (TA) - Midway Safe Harbor</b> Part-time, hourly teacher assistants (Paraprofessionals) at the site 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)  After-School: 3 TA x \$15/hr x 3 hrs x 180 days = \$24,300 After-School: 1 TA x \$15/hr x 2 hrs x 127 days = \$3,810 Early Release: 3 TA x \$15/hr x 2 hrs x 6 days = \$540 Holidays: 3 TA x \$15/hr x 11 hrs x 12 days = \$5,940 Summer: 3 TA x \$15/hr x 11 hrs x 45 days = \$22,275 Summer: 1 TA x \$15/hr x 5.5 hrs x 45 days = \$3,713 Staffing Meetings: 3 TA x \$15/hr x 10 hrs = \$450 Professional Development: 3 TA x \$15/hr x 6 hrs = \$270  <i>* Note: Hourly rate reflects an average rate; Teacher Assistants who are employed by the district receive their daytime hourly rate.</i>	2.98	\$ 61,298.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$61,298 x 0.1357 = \$8,318		\$ 8,318.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$61,298 x 0.0765 = \$4,690		\$ 4,690.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$61,298 x 0.0039 = \$240		\$ 240.00	100%			
5900	150	<b>Salaries: Teacher Assistants (TA) - Hamilton ES</b> Part-time, hourly teacher assistants (Paraprofessionals) at the site 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)  After-school: 1 TA x \$15/hr x 2.5 hrs x 133 days (M, TU, TH, F) = \$4,987 After-school: 1 TA x \$15/hr x 3.5 hrs x 34 days (W) = \$1,785 Summer: 1 TA x \$15/hr x 6 hrs x 16 days = \$1,440 Staff Meetings/Professional Development (SY): 1 TA x \$15/hr x 2 hrs = \$30 Staff Meetings/Professional Development (S): 1 TA x \$15/hr x 1 hr = \$15  <i>* Note: Hourly rate reflects an average rate; Teacher Assistants who are employed by the district receive their daytime hourly rate.</i>	0.40	\$ 8,257.00	100%			
5900	210	<b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.  \$8,257 x 0.1357 = \$1,120		\$ 1,120.00	100%			
5900	220	<b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.  \$8,257 x 0.0765 = \$632		\$ 632.00	100%			
5900	240	<b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.  \$8,257 x 0.0039 = \$32		\$ 32.00	100%			

5900	750	<p><b>Salaries: Other Personal Services (OPS) - Midway Safe Harbor</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>After-School: 3 OPS x \$15/hr x 3 hrs x 180 days = \$24,300  Early Release: 3 OPS x \$15/hr x 2 hrs x 6 days = \$540  Holidays: 3 OPS x \$15/hr x 11 hrs x 12 days = \$5,940  Summer: 3 OPS x \$15/hr x 11 hrs x 45 days = \$22,275  AFMAs: 2 OPS x \$15/hr x 12 hrs = \$360  Staffing Meetings: 3 OPS x \$15/hr x 10 hrs = \$450  Professional Development: 3 OPS x \$15/hr x 6 hrs = \$270</p>	2.45	\$ 54,135.00	100%			
5900	750	<p><b>Salaries: Other Personal Services - Program Support - Midway Safe Harbor</b>  Part-time, hourly Other Personal Services (OPS) staff for 21st CCLC program provide program support at Midway Safe Harbor. Duties include direct service to students and staff within 21st CCLC.</p> <p>After-School: 1 OPS staff x \$15/hr x 4 hrs x 119 days = \$7,140  Summer: 1 OPS staff x \$15/hr x 4 hrs x 45 days = \$2,700</p> <p><i>Rows 53 + 54 (\$54,135.00 + \$9,840.00 = \$63,975.00)</i></p>	0.48	\$ 9,840.00	100%			
5900	210	<p><b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.</p> <p>\$63,975 x 0.1357 = \$8,681</p>		\$ 8,681.00	100%			
5900	220	<p><b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.</p> <p>\$63,975 x 0.0765 = \$4,894</p>		\$ 4,894.00	100%			
5900	240	<p><b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.</p> <p>\$63,975 x 0.0039 = \$250</p>		\$ 250.00	100%			
5900	750	<p><b>Salaries: Other Personal Services (OPS) - Hamilton 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>After-school: 1 OPS x \$15/hr x 2.5 hrs x 98 days = \$3,675  Summer: 1 OPS x \$15/hr x 6 hrs x 16 days = \$1,440  Staff Meetings/Professional Development (SY): 1 OPS x \$15/hr x 2 hrs = \$30  Staff Meetings/Professional Development (SY): 1 OPS x \$15/hr x 1 hr = \$15</p>	0.25	\$ 5,160.00	100%			
5900	210	<p><b>Retirement Benefits</b> at 13.57% of 21st CCLC portion of salary.</p> <p>\$5,160 x 0.1357 = \$700</p>		\$ 700.00	100%			
5900	220	<p><b>Social Security/Medicare</b> at 7.65% of 21st CCLC portion of salary.</p> <p>\$5,160 x 0.0765 = \$394</p>		\$ 394.00	100%			
5900	240	<p><b>Workers Compensation</b> at 0.39% of 21st CCLC portion of salary.</p> <p>\$5,160 x 0.0039 = \$20</p>		\$ 20.00	100%			
5900	330	<p><b>Travel: Staff (Travel/Registration)</b>  Travel in-county for 21st CCLC staff to to coordinate programming between the center and the district office. Note: Mileage is paid at \$0.655 per mile, per the district travel guideline.</p> <p>180 miles x \$0.655 per mile = \$118</p>		\$ 118.00	100%			
5900	330	<p><b>Travel: Admissions (Student/Staff - Field Trips)</b>  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.</p> <p><b>Midway Safe Harbor (\$1,332.50)</b></p> <p>Barberville Pioneer Settlement  \$10 per student x 70 students = \$700  \$10 per adult x 7 adults = \$70  Total = \$770</p> <p>Wayne Densch Performing Arts Center  70 students x \$7.50/each = \$525  5 adults x \$7.50/each = \$37.50  Total = \$562.50</p>		\$ 1,333.00	100%			

5900	330	<p><b>Hamilton (\$1,391)</b>  SECME Competition (February 2023)  \$15/student x 12 students = \$180</p> <p>Wayne Densch Performing Arts Center  40 students x \$7.50/each = \$300  5 adults x \$7.50/each = \$38  Total = \$338</p> <p>Central Florida Zoo  40 students x \$10.50/each = \$420  1 adult x \$13/each = \$13 (4 free adults; teachers free)  Total = \$433</p> <p>Orlando Science Center  40 students x \$15.50/each = \$620  [4 free adults; teachers free]  Total = \$620</p>		\$	1,391.00				
5900	360	<p><b>Rentals/Educational Software</b>  Hamilton ES  Legends of Learning annual subscription (online) = \$2,400 program site license</p>		\$	2,400.00	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>		\$	15.00	100%			
5900	390	<p><b>Other Purchased Services: Printing</b>  Costs for printing instructional materials for use within enrichment programs by actively participating 21st CCLC students and 21st CCLC items such as brochures, posters, and fliers to disseminate program related information regarding 21st CCLC programs to families.</p> <p>MSH: 12,300 copies x \$0.05/copy = \$615</p>		\$	615.00	100%			
5900	390	<p><b>Rentals: 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.  Estimated rate = \$38.65/hr</p> <p><b>Midway Safe Harbor (\$1,122)</b>  Full Sail: 5 hrs x \$38.65/hr x 2 buses = \$387  Wayne Densch Performing Arts Center: 4.5 hrs x \$38.65/hr x 2 bus = \$348  Barberville Pioneer Settlement 5 hrs x \$38.65/hr x 2 buses = \$387</p> <p><b>Hamilton (\$761)</b>  Wayne Densch Performing Arts Center: 4.5 hrs x \$38.65/hr x 1 bus = \$174  Central Florida Zoo: 4.75 hrs x \$38.65/hr x 1 bus = \$184  Orlando Science Center: 5 hrs x \$38.65/hr x 1 bus = \$193  UCF (SECME Competition) = \$210</p>		\$	1,883.00	100%			
5900	310	<p><b>Other Purchased Services: Contracted Services</b>  Enrichment/Academic Programs contracted to provide services to actively participating 21st CCLC staff in First Aid/CPR training. 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>Contracted services for outside consultants to provide First Aid/CPR training to staff. \$58 per staff member: MSH: \$58 x 8 staff = \$464; Hamilton: \$58 x 2 = \$116</p>		\$	580.00	100%			
5900	390	<p><b>Other Purchased Services: Contracted Services</b>  Enrichment/Academic Programs contracted to provide services to actively participating 21st CCLC students 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><b>Hamilton (\$12,480)</b>  Enrichment/Academic Programs - Vendor Services  Art Education Vendor: \$4,160 per quarter x 3 = \$12,480 (includes teacher one hour per week and all materials)</p>		\$	12,480.00	100%			

5900	510	<p><b>Materials/Supplies</b>  <u>Consumable materials and supplies</u> for use by actively participating 21st CCLC students and their families, such as, general art supplies, paper, pencils, and crayons. Includes materials to replenish STEM kits (annual refresh). Supplies for student files and classroom setup will also be procured (student folders, supply bins, labels). Limited food will be purchased for the purpose of culinary arts enrichment classes at each program site.</p> <p>[Note: Any culinary activity supplies will be restricted to raw materials and utensils for instructional purposes only and will be documented at a minimum with a lesson plan, recipe and attendance roster. All culinary class purchases will be reasonable and necessary to achieve program objectives and will comply with all applicable requirements and guidelines established by local, state and federal regulatory agencies regarding safe food preparation, licensing and inspections.]</p> <p><u>Supplemental educational materials and supplies</u> for use by actively participating 21st CCLC students (educational posters, classroom organization tools, easels, robotics materials, reading materials, non-consumable art supplies, physical education/nutrition materials).</p> <p><u>Materials and supplies to support adult family member activities</u> for family members of activity participating 21st CCLC students.</p> <p>Midway Safe Harbor: \$11.03/student x 90 students = \$993  Hamilton (SY): \$35/student x 85 students = \$2,975  Hamilton (Summer): \$12.50/student x 40 students = \$500</p>		\$	4,468.00	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>Hamilton \$2,689</p>		\$	2,689.00	100%			
6400	330	<p><b>Travel: Staff (Professional Development Related - 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 21st CCLC FDOE activities.</p> <p><i>Out-of-County Travel</i>  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>Site Facilitator, MSH  Mileage, 110 miles/day x 2 ways x \$0.655/mile = \$144  Lodging, \$179/night x 3 nights = \$537  Total = \$681</p> <p><i>Out-of-County Travel</i> : Conference TBD based on staff professional learning needs. Mileage, \$0.655/mile, tolls, parking, meals (as appropriate for conference) = \$200</p>		\$	1,335.00	100%			
6400	730	<p><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.]</p>		\$	495.00	100%			
7710	100	<p><b>External Evaluator</b>  Salary and benefits to support a Performance Data Analyst will be provided in-kind by the school district to evaluate the 21st CCLC program (0.01 FTE).</p>	0.01	\$	-	100%			
7200	790	<p><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 10% administrative cap (excluding 600-series objects and contracted amounts in lines 5000/310 above \$25,000 and 7800/310 – Plan B).</p> <p><b>Administrative, 100% = \$24,425</b></p>		\$	24,425.00	100%			
<b>D) TOTAL</b>				\$	<b>642,800.00</b>		<b>Administrative, \$25,868.55 (4.02%); Evaluation, \$5,586.95 (0.87%)</b>		