



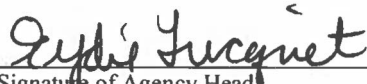
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Jefferson County School District	2 PROJECT NUMBER 330-2443B-3CEL1	
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Continuation <p align="right">TAPS 23B036</p>	4 AUTHORITY 84.287C 21st CCLC ESSA, Title IV, Part B USDE or Appropriate Agency FAIN#: S287C220009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2022 - 07/31/2023 Program Period:08/01/2022 - 07/31/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$300,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$300,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/31/2023</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2023</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2023</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2022</u> 		
10 DOE CONTACTS Program: Andria Cole Phone: (850) 245-0649 Email: Andria.Cole@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: GLT4RMD8GYE8 FEIN#: F596000687004	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. The Department's approval of this contract/grant does not excuse compliance with any law. Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p align="center"><i>Andria G. Cole</i></p> <hr/> <p align="center">Authorized Official on behalf of the Commissioner of Education</p> </div> <div style="width: 45%;"> <p align="center">12.12.22</p> <hr/> <p align="center">Date of Signing</p> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: <p style="text-align: center;">2022-2023 21st CLCC</p> <p style="text-align: center;">TAPS NUMBER: 23B036</p>	DOE USE ONLY Date Received 7/14/2022
B) Name and Address of Eligible Applicant: Jefferson County Schools 1490 W Washington Street Monticello, FL 32344		Project Number (DOE Assigned) 330-2443B-3CEL1
C) Total Funds Requested: <div style="text-align: center;">  <hr style="width: 20%; margin: auto;"/> <p>DOE USE ONLY</p> <p>Total Approved Project: \$ 300,000.00</p> </div>	D) Applicant Contact & Business Information	
Contact Name: Lisa Roderick Fiscal Contact Name: Lisa Roderick		Telephone Numbers: 850-342-0100 ext. 104
Mailing Address: 1490 W Washington Street Monticello, FL 32344		E-mail Addresses: lroderick@jeffersonschools.net
Physical/Facility Address: 1490 W Washington Street Monticello, FL 32344		UEI number: GLT4RMD8GYE8 FEIN number: F311569428010
CERTIFICATION		
<p>I, <u>Eydie Tricquet</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>		
E)  _____ Signature of Agency Head	_____ Superintendent Title	_____ 7/13/2022 Date

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Jefferson District Schools

B) DOE Assigned Project Number: 330-2443B-3CEL1

C) TAPS Number: 23B036

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	110	<p>Salaries: Integrated Services Coordinator (ISC) Program Director responsible for compilation of assessment data, facilitating the development of project based learning activities, coordinating family activities, securing materials, submitting all required deliverable documentation, acting as the liaison with the evaluation team, organizing necessary staff development activities, overseeing the dissemination of information to both staff and community, and coordinating with instructional staff to develop tailored curriculum to meet students specific needs. This will be split between 3 people (2 district staff and 1 school staff to ensure there is always coverage and to break up responsibilities.)</p> <p>\$21.724/hrr x 2 hrs x 5 days/week x 29 weeks = \$6,300 x 3 ISC = \$18,900</p> <p><i>75% Administrative: \$14,175</i> <i>25% Evaluation: \$4,725</i></p>	0.5	\$ 18,900	100%			
5100	220	<p>Fringe Benefits: Integrated Services Coordinator FICA benefits are calculated at at 6.20%.</p> <p>\$18,900 x 6.2% = \$1,172</p> <p><i>75% Administrative: \$879</i> <i>25% Evaluation: \$293</i></p>		\$ 1,172	100%			
5100	221	<p>Fringe Benefits: Integrated Services Coordinator Medicare benefits are calculated at 1.45%.</p> <p>\$18,900 x 1.45% = \$274</p> <p><i>75% Administrative: \$206</i> <i>25% Evaluation: \$68</i></p>		\$ 274	100%			

5100	224	Fringe Benefits: Integrated Services Coordinator Workmans benefits are calculated at 2.65% $\$18,900 \times 2.65\% = \501 <i>75 % Administrative: \$376</i> <i>25% Evaluation: \$125</i>		\$ 501	100%			
5100	120	Salaries: Certified Teachers Educators with core content knowledge are selected based on their experience and availability to provide tutoring. Tutors will rotate through 2 groups each of 10 students so that they are spread out. $15 \text{ teachers} \times \$20/\text{hour} \times 2 \text{ hours/day} \times 5 \text{ days/week} \times 29 \text{ weeks} = \$87,000$	3.75	\$ 87,000	100%			
5100	220	Fringe Benefits: Certified Classroom Teachers FICA benefits are calculated at 6.20% . $\$87,000 \times 6.20\% = \$5,394$		\$ 5,394	100%			
5100	221	Fringe Benefits: Certified Classroom Teachers Medicare benefits are calculated at 1.45%. $\$87,000 \times 1.45\% = \$1,262$		\$ 1,262	100%			
5100	240	Fringe Benefits: Certified Classroom Teachers Worker's Compensation benefits are calculated at 2.65%. $\$87,000 \times 2.65\% = \$2,306$		\$ 2,306	100%			
5100	130	Salaries: Counselor \$1,500 Stipend for Work - provides behavior and emotional support for students participating in the afterschool program. The stipend is a flat rate of \$1,500 for 1 hours/week for the length of the program. Total = \$1,500		\$ 1,500	100%			
5100	220	Fringe Benefits: Counselor FICA benefits are calculated at 6.20% . $\$1,500 \times 6.20\% = \93		\$ 93	100%			
5100	221	Fringe Benefits: Counselor Medicare benefits are calculated at 1.45%. $\$1,500 \times 1.45\% = \22		\$ 22	100%			

5100	240	Fringe Benefits: Counselor Worker's Compensation benefits are calculated at 2.65%. $\$1,500 \times 2.65\% = \40		\$ 40	100%			
5100	150	Salaries: Teacher Assistants To assist in the learning process in assigned areas of study to provide a variety of instructional and supportive tasks for instructional personnel and perform related work as required 5 Teacher Assistants x \$15/hour x 10 hours/week x 29 weeks = \$21,750	1.25	\$ 21,750	100%			
5100	220	Fringe Benefits: Teacher Assistants FICA benefits are calculated at 6.20%. $\$21,750 \times 6.20\% = \$1,349$		\$ 1,349	100%			
5100	221	Fringe Benefits: Teacher Assistants Medicare benefits are calculated at 1.45%. $\$21,750 \times 1.45\% = \315		\$ 315	100%			
5100	240	Fringe Benefits: Teacher Assistants Worker's Compensation benefits are calculated at 2.65%. $\$21,750 \times 2.65\% = \576		\$ 576	100%			
7800	160	Salaries: Bus Drivers Hourly pay for bus drivers working routes for the 21st-century program. 3 drivers x \$15/hour x 2 hours/day = \$90/day x 5 days = \$450 \$450/week x 29 weeks = \$13,050		\$ 13,050	100%			
7800	220	Fringe Benefits: Drivers FICA benefits are calculated at 6.20%. $\$13,050 \times 6.20\% = \809		\$ 809	100%			
7800	221	Fringe Benefits: Drivers Medicare benefits are calculated at 1.45%. $\$13,050 \times 1.45\% = \189		\$ 189	100%			
7800	240	Fringe Benefits: Drivers Worker's Compensation benefits are calculated at 2.65%. $\$13,050 \times 2.65\% = \346		\$ 346	100%			

7300	510	<p>Materials To purchase program supplies listed below to be used exclusively by actively participating 21st CCLC students during the 21st CCLC program.</p> <p>Equipment: Pens, pencils, markers, crayons, math manipulatives, science kits, copy paper, construction paper, copy paper, card stock, color paper, scissors, paint, paint brushes, journals, notebooks, highlighters, printer ink.</p> <p>150 students x \$264.30/student = \$39,645</p>		\$ 39,645	100%			
6300	369	<p>Licenses To purchase licenses listed below to be used exclusively by actively participating 21st CCLC students during the 21st CCLC program.</p> <p>Catch up With Coach: \$2,750 x .50 (cost allocated to 21st CCLC) = \$1,375 IXL Math: \$2,750 x .50 (cost allocated to 21st CCLC) = \$1,375</p> <p>Teacher Toolkit = \$495 IXL Program Up: = \$2,538</p>		\$ 5,783	100%			
7800	332	<p>Transportation Busing expenses including gas, inspections, and wear and tear for students home after school each day after participating in the 21st-century program.</p> <p>3 buses x 58 miles each = 174 miles x \$2.50/mile = \$435 \$435/day x 5 days = \$2,175 \$2,175/week x 29 weeks = \$63,075</p>		\$ 63,075	100%			
6400	330	<p>Travel Travel for students to visit local colleges in Leon County includes the cost of bus, driver, and insurances. Travel to Leon County to visit the museums. Costs are approximate for charter bus use.</p> <p>Costs of travel for the bus (charter) approximately \$6,666.66 x 3 trips = \$20,000</p>		\$ 20,000	100%			

6400	300	Travel: Out of County Travel to attend the 21st CCLC fall and spring technical assistance meetings for one staff member. <u>21st CCLC Fall Meeting September 1-3</u> Hotel: \$99/night x 2 nights = \$198 Fuel: \$62/round trip = \$62 <u>21st CCLC Spring Meeting</u> Fuel: Estimated at \$65 (round trip)		\$ 325	100%			
7900	720	Indirect Costs Indirect costs of 5.74%. Indirect costs cover administrative costs of the grant. <i>100% Administrative = \$14,325</i>		\$ 14,325	100%			
D) TOTAL				\$ 300,000	Administrative = \$29,961 (9.99%) Evaluation = \$5,211 (1.74%)			

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 requirement outlined in Section 427 of the General Education Provisions Act (GEPA)

Jefferson County School Board understands the statute highlights six different types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

The districts current policies and practices have been established to eliminate barriers that may prevent their students, teachers, district employees, etc. from such access or participation in the 21st CLCC project or activities submitted in the attached 21st CLCC grant application

Jefferson County School Board

Eydie Lucquet
Signature of Agency Head

Superintendent
Title

9/8/2022

Section D

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

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

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

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

Certification:

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

Jefferson County School Board
Typed Agency Name

33
Agency Number

Eydie Tricquet
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.

Eydie Tricquet
Signature (must be original)

8/8/22
Date

850/
942-0100
Area Code/Telephone Number



2022-23 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. (ET)

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. (ET)

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. (ET)

Supplement, Not Supplant

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

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. (ET)

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. (ET)

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. (E)

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. (E)

Collaboration with Schools

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

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. (E)

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. (E)

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. (E)

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). (E)

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



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

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. (ET)

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. (ET)

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

Agency Name Jefferson County School

Agency Head or Authorized Agency Representative Eydie Tricquet
Signature

Eydie Tricquet
Printed name

Title Superintendent

Date 7/13/22

Phone No. 850-342-0100

Email eydie.tricquet@jeffersonschooldistrict.org



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

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

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

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

Jefferson County School Board meets with private schools each year to plan programs for eligible students.

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

21 are eligible - none are taking part currently

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

Services run from 3:45-5:45 at the school campus

- (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.

Services will be the same for private school students.

- 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.

Florida 21st Century Community Learning Centers (21st
Program Year 2022-23



Agency Name

Jefferson County School Board

Agency Head or Authorized
Agency Representative

Eydie Tricquet
Signature

Eydie Tricquet
Printed name

Title

Superintendent

Date

8/8/22

Phone No.

850-342-0100

Email

etricquet@jeffersonschools.net



2020-2021 Scope of Work

Agency Name: Jefferson County Somerset

Project Number: 94B-2441B-1CEL1

Program Name: 21st CCLC L.E.A.P

3.1 Project Model Description

Expanded Learning Opportunities (ELOs)

Engaging instructional enhancements

Out of school time programming

Special populations programming; e.g., SWD or ELL

Jefferson County K-12, a Somerset Charter School implements the Learning Enrichment Afterschool Program (L.E.A.P.) program: an after school program designed to meet the needs of an historically underserved population of students and families in the rural community of Monticello, FL. L.E.A.P. at Jefferson Somerset provides a safe place for students to go where they will receive academic support and enrichment. The program is student-centered, focusing on the needs of students through structured learning activities. Through L.E.A.P., students receive homework help and tutoring in the areas of English Language Arts, Mathematics, and Science. Secondary students also receive support for Algebra, course recovery, and SAT/ACT prep. Additional supports are provided for Students with Disabilities (SWD), English Language Learners (ELL), and those who are economically disadvantaged. Bilingual support will be provided for students in L.E.A.P. for Hispanic students as a targeted group. Transportation is provided for students so that transportation is not a barrier for participation. The L.E.A.P. program operates through the 2021 school year from Aug. 10– May 27, Monday – Friday from 3:00 – 6:00 pm.

3.2 Applicant's Experience and Capacity

Jefferson County K-12, a Somerset School (Jefferson Somerset) is the only charter district in the state of Florida. The LEA consists of three separate schools; Jefferson Somerset Elementary, Jefferson Somerset Middle, and Jefferson Somerset High. The Jefferson County School District was provided two options to



21st Century Community Learning Centers



convert to a charter district or close due many years of low academic performance. Somerset Academy, Inc. adopted Jefferson County elementary, middle, and high schools into their network of predominantly high performing schools in 2017. Somerset Academy has experience with operating successful schools in Florida since they opened their first school in 1997. Somerset's history and experience proves its ability to maintain and sustain high quality educational programming. The unique situation allows the school district and the schools to operate as one. Jefferson Somerset is also the LEA and provides technical assistance on writing and implementing any grant projects. The LEA provides a Federal Programs manager who provides support and oversight for all grants. The LEA is well versed in grants administration as it qualifies for Title grants as an underperforming and underserved community.

The Federal programs manager ensures consultation with the leadership team at the school level occurs with special programs staff to ensure collaboration and program objective are met. Collaboration meetings are conducted on an as needed basis throughout the year to assist the school in selecting appropriate research-based activities in accordance with 21st century program goals and objectives.

Based on our experience we communicate on an ongoing basis. Jefferson County K-12 a Somerset Charter School works diligently to build capacity of stakeholders to impact student physical and mental health, academic success and overall health and well-being.

Jefferson Somerset participates in several state and federal grants, these grants include Title I, Title II, Title IV, Title V, IDEA, UniSig, ILFD, Carl Perkins Rural and Carl Perkins Secondary. Jefferson Somerset participates in systematic onsite and desktop monitoring based on the requirements of the grant programs. Jefferson Somerset had onsite monitoring for Title V this year. During the 2018-2019 school year Jefferson Somerset went through a transition in its grants management staff at the end of the year resulting in inaccurate reporting of information for the Title I grant. Jefferson Somerset hired a new Director of Federal programs and created a System Improvement Plan to ensure the Federal programs adhere to proper reporting and that there is proper oversight of the grant. The new position ensures that someone is responsible for timely and accurate reporting of information.



21st Century Community Learning Centers



The Director of Federal Programs will work directly with the L.E.A.P. Integrated Services Coordinator to ensure proper monitoring and evaluation of the L.E.A.P. program. The Federal Programs director will have an initial meeting with grant implementation expectations as well as quarterly meetings to ensure proper documentation is being collected and that the program is being implemented with fidelity. Jefferson Somerset has completed all monitoring and is currently in compliance with all grant reporting requirements for all of its grants.

The Integrated Services Coordinator ensures (1) the implementation of the academic and enrichment activities using research-based strategies; (2) recording the attendance required for ensuring program success; (3) realization and monitoring of the different areas of teaching and learning, and (4) realizing and supporting learning and participation in the successful attainment of project goals and objectives. The Integrated Services Coordinator and program staff have designed all activities based on students' interest and needs.

The Integrated Services Coordinator will utilize data from the first year of the program to design the professional development activities for all project personnel moving forward from the first year. The Integrated Services Coordinator will be responsible for ongoing professional development to ensure program staff have the necessary skills to make the program run effectively. The professional training opportunities take place before the L.E.A.P. program begins and are ongoing throughout the year. The professional development provided will ensure that program staff are trained on how to address the needs of the targeted special populations.

In accordance with ESEA Sec. 4205(b), the Jefferson LEAP 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement. To achieve compliance with these federal expectations, the 21st CCLC program engaged an independent evaluator to help establish an evaluation plan that fully supports the needs of students and



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parents, faculty and staff, the Florida Department of Education (FLDOE), and the United States Department of Education (USED).

INDEPENDENT EVALUATOR SELECTION:

During the course of the creation of the 2020-2021 proposal for new 21st CCLC programming, the Somerset Jefferson utilized a competitive bidding process to select an independent evaluator to oversee all evaluation products and assist in the continuous improvement of the 21st CCLC program. In keeping with required procurement procedures, all bids submitted were reviewed by a panel of reviewers from the Somerset Jefferson. Ultimately, the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) received the highest score and was selected to be the independent evaluator for this 21st CCLC proposal. CASPER was established in January, 2011, with the primary purpose of providing evaluation services to afterschool programs.

INDEPENDENT EVALUATOR QUALIFICATIONS:

CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. Over 90% of these evaluations have specifically supported 21st CCLC programs. As per agreement, the Lead Evaluator will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle-school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. An instructional evaluator will provide added support for the Jefferson LEAP 21st CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. CASPER has no vested interests in the Somerset Jefferson nor the operations of the proposed 21st CCLC program.



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EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes.



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With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation and monitoring process; and (4) detailed recommendations for improvement and program enhancement.



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As with all relationships with contractors, the evaluator will be engaged under a written agreement that clearly identifies the scope of work to be completed; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non- performance; and any other information as required by applicable federal, state, and local rules and regulations. All Somerset Jefferson employees, officers or agents are free from any real or apparent conflict of interest.

DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The Somerset Jefferson will work directly with the independent evaluator and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the school's data coordinator to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and teachers will have direct access to student data using the master student databases developed by CASPER and dashboards maintained by the Miami-Dade County Public Schools, thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

(1) District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to



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(3) adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(4) Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals and Somerset Jefferson will assist in encouraging survey completion; (2) surveys will be distributed equally to teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation (e.g., gift card).

DATA MAINTENANCE: Data will be maintained in accordance with rules and regulations of the Somerset Jefferson, the Florida Department of Education, the United States Department of Education, and federal law governing education data (e.g., FERPA, HIPAA). The evaluator is an active member of the American Evaluation Association and American Psychological Association, such that data will be maintained according to the ethics and requirements of those professional organizations. Both the Jefferson LEAP 21st CCLC program and the independent evaluator will maintain all data on “offline” spreadsheets (the Master Student Database) using 256-bit encryption to protect sensitive data. Only password-protected and encrypted databases will be shared electronically, thus further protecting student and family data. In addition to the Master Databases, the program will enter required data into the EZReports system provided by the Florida Department of Education.



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EZReports is a comprehensive data collection system to support the 21st CCLC program, but does not allow for the collection of all variables of interest (e.g., prior year FSA scores, some student demographics, additional assessments outside the approved objectives, etc.). All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports.

As recommended by the FLDOE, EZReports must not be considered a data storage system for the program, as data can be easily deleted or erased. In addition to maintaining databases, all surveys and hard-copy assessments will be maintained in a central location for future needs or to provide backup documentation to the Florida Department of Education.

DATA REPORTING: The Jefferson LEAP 21st CCLC program will work with the parent agency to implement the 21st CCLC program while also ensuring all necessary data are collected and reported to both the Florida Department of Education (FLDOE) and the US Department of Education (USED). The evaluation plan includes necessary procedures for collecting and reporting accurate data to both federal and state entities, including program operational data, staffing and activity data, student enrollment and attendance, student demographics, student achievement data, and stakeholder surveys (e.g., student, parents, and teachers). The data collection and evaluation plans include all data and stakeholder surveys expected by the FLDOE and USED to assess overall performance of the 21st CCLC program under the Government Performance and Results Act (GPRA), including improvement in homework completion, class participation, and behavior (getting along with other students).

US Department of Education (USED): Accurate and complete federal reporting is critical to establishing the success of this 21st CCLC program, the Florida 21st CCLC initiative, and the national 21st CCLC initiative. The Somerset Jefferson will report aggregate data directly to the federal 21APR (Annual Performance Report system required by the USED).



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This reporting is completed entirely online three times per year (summer reporting, Fall reporting, Fall/Spring combined reporting). This process will include the Federal Data Alignment Tool required by the FLDOE and the submission of actual data to the USED 21APR.

Florida Department of Education (FLDOE): As with federal data reporting, it is imperative that state reporting is also accurate, complete, and valid. The Jefferson LEAP 21st CCLC program will report state evaluation data and findings primarily through the EZReports system (e.g., mid-year reporting, end-of-year reporting) and will ensure all data necessary for EZReports is entered and accurate throughout the year. Additional reporting will be provided through the Formative Evaluation Summary and Summative Evaluation Report completed by the independent evaluator. These reports will also be submitted to the Florida Department of Education and placed on the program website for community consumption and public reporting.

COORDINATION OF EVALUATION ACTIVITIES:

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The Jefferson LEAP 21st CCLC program director will coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader project-based learning plans.

Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts. These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any



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evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EVALUATING PROGRAM IMPACT:

As required under federal law, the Jefferson LEAP 21st CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs. During both mid-year and end-of-year reporting, the program will work with the independent evaluator to assess the impact of the program for either the first half of the year (mid-year) or the entire course of the grant evaluation year (end-of-year).

A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships.



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Focus will be placed on (1) evidence of program quality (using Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

USE AND DISSEMINATION OF EVALUATION RESULTS:

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. Following site visits, a debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. All 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.



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SHARING RESULTS WITH COMMUNITY:

The Jefferson LEAP 21st CCLC program believes all stakeholders are part of the extended learning community. In order to help ensure the community receives and understands evaluation results, the formative summary and summative evaluations will be uploaded to the 21st CCLC website. In addition, should any member of the community wish to review the summative evaluation in person, a hard copy will be provided to all targeted schools (with permission of the principal). One of the most important methods of informing parents and more involved stakeholders within the community is through Advisory Board meetings and Adult Literacy Events. Following evaluation reports, the findings and recommendations will be presented to the Advisory Board for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the receipt of the evaluation reports.

MEASURABLE OBJECTIVES AND ASSESSMENTS:

As required, the Jefferson LEAP 21st CCLC program has provided the required number of objectives on the Measurable Objectives and Assessments structured form – including both statewide standard objectives and applicant-specified objectives. For each objective, as included on the Measurable Objectives and Assessments structured form, the Jefferson LEAP 21st CCLC program has detailed (in the space allowed) a rationale for the proposed benchmark, an assessment plan for when and how data will be assessed, and data collection methods to ensure accurate collection and reporting. All measurable objectives and assessments are attached on the required structured form.



3.3 Needs Assessment

The Jefferson County School District in Monticello, FL, is currently the state's first charter district. The Jefferson County School District's ongoing failure status has resulted in students fleeing the school district, difficulty recruiting highly qualified instructional staff, and the district being subjected to multiple turn-around programs. According to FLDOE Ed Stats report, "Jefferson County Elementary School earned a school letter grade of "D" for the 2014 – 2015, 2015 – 2016, and 2016 – 2017 school years." Along with the student performance ranking Jefferson County the lowest performing school district in the state of Florida the school district financial management was also a failure. "In August 2016, the Florida Department of Education declared a state of financial emergency for Jefferson County schools, the only Florida district in such condition, and appointed a state oversight board. The county school district, which previously had operated under a financial emergency oversight board from April 2009 to June 2011, submitted three previous plans for improvement that state officials rejected," Tallahassee Democrat.

In January 2017, Commissioner Pam Stewart gave Jefferson the following choices: close down the schools, hire an outside operator to run them, or convert the district into a charter school. Jefferson tried to go with an outside operator—but none in the state had ever worked with a failing district. Somerset Academy Inc. took on the challenge of improving the schools in Jefferson County after learning about the dire needs of the student population. In April 2017, Somerset Academy Inc., was awarded the contract to take over this district known for being the lowest performing district in the state of Florida. The LEA name for all of Jefferson County public schools has been adapted to Jefferson County K-12 a Somerset Charter School, referred to as Jefferson Somerset. At the end of the 2017-2018 school year Jefferson Somerset was the most improved school district in the entire state of Florida. The leadership team is committed to creating learning opportunities utilizing evidence-based best practices to increase student achievement. The addition of an after-school program targeted at the most at-risk student populations will assist in closing the achievement gap by providing access to intervention opportunities.



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A deeper analysis of the structure of Jefferson County's public school system reveals the demographic breakdown of Jefferson County varies greatly from the demographic breakdown of the local public schools. According to the 2010 United States Census Bureau, "The racial makeup of the county was 60.4% White, 36.2% Black or African American, 0.30% Native American, 0.40% Asian, 0.0% Pacific Islander, 1.50% from other races, and 1.30% from two or more races. 3.70% of the population were Hispanic or Latino of any race." Currently, the PreK-12 Jefferson Somerset school student information system reports for race and ethnicity include; 66% Black or African American, 20% White-Non-Hispanic, 13% Hispanic of all races, and 1% Asian. The majority of students attending Jefferson County Schools have a low socioeconomic status, are below the poverty level, or qualify for Medicaid. All students at Jefferson Somerset receive free breakfast and free lunch through the Community Eligibility Program offered by the United States Department of Agriculture. The United States Department of Agriculture website describes the Community Eligibility Provision (CEP), "is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. To be eligible to operate CEP, a school or group of schools within an LEA must have an Identified Student Percentage (ISP) of 40% or higher. To calculate ISP, a school must count all of the students who are categorically eligible for free school meals and divide by total student enrollment."

The Jefferson Somerset Elementary School currently has a total enrollment of 404 students. Of the 404 students, 112 (28%) of the students qualify for Exceptional Student Education (ESE) services and have an Individualized Education Plan (IEP). Jefferson Somerset Elementary qualifies as a Title I school with 76% of the students qualifying directly for free or reduced lunch. Jefferson Somerset Elementary earned a "D" school grade following the 2018-2019 school year. The current ESSA rating qualifies the school as Comprehensive Support and Improvement (CS&I). Jefferson Somerset Elementary ESSA subgroup data indicates two subgroups falling below the federal index including Black or African American students and SWD (Students with Disabilities). Currently 67% of the students enrolled are Black or African American and 28% of the students enrolled have either an IEP or 504 plan. Data collected from the Florida Bureau of



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School Improvement website, www.floridacims.org, highlights the school grade components for overall performance and subgroup performance, see appendix A. Elementary Chart 1 - 2. Students with disabilities perform far under the school average in both English Language-Arts and Mathematics Florida Standards Assessment proficiency achievement. In English Language-Arts, 15% of the SWD population earned proficiency compared to the school average of 36%. In Mathematics, 17% of the SWD population earned proficiency compared to the school average of 49%. Black or African American students perform lower than the school average in both English Language-Arts (29%) and Mathematics (46%) Florida Standards Assessment proficiency achievement.

Jefferson County Schools combined the Middle and High onto one campus prior to Somerset's involvement. According to FLDOE Ed Stats report, "Jefferson County Middle/High School earned a school letter grade of "F" for 2014 – 2015, "D" for 2015 – 2016, and "D" for 2016 – 2017 school years." When Somerset Academy Inc. took over the schools the middle and high were separated into two different MSIDs. The Jefferson Somerset Middle School currently has a total enrollment of 168 students. Of the 168 students, 27 students (16%) of the students qualify for Exceptional Student Education (ESE) services and have an Individualized Education Plan (IEP). Jefferson Somerset Middle qualifies as a Title I school with 75% of the students qualifying directly for free or reduced lunch. Jefferson Somerset Middle earned a "C" school grade following the 2018-2019 school year. The current ESSA rating qualifies the school for Targeted Support and Improvement (TS&I). Jefferson Middle School ESSA subgroup data indicates two subgroups falling below the federal index including Black or African American students and SWD (Students with Disabilities). Currently 66% of the students enrolled are Black or African American and 16% of the students enrolled have either an IEP or 504 plan. Data collected from the Florida Bureau of School Improvement website, www.floridacims.org, highlights the school grade components for overall performance and subgroup performance, see appendix A: Middle School Chart 1 – 2. According to the data, students with disabilities and Black or African American subgroup proficiency scores are far below the school average for English Language-Arts proficiency achievement and Mathematics proficiency achievement. The Jefferson Somerset High School currently has a total enrollment of 187 students. Of the 187 students, 27 students (14%) qualify for Exceptional Student Education (ESE) services and have an Individualized Education Plan (IEP). Jefferson



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Somerset High School qualifies as a Title I school with 73% of the students qualifying directly for free or reduced lunch. Jefferson Somerset High School earned a “C” school grade following the 2018-2019 school year. The current ESSa rating qualifies the school for Targeted Support and Improvement (TS&I). Jefferson Somerset High School ESSa subgroup data indicates one subgroup falling below the federal index Hispanic students. Currently 13% of the students enrolled in the high school are Hispanic. Data collected from the Florida Bureau of School Improvement website, www.floridacims.org, highlights the school grade components for overall performance and subgroup performance, see appendix A: High School Chart 1 – 2.

The purpose of the after-school program will be 1. To provide a safe learning environment 2. Offer a structured continuation of learning following the school day 3. Enhance the learning opportunities for targeted subgroups of students to close the achievement gap 4. Offer mental health support. The program will include a variety of activities that can lead to enhanced test scores, higher grades, and improved physical and psychological development among students. Enrollment in the after-school programing will be open to all students grades K-12. Subgroups falling below the school-wide and state- wide average achievement levels will be specifically targeted for enrollment. The After-School Program will offer activities for students that will include the following; homework assistance, tutoring for core subject areas, enrichment activities, snack, and physical activities. Jefferson County currently does not offer any opportunities for students to enroll in a structured after-school program. There are no engagement opportunities for at-risk youth addressing academic or mental health needs of the students. The nearest structured aftercare programs for the students of Jefferson County are located in Leon County, 25 miles to the west. Without adequate transportation or students being enrolled in Leon County

Schools this opportunity would not be an option for students in Jefferson County.



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3.6 Staffing, Collaboration and Professional Development

3.6.a. Staffing and Collaboration

All academic enrichment, tutoring and specialized instruction will be supervised by a certified teacher, who possesses the required credentials to be a Florida Educator. All staff will be hired by the Integrated Service Coordinator in collaborating with current school administration from the current pool of teachers and staff already employed at the school. Hiring from the school personal will ensure each of them have already been through the screening process and will ensure qualified, trained and experienced educators familiar with the target population. Enrichment activities will be supervised by professional staff with expertise and/or certification in the area of instruction. The Integrated Service Coordinator, teachers, and staff will undergo fingerprinting, level 2 FBI background screen with Board approval and meet the requirements of the Jessica Lunsford Act. Two 21stCCLC staff at each site are required to obtain CPR/First Aid certification to help ensure the safety of every student but all program staff will be provided CPR training at the beginning of the year. The Integrated Service Coordinator will be responsible for providing appropriate programmatic and fiscal oversight of the project budget and be the primary contact for FLDOE in all matters related to the 21stCCLC program including timely reporting. The responsibilities of the Integrated Service Coordinator include: compilation of assessment data, facilitating the development of project based learning activities, coordinating family activities, securing materials, submitting all required deliverable documentation, acting as the liaison with the evaluation team, organizing necessary staff development activities, overseeing the dissemination of information to both staff and community, and coordinating with instructional staff to develop tailored curriculum to meet students specific needs.

The Administrative Liaison will be responsible for the daily collection and operation, coordination and delivery of services onsite. The Administrative Liaison will work with instructors and ISC to ensure that appropriate curriculum, instruction, and assessment are being utilized effectively. Additional responsibilities include: overseeing the daily operation of the program, administration of assessment instruments, submission of attendance and all other required documents to the Integrated Service Coordinator, direct supervision of instructional staff and students, monitoring pick-up/drop/off routine of students, ensuring a safe learning environment and reporting all concerns to the Integrated Service Coordinator in a timely



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manner and adhering to the schools safety and emergency readiness procedures. The ISC will work with bilingual staff to communicate with ELL students and parents to ensure their success in the program. Paraprofessionals will be utilized to provide supervision to students especially during transition times, physical activities, and instructional support.

3.6.b. Professional Development

The 21stCCLC staff will receive training in Youth Mental Health First Aid to support the social and emotional development of the students and to identify and intervene with youths experiencing a mental health crisis. The staff will also attend trainings on effective instructional practices as they become available related to academic achievement. Professional development includes the use of curriculum training materials, Universal Design for Learning instructional strategies, on-site training, workshops, conferences, local meetings, and webinars. All staff is required to complete at least two annual trainings that are directly related to 21stCCLC priorities, goals and activities and the second training is for CPR certification. The Integrated Service Coordinator and ISC will meet quarterly to identify priorities in training needs and ensure PD activities are completed. The Integrated Services Coordinator will coordinate beginning of the year training as well as collaboration throughout the year with school-based ESE staff to provide training to program staff for SWD students' needs. Completed trainings will be documented through attendance logs, meeting agendas, and feedback inventories that will be shared with other 21stCCLC staff. Components of the Professional Development Plan includes the following: (1) On-site Training provided by Integrated Service Coordinator to learn best practices to effectively engage students during after school (2) Student Safety and Security Protocols including CPR training and certification, (3) Attendance at the National conference by the Integrated Service Coordinator.

3.8 Community Notice, Recruitment, and Dissemination of Information

The Federal Programs Manager notified Jefferson County Superintendent Marianne Arbulu on April 3, 2020. Ms. Arbulu expressed her support for the program and getting additional support for our students.



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On April 14, 2020 Federal Programs Manager sent a memo to the Franklin Academy private school director Margarete Franklin of Jefferson Somerset's intent to apply. Franklin Academy is the only private school in Jefferson County. The Federal Programs manager conducts consultation meetings with private school representation each semester. Future communication about the program goals and objectives will be outlined in the next consultation meeting.

The community served by the 21st CCLC Program L.E.A.P. as well as the participating school administration, staff, parents, and students will be informed of the program services using through various ways. The Integrated Services Coordinator will work in collaboration with the school administration and school support personal to get program information out to families and the community. The program will make use of Blackboard automated calling system, website announcements, and social media. Jefferson Somerset continuously updates the community on programs, resources, and services available and how to participate. The Integrated Services Coordinator will work with the schools to draft all notices to be sent regarding the program to ensure that the required information such as the location where services are being provided is included. Additionally, flyers, and brochures will be distributed by the school in multiple languages to be sent home with the students. The information will also be sent to local community service agencies as well as other agencies and community leaders to ensure coverage. The program has a dedicated section within the school's website where information on program activities, formative and summative reports will be posted. The Integrated Services Coordinator is responsible for keeping the website and all CCLC Program 21st up to date. The website address will be provided to parents, teachers, school administration, community partners, private school participants and the school population in general. The Integrated Services Coordinator will also collaborate with the school's existing Parent involvement Specialist to target the identified special populations. The Integrated Services Coordinator will also collaborate with the district's ELL coordinator and potential L.E.A.P. bilingual staff to ensure Hispanic families and ELL students understand how to access and enroll in the program. 21st Century.



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The ISC will also use school email to communicate information to teachers, program staff, and school administration. Program flyers and or brochures will be available at the school site and invitations to parents' activities will be sent home with students. All program forms will be available for download from the website.

3.9 Facilities

Jefferson Somerset's 21st CCLC sites are located on one large campus with separate buildings for the different schools with some shared spaces. Jefferson County is a rural school district and all students who attend are bussed or arrive to school by parent transportation. The school sites undergo an annual health and safety as well as an annual fire inspection. The schools are a safe and accessible meeting all health and safety ordinances maintained by the school's administration. All facilities comply with the Americans Disabilities Act and are handicap accessible with adequate parking. Family members will be able to access the facility through the main door of the campus and will be checked-in and out by security.

Program classes and activities are held in several classrooms tailored to specific content areas. The outdoor play areas consist of a well-equipped playground, which are routinely inspected and meet all codes and an open field area. Snacks will be eaten in the school's cafeteria with a capacity much larger than the projected number of program participants. The school's STEAM Lab and library are available for enrichment activities. Students are actively monitored by their teacher and program staff at all times. All equipment and materials are securely stored in locked closets or sheds. The entire school facility is under video surveillance and video recordings can be accessed by administration when needed.

Per section 3.9 of the RFP, "Programs operated by a public or a non-public school at their centers and serving children in kindergarten (5-year-olds) and grades one or above, shall not be deemed to be child care per s. 402.3025, F.S., and as such will not need to provide licensing information or documentation." As a public charter school, this school falls under that umbrella, and the school's charter contract will be uploaded as evidence of that exemption.

3.10 Safety and Student Transportation



21st Century Community Learning Centers



The Somerset Academy Inc has both board approved and adopted policies and procedures for student safety that are followed throughout the day. These policies are aligned to Florida State Statute, Jefferson Somerset Schools Student Safety and Security Protocols and the expectations of the Somerset Academy Inc. Board of Directors. The L.E.A.P. 21st CCLC program will adhere to these pre-approved policies and procedures.

The L.E.A.P. 21st CCLC program will be supervised by the Integrated Services Coordinator will provide the after-school safety and security of students participating in the program. The staff will be trained by the ISCs regarding the safety and security plan. As part of the safety plan, 21st CCLC staff must communicate with the ISC student attendance, the physical environment, transportation and other factors of accountability and ensuring no student is at risk of harm. The Integrated Services Coordinator, teachers and assigned staff will also adhere to the 21st Century policies and procedures for: (1) evacuation plan and crisis response; (2) medication and first aid; and (3) outdoor safety. All staff will additionally be trained in Youth Mental Health First aid. The ISC serves as main point of contact to address any issues or situations that may arise during L.E.A.P. activities and also serves as the liaison for parents and school staff members. The coordinator is responsible for tracking attendance of every student on a daily basis. Once a roster of students is created, teachers conduct a check-in of students at the beginning of classes and checkout prior to transitioning to next activities scheduled. Absences during the day are cross checked with school staff and absences are reported daily to parents. Following dismissal from school, student will be escorted by staff to their assigned 21st CCLC room where attendance will be taken and a snack provided.

The busses are maintained by Jefferson Somerset and monthly safety inspection are done and kept on file by the Integrated Services Coordinator. Drivers must complete background checks and busses must adhere to all traffic rules and regulations. Staff members participating in the 21st century grant must have comprehensive background checks conducted by the LEA on file. In accordance with the Jessica Lunsford Act of 2007 any school staff member coming into contact with a student must have a background check and clearance from the LEA.



21st Century Community Learning Centers



Transportation of students and early dismissal from program: Procedure will be enforced to make sure students arrive to the designated program rooms each day via staff escort. Staff will also ensure that students are picked up safely at the end of each day. Parents must designate an authorized adult to pick up the student. Students are not permitted to leave campus with individuals other than a parent or legal guardian. The designated adult must notify staff who they are picking up and present photo identification to be compared with information on file. Students participating in school bussing will have their names listed on a bussing roster. Students are expected to meet the bus at the end of the program and will be transported to the predetermined drop off point. The drop off point will be pre-determined at the beginning of the year. Students that require bus transportation that did not require transportation will be allowed to ride with prior parent consent and communication.

Certifications and Documentation: The academic, enrichment, activity, clerical, bus drivers, guest speakers and volunteers will be certified, fingerprinted and licensed. State of Florida teacher credentials and background checks are housed within the 21st CCLS's office at the school site within a binder labeled "Certification and Fingerprints" and will be available for review at all times. Furthermore, all personnel will have valid and current fingerprints and drug screening performed by the LEA (Local Educational Agency). All personnel will be vetted and processed in accordance to state law. In addition to the teacher, there will be support staff allocated to the instruction.

3.11 Sustainability

Sustainability measures include the cooperation and commitment of the community partners who have committed resources and personnel to the program. Continuous efforts to recruit new partners and service providers will be conducted by the 21st CCLC Integrated Services Coordinator during community meetings and school sponsored events.



21st Century Community Learning Centers



Community outreach efforts and workshops will be provided and will be used to foster community and overall public interest to the program efforts. The sustainability efforts will begin upon implementation of program and letters of support will be recorded as part of the evaluation. The Federal Programs manager will work with the Integrated Services Coordinator to secure other funding sources through community partners and other grants to help financially support the program in the future. The School Advisory Council meets on a bi-monthly basis and efforts to be support the 21st CCLC will be discussed with the council.



21st Century Community Learning Centers



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additionally be trained in Youth Mental Health First aid. The ISC serves as main point of contact to address any issues or situations that may arise during L.E.A.P. activities and also serves as the liaison for parents and school staff members. The coordinator is responsible for tracking attendance of every student on a daily basis. Once a roster of students is created, teachers conduct a check-in of students at the beginning of classes and checkout prior to transitioning to next activities scheduled. Absences during the day are cross checked with school staff and absences are reported daily to parents. Following dismissal from school, student will be escorted by staff to their assigned 21st CCLC room where attendance will be taken and a snack provided.

The busses are maintained by Jefferson Somerset and monthly safety inspection are done and kept on file by the Integrated Services Coordinator. Drivers must complete background checks and busses must adhere to all traffic rules and regulations. Staff members participating in the 21st century grant must have comprehensive background checks conducted by the LEA on file. In accordance with the Jessica Lunsford Act of 2007 any school staff member coming into contact with a student must have a background check and clearance from the LEA.

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21st Century Community Learning Centers



The designated adult must notify staff who they are picking up and present photo identification to be compared with information on file. Students participating in school bussing will have their names listed on a bussing roster. Students are expected to meet the bus at the end of the program and will be transported to the predetermined drop off point. The drop off point will be pre-determined at the beginning of the year. Students that require bus transportation that did not require transportation will be allowed to ride with prior parent consent and communication.

Certifications and Documentation: The academic, enrichment, activity, clerical, bus drivers, guest speakers and volunteers will be certified, fingerprinted and licensed. State of Florida teacher credentials and background checks are housed within the 21st CCLS's office at the school site within a binder labeled "Certification and Fingerprints" and will be available for review at all times. Furthermore, all personnel will have valid and current fingerprints and drug screening performed by the LEA (Local Educational Agency). All personnel will be vetted and processed in accordance to state law. In addition to the teacher, there will be support staff allocated to the instruction.

Appendix A
Continuing Improvement 2021-22

Agency Name: Jefferson CSD
Program Name: LEAP 21st CCLC Program

Project Number: 94B-2442B-2CEL1

Reason(s) for the change:

Opportunity to use multiple social emotional learning programs to meet the needs of diverse needs of all students and subgroups.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

3.3 Needs Assessment:

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

3.2 Applicant Experience and Capacity:

INDEPENDENT EVALUATOR SELECTION:

During the course of the creation of the 2020-2021 proposal for new 21st CCLC programming, the Somerset Jefferson utilized a competitive bidding process to select an independent evaluator to oversee all evaluation products and assist in the continuous improvement of the 21st CCLC program. In keeping with required procurement procedures, all bids submitted were reviewed by a panel of reviewers from the Somerset Jefferson. ~~Ultimately, the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) received the highest score and was selected to be the independent evaluator for this 21st CCLC proposal. CASPER was established in January, 2011, with the primary purpose of providing evaluation services to afterschool programs.~~

INDEPENDENT EVALUATOR QUALIFICATIONS:

~~CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. Over 90% of these evaluations have specifically supported 21st CCLC programs. As per agreement, the Lead Evaluator will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. An instructional evaluator will provide added support for the Jefferson LEAP 21st CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. CASPER has no vested interests in the Somerset Jefferson nor the operations of the proposed 21st CCLC program.~~

EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. ~~As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation.~~ Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. ~~The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes.~~

~~With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.~~

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student’s actions, attitudes, knowledge, performance.

~~Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation and monitoring process; and (4) detailed recommendations for improvement and program enhancement.~~

~~As with all relationships with contractors, the evaluator will be engaged under a written agreement that clearly identifies the scope of work to be completed; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations. All Somerset Jefferson employees, officers or agents are free from any real or apparent conflict of interest.~~

DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The Somerset Jefferson will to work ~~directly with the independent evaluator and to~~ provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the school's data coordinator to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. ~~The program director and teachers will have direct access to student data using the master student databases developed by CASPER and dashboards maintained by the Miami-Dade County Public Schools, thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator.~~ Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

(1) District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to

(3) adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(4) Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected

data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals and Somerset Jefferson will assist in encouraging survey completion; (2) surveys will be distributed equally to teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation (e.g., gift card).

~~DATA MAINTENANCE: Data will be maintained in accordance with rules and regulations of the Somerset Jefferson, the Florida Department of Education, the United States Department of Education, and federal law governing education data (e.g., FERPA, HIPAA). The evaluator is an active member of the American Evaluation Association and American Psychological Association, such that data will be maintained according to the ethics and requirements of those professional organizations. Both the Jefferson LEAP 21st CCLC program and the independent evaluator will maintain all data on “offline” spreadsheets (the Master Student Database) using 256-bit encryption to protect sensitive data. Only password-protected and encrypted databases will be shared electronically, thus further protecting student and family data. In addition to the Master Databases, the program will enter required data into the EZReports system provided by the Florida Department of Education.~~

~~EZReports is a comprehensive data collection system to support the 21st CCLC program, but does not allow for the collection of all variables of interest (e.g., prior year FSA scores, some student demographics, additional assessments outside the approved objectives, etc.). All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports.~~

~~As recommended by the FLDOE, EZReports must not be considered a data storage system for the program, as data can be easily deleted or erased. In addition to maintaining databases, all surveys and hard-copy assessments will be maintained in a central location for future needs or to provide backup documentation to the Florida Department of Education.~~

DATA REPORTING: The Jefferson LEAP 21st CCLC program will work with the parent agency to implement the 21st CCLC program while also ensuring all necessary data are collected and reported to both the Florida Department of Education (FLDOE) and the US Department of Education (USED). The evaluation plan includes necessary procedures for collecting and reporting accurate data to both federal and state entities, including program operational data, staffing and activity data, student enrollment and attendance, student demographics, student achievement data, and stakeholder surveys (e.g., student, parents, and teachers). The data collection and evaluation plans include all data and stakeholder surveys expected by the FLDOE and USED to assess overall performance of the 21st CCLC program under the Government Performance and Results Act (GPRA), including improvement in homework completion, class participation, and behavior (getting along with other students).

US Department of Education (USED): Accurate and complete federal reporting is critical to establishing the success of this 21st CCLC program, the Florida 21st CCLC initiative, and the national 21st CCLC initiative. The Somerset Jefferson will report aggregate data directly to the federal 21APR (Annual Performance Report system required by the USED).

This reporting is completed entirely online three times per year (summer reporting, Fall reporting, Fall/Spring combined reporting). This process will include the Federal Data Alignment Tool required by the FLDOE and the submission of actual data to the USED 21APR.

Florida Department of Education (FLDOE): As with federal data reporting, it is imperative that state reporting is also accurate, complete, and valid. The Jefferson LEAP 21st CCLC program will report state evaluation data and findings primarily through the EZReports system (e.g., mid-year reporting, end-of-year reporting) and will ensure all data necessary for EZReports is entered and accurate throughout the year. ~~Additional reporting will be provided through the Formative Evaluation Summary and Summative Evaluation Report completed by the independent evaluator.~~ These reports will also be submitted to the Florida Department of Education and placed on the program website for community consumption and public reporting.

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: Jefferson Schools District Project Number: 330-2243B-3CEL1
Program Name: 21st CLCC L.E.A.P.

Reason(s) for the change: Change in LEA from Somerset to Jefferson County School District

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

~~Jefferson County School District K-12, a Somerset Charter School~~ implements the Learning Enrichment Afterschool Program (L.E.A.P.) program: an after school program designed to meet the needs of an historically underserved population of students and families in the rural community of Monticello, FL. L.E.A.P. at Jefferson County School District ~~Somerset~~ provides a safe place for students to go where they will receive academic support and enrichment. The program is student-centered, focusing on the needs of students through structured learning activities.

Jefferson County K-12, a Somerset charter school changed to Jefferson School District throughout the document.

The L.E.A.P. program operates through the ~~2021-~~ 2022-2023 school year from ~~Aug. 10-May 27~~ September 19-May 23, Monday – Friday from ~~3:00 – 6:00~~ 3:45-5:15 pm.

All staff will be hired by the ~~Integrated Service Coordinator~~ Principal ~~in~~ by collaborating with current school administration from the current pool of teachers and staff already employed at the school.

~~Two~~ One 21st CLCC staff ~~member~~ member at each site ~~are~~ is required to obtain a CPR/First Aid certification to help ensure the safety of every student but all program staff will be provided CPR training at the beginning of the year.

Underscore reflects additions to the previous narrative.

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

Florida's Nita M. Lowey 21st Century Community Learning Centers Evaluation Plan for 2022-23

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



FUNDING REQUEST GUIDE
Jefferson CSD 94B-2443B-3CEL1
2022-2023

Program Name:	Jefferson Somerset Succeeds
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	School Name ¹	Number of students that will receive 21st CCLC services in the indicated components ²	Funding amount per school.	Expanded Learning Opportunities (ELOs) \$25, 000	Health and Support Services \$25, 000	Families and Communities as Assets \$25, 000	Amount allowed per component (Maximum)
School 1	Jefferson County Elementary School	75	\$75,000.00	Yes	No	No	\$100,000.00
School 2	Jefferson County Middle School	40	\$75,000.00	Yes	No	No	\$100,000.00
School 3	Jefferson County High School	35	\$75,000.00	Yes	No	No	\$100,000.00
School 4							
Maximum Amount Allowed for this proposal:							\$300,000.00

¹ The applicant should include the name of the target school proposed. Each proposal can contain a maximum of four (4) schools.

² The number total number of students that will receive 21st CCLC service at each target school.

Project Performance Accountability Information, Instructions, and Form

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

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

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

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

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

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*). Evidence or proof that the activity took place (*Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project, training & technical assistance and the method of provision, number of clients or individuals served, the method of providing the service and frequency*). Criteria for acceptance may vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform.
- **Tasks-** The specific activities performed to complete the Scope of Work.
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence-** The tangible proof.
- **Due Date-** Date for completion of tasks.

Deliverables

The subrecipients will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students during non-school hours. Subrecipients may have one or multiple centers/sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from August 1, 2022–July 31, 2023. The purposes of the 21st CCLC program are as follows:

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

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

Source of Requirements

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>August 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	September 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>September 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	October 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>October 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	November 5, 2022

Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>November 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	December 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>December 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	January 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>January 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	February 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>February 1-28, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	March 5, 2023

Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>March 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	April 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>April 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	May 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>May 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, participant data update	June 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>June 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	July 5, 2023

<p>Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.</p>	<p>Implement the 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.</p>	<p><u>July 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly</p> <ul style="list-style-type: none"> • student attendance count • number of hours of programming per student and/or family, • participant data update 	<p>August 5, 2023</p>
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