



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Washington County School District	2 PROJECT NUMBER 670-2445C-5CG01	
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) - Geographic Expansion (C22) TAPS 25B182	4 AUTHORITY 84.287C 21st CCLC ESEA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C240009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2024 - 07/31/2025 Program Period:08/01/2024 - 07/31/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$500,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$500,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>05/31/2025</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>07/01/2024</u> 		
10 DOE CONTACTS Program: Contobia Horsey-Adams Phone: (850) 245-9209 Email: contobia.horseyadams@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: MBTAF3NWEMB5 FEIN#: F596000898002	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> 3.7.25 <hr/> Date of Signing </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

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: 21 st Century Geographic Expansion Grant TAPS NUMBER: 25B182; Cohort 22	DOE USE ONLY Date Received <p style="text-align: center; color: red;">07/02/2024</p>												
B) Name and Address of Eligible Applicant: Washington County School District		Project Number (DOE Assigned) <p style="text-align: center; color: red;">670-2445C-5CG01</p>												
C) Total Funds Requested: \$500,000 <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ 500,000.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Jiranda White</td> <td>Telephone Numbers:</td> </tr> <tr> <td>Fiscal Contact Name: Lucy Carmicheal</td> <td>850-638-6222</td> </tr> <tr> <td>Mailing Address:</td> <td>E-mail Addresses:</td> </tr> <tr> <td>652 Third Street Chipley, FL 32428</td> <td>Jiranda.White@wcsdschools.com</td> </tr> <tr> <td>Physical/Facility Address:</td> <td>UEI number: MBTAF3NWEMB5</td> </tr> <tr> <td>652 Third Street Chipley, FL 32428</td> <td>FEIN number: F596000898002</td> </tr> </table>		Contact Name: Jiranda White	Telephone Numbers:	Fiscal Contact Name: Lucy Carmicheal	850-638-6222	Mailing Address:	E-mail Addresses:	652 Third Street Chipley, FL 32428	Jiranda.White@wcsdschools.com	Physical/Facility Address:	UEI number: MBTAF3NWEMB5	652 Third Street Chipley, FL 32428	FEIN number: F596000898002
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CERTIFICATION														
<p>I, <u>Herbert J. Taylor</u> 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	_____ 7-1-2024 Date												

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



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

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

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

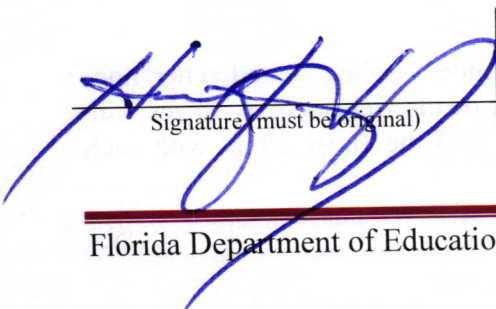
Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law,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

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).

Washington County School District	67	Herbert J. Taylor
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

	6-28-2024	850-638-6222
Signature (must be original)	Date	Area Code/Telephone Number

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General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
 - State laws and regulations pertaining to the expenditure of state funds.

Return to:

Florida Department of Education
Bureau of the Comptroller
325 West Gaines Street
914 Turlington Building
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

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Return original to: Florida Department of Education
Bureau of the Comptroller
914 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.
- The recipient will submit such reports to the Florida Department of Education and to U.S.

governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.

- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the “General Assurances, Terms, and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the “General Assurances, Terms and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. 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 false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- For projects involving construction:
 - The project is not inconsistent with the Florida Department of Education’s overall plans for the construction of school facilities.
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
 - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”).

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- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, “Audit Requirements” and/or Section 215.97, Florida Statutes, “Florida Single Audit Act” as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).
- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed

for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

Applicant - A school district or other entity seeking a project award from the Florida Department of Education.

Budget - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.

Budget Period - The interval of time into which a project period is divided for budgetary purposes.

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Capital Outlay - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is \$1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Conflict of Interest – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

Disbursement - Payment made in cash, by check, or via other electronic means.

Data Universal Numbering System (DUNS) - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

Equipment – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

Mandatory Disclosure – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

Monitoring – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Non-profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For-Profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

Project Application - An entity's request for a project award under state or federal education

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programs administered by the Florida Department of Education.

Project Award - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period - The length of time for which a project has been authorized/awarded.

Project Recipient - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

System for Award Management (SAM) - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). <https://www.sam.gov/portal/SAM/#1>

Supplies - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for

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general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of \$500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

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- State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.
2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.
 3. If the project recipient expends less than \$500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F, requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

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- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- Auditor General's Office
401 Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

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Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

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As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The grantee's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building
No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - Requiring such employee to participate satisfactorily in drug abuse assistance or

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rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

DUNS Number - Data Universal Numbering System

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as “DUNS + 4,” which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

EDGAR - Education Department General Administrative Regulations

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

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cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.
- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

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approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

Administrative Fee for Non-Federal Funds

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

Interest Income

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

Lobbying

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

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As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of

documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.
- To the extent that any product constitutes a “work” within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a “work for hire.” In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.
- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department’s rights.
- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.
- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a “work for hire” basis and shall not in any way infringe upon the Department’s ownership of the product.
- The grantee agrees not to convey any rights in the product to a third party.
- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.
- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

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regulations, and guidance documents.

Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel

cost. These methods apply only to the Department.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than \$1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.
- Items of equipment with an acquisition cost in excess of \$1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of \$1,000 through \$5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

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income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.¹ Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of \$5,000, must be processed in accordance with 2 CFR §200.313(e)(2), with the assistance and written approval of the Department.

Disposition of Real Property - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)²

Inventory of Property – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Purchasing

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)³ and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

¹ Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

² Ibid

³ CARDS Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.

Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400

Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/>) includes the following requirements related to grant files for recipients:

This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of \$500,000 in a fiscal year,

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that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of \$750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at:
<http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf>.

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.

Programs are subject to the Administrative Requirements, Cost Principles, and Audit Requirements of the Federal Government.

The Federal Government is streamlining its guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.

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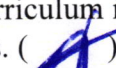
2024-25 21st CCLC Subrecipient Assurances

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. ()


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. ()


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. ()

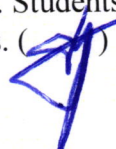
Supplement, Not Supplant

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

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. ()

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. ()

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. (A)

Collaboration with Schools

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

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. (A)

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. (A)

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. (A)

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). (A)

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. (A)

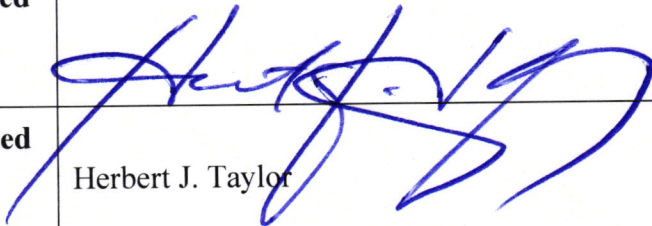
Suspension of the Grant

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. ()

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. ()

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	Washington County School District
Agency Head or Authorized Agency Representative Signature	
Agency Head or Authorized Agency Representative Printed Name	Herbert J. Taylor
Title	Superintendent
Date	7-1-2024
Phone No.	850-638-6222
Email	Jiranda.White@wcsdschools.com

**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.

Washington County School District will consult with private schools to support compliance of federal requirements for equitable services.

- (b) The number of students enrolled in private schools who have been identified as eligible to

150 student enrolled in private schools in Washington County School District are eligible to participate in the 21st Century Learning Centers.

benefits under the program.

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

Kate Smith Elementary; Vernon Elementary School/ 3:00- 4:30

- (d) The differences, if any, between the program benefits the applicant will provide to public and

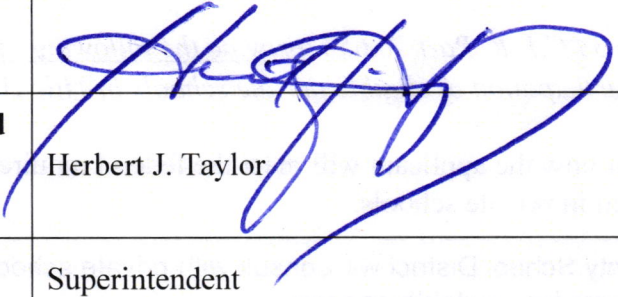
none

private school students, and the reasons for the differences.

- 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'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

Agency Name	Washington County School District
Agency Head or Authorized Agency Representative Signature	
Agency Head or Authorized Agency Representative Printed Name	Herbert J. Taylor
Title	Superintendent
Date	7-1-2024
Phone No.	850-638-6222
Email	Joseph.Taylor@wcsdschools.com

Florida 21st CCLC State-level Objectives

Objective Category	Objective Number	Domain	Required Objective	Data Management
1. Academic Achievement	1.A.1	English Language Arts (ELA) GPRA Measure 1	75% of students will show improvement in ELA performance on the Florida Assessment of Student Thinking (F.A.S.T.).	English Language Arts (ELA) F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.A.2	English Language Arts (ELA)	75% of students will show improvement in ELA grades.	<u>Student grades</u> will be collected and reported by subrecipients for all students during the school year for each grading period.
	1.B.1	Mathematics GPRA Measure 1	75% of students will show improvement in Mathematics performance on the Florida Assessment of Student Thinking (F.A.S.T.).	Mathematics F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.B.2	Mathematics	75% of students will show improvement in Mathematics grades.	<u>Student grades</u> will be collected and reported by subrecipients for all students during the school year each grading period.
	1.C	Grade Point Average (GPA) GPRA Measure 2	75% of students will improve their cumulative GPA by at least 0.1 point annually.	GPA will be collected and reported by subrecipients for all students who receive a GPA annually.
2. Dropout Prevention	2.A	Attendance/Dropout Prevention GPRA Measure 3	75% of students will improve their school day attendance annually.	The school day attendance rate will be collected and reported by subrecipients for all students annually.
3. Behavior	3.A	Behavior GPRA Measure 4	75% of students will improve their behavior annually.	Data reports on in-school suspension and discipline referrals will be collected and reported by subrecipients for all students monthly.
4. School Engagement	4.A.1	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 and reported by subrecipients for all students annually.
	4.A.2	Engagement in Learning GPRA Measure 5	75% of students will increase their engagement in school annually.	Stakeholder Surveys (day-school teachers on engagement) will be collected and reported by subrecipients for all students annually.

Color key:

- Gray represents federal requirements.
- Yellow represents state requirements.
- Pink represents local level data responsibilities.



2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers



Agency Name: Washington CSD

Project Number: 670-2445C-5CG01

Program Name: Washington CSD

Section 1: Project Abstract/Summary

Washington County School District's mission is to educate, elevate, accelerate the next generation of learners by cultivating them into being productive citizens in society. Washington County School District serves approximately 3,400 students from VPK to 12th grade.

Washington County Schools consists of the following: Kate Smith Elementary, Vernon Elementary, Washington VPK, Roulhac Middle School, Vernon Middle School, Chipley High School, Vernon High School, and Washington Academy of Various Exceptionalities.

Target: Washington County School District desires to provide targeted assistance to 450 students in grades 3rd through 8th grade who are enrolled in the Washington County School System. It is the priority of the district to extend the support needed to the schools, stakeholders, and parents of our community learners.

Washington County School District proposes to offer an Academic and Enrichment program to students enrolled in 3rd through 8th grade.

Students enrolled in the 3rd–5th grades will be provided the opportunity to engage in extra support in reading and math enrichment, to include self-discipline acceleration activities consisting of the following: Chess, Music, Art, Dance, Reader's Theatre, and Spanish Enrichment.

Students enrolled in the 6th–8th grade (middle grades) will have the opportunity to participate in the Washington County Rural Learners' Academy that will expose students to college and career readiness enrichment activities consisting of the following: public speaking, computer science, STEM, Film-Making, and Culinary while receiving extra support in math and reading.

All programs offer snacks provided by the district's food service vendor (Southwest Food Service Excellence) to ensure that each student eats a nutritional snack before leaving for the day. The program will be offered up to four days a week with bus transportation provided by the district.

If awarded the 21st Century Geographic Expansion Grant, the district will be able to eliminate barriers to exposing students to higher learning and enriching opportunities that will prepare them for a global society. The district has exhausted all funding for after-school programs for the upcoming years. It is important to our parents and stakeholders that we continue to offer after-school programming to support students and eliminate barriers to higher learning where the geographic area has 20% of its population living in poverty, according to the Census report.

Washington County School District serves over 3,000 students, where 3% of the student population is homeless and 60% are eligible for free or reduced lunch. As a result of the demographics, the district remains a CEP district where all students can participate in the National School Lunch Program for free until 2028.

Section 2: Applicant's Experience and Capacity

Washington County School District was a recipient of the 21st Century Program for up to three years. Due to the pandemic, the district was awarded federal funding to restore students' learning loss as an impact of COVID-19. This program is ending in July 2024, and there is a need for our rural learners to have access to more extended-day learning opportunities.

Section 3: Evaluation of Community Needs

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. FLDOE Accountability provides an overall calculation of the new Federal Percent of Points Index and for each subgroup.

Subgroups include economically disadvantaged students, major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, and two or more races), Students with Disabilities, and English Language Learners (ELLs). Districts are identified as Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI), or Additional Targeted Support & Improvement (ATSI) to receive tiered support in an effort to reduce the achievement gap by increasing student achievement.

Five of Washington County's schools have been identified as ATSI because each site has one or more subgroups with a Federal Index below 41%. Kate Smith Elementary (32%), Vernon Elementary (32%), Roulhac Middle (34%), and Vernon Middle (29%) each have a Federal Index of points below the standard of 41% in the Students with Disabilities subgroup. Although Vernon High (42%) and Chipley High (46%) were not below the threshold of 41%, each of our district's high schools is scoring only just above this mark. Other subgroups, such as Hispanic, Black/African American, Multiracial, and Economically Disadvantaged, are noted at some school sites as being below the 41% Federal Percent of Points standard. However, the Students with Disabilities subgroup is certainly the trend among all of our schools as a subgroup needing additional support.

The 2022-23 English Language Arts student performance assessment data revealed achievement gaps between student subgroups. While overall, 49.6% of students scored at Level 3 or above, outcomes varied by demographic and, in some cases, dramatically. English Language Learners and Foster Students had the lowest achievement in ELA, with 26.7% and 27.3%, respectively. Our overall population of ELLs and Foster students is very low districtwide.

Similar in performance, only 28% of Students with Disabilities achieved a Level 3 or higher. Comparatively, 55.2% of Students without Disabilities met expectations. An evident gap in our district's represented races shows that while 54.5% of American Indian/Alaskan Native and 52.6% of White students are meeting expectations, only 45.3% of Multiracial, 42.9% of Hispanic, and 37.1% of Black/African American students are achieving a Level 3 or higher. Slight gender differences are evident as well, with 53.2% of females but only 46.4% of males meeting standards.

Many students not graduating on time are Students with Disabilities, indicating that having a disability may hinder academic progress and ultimately the achievement of a high school diploma. Additionally, the demographic subgroups of Black/African American and Economically Disadvantaged decreased significantly from 2021-22 to 2022-23, from 97.1% to 83.8% and 85.8% to 77.1%, respectively.

The overall graduation rate is similar to pre-COVID-19 percentages, including the disaggregation of subgroups. The graduation rate for Students with Disabilities is higher than in 2018-19 but has declined compared to the last three reported cohorts. This year's class graduated without COVID waivers in place. Without these waivers, the school district's graduation rate dropped, as did many schools and districts across the state.

Section 4: Community Notice/Dissemination of Information

Quarterly, the Washington County School District hosts a stakeholders' meeting where stakeholders of the rural area come together to learn about the programs offered to students enrolled in Washington County School District.

After meeting with stakeholders, WCSD annually plans a Family Engagement Extravaganza entitled "**We Are COMMUNITY**," where parents and guardians are educated on community outreach in the local area, along with proposals for funding. This event aims to raise awareness of new funding opportunities designed to support and help build skills and relationships within our community of learners.

Notifications are sent out to private schools, as well as posted on the district webpage, announcing the district's interest in funding opportunities.

Section 5: Partnerships and Collaboration

Washington County School District has a **We Are COMMUNITY** Stakeholders group that extends support to our community of learners. Quarterly, we meet to discuss needs and plans to support the students and families in the community.

Although the city of Chipley, FL (Washington County) is rural and small, we have a strong community network that expands our reach in key areas. This includes providing shelter for our homeless students and families, medical care at the local free clinic hosted at TJ Roulhac Enrichment Center, and multiple churches and nonprofit organizations that offer enrichment opportunities for our community of learners.

Washington County School District Food Service Vendor, **Southwest Food Service Excellence**, will provide nutritional snacks and meals for students enrolled in the **21st Century Learner Centers**.

Section 6: Target Population, Recruitment and Retention

Targeted Population: 3rd–8th grade students

Students will be identified by academic analysts at each school to determine eligibility for the program. Students who perform below grade level will be given priority, as they have been identified as needing targeted support and exposure to higher-learning activities and enrichment.

With bus transportation and meals/snacks provided, this initiative will encourage students and families to be a part of the program. In addition, the district will offer multimedia, art, and other enrichment activities that will engage students and encourage participation in the program.

Section 7: Times and Frequency of Service Provision

See attached Site Profile Worksheet.

Times: 2:30- 5:30 (Monday- Thursday) for students Families Served once a month to learn about community service and outreach/ Focus training for parents to learn about accessing grades/ Assessments and student performance/ financial literacy

Section 8: Local Level Evaluation

The Director of Curriculum and Instruction will provide guidance and support for all teachers to execute standards-based instruction that is rigorous and equitable for all learners. This instruction is supported and aligned with the Washington County Reading Plan and Instructional Continuity Plan.

The Washington County School District has employed **eight Academic Analysts and one Career Counselor** to assist in providing resources aligned with the Florida B.E.S.T. Standards, along with the Florida Standards that support content across the curriculum. The standards-based approach will carry over to the **Saturday Academic Learning Academy**.

In addition, the **Washington County ESE Director and Staffing Specialists** will provide instructional support for students with disabilities to close the achievement gap among students identified as below grade level in critical need areas.

The **Director of Accountability and Assessment of the LEA** will utilize Academic Analysts to implement FAST progress monitoring to provide pre- and post-assessments to measure growth and support differentiated strategies tailored to students' learning modalities. Progress monitoring will extend to the **Saturday Academic Learning Academy**, where teachers will provide intensive academic support for students identified as low-performing, below grade level, and/or first-generation college students.

Section 9: Authorized Program Activities

The students will receive 30 mins of academic support in Math and 30 minutes of academic support in reading. Students will receive 90 minutes of enrichment time offered by mentorship programs; and neighboring community programs that promote character education, workforce awareness/ development, and empowerment

training. Transportation will be provided by Washington County School District throughout the duration of the program. Due to Covid-19, the students of Washington County experienced a substantial loss in face-to-face instructional time due to quarantine restrictions that interrupted the continuity of learning. To combat and support learning gaps and deficiencies amongst students experiencing homelessness, foster care, or displacement due to economic circumstances, the LEA aims to target the aforementioned students and provide academic recovery support to prevent drop-out.

The LEA proposes to support the expenses of professional services rendered for Empowerment Training Sessions for students in middle and high school students who are identified as first-generation college students and are performing below grade level in Reading and or Mathematics to promote self-discipline, mental health resilience, character, and self-efficacy.

The Academic and Enrichment program will operate up to four times a week after-school; Operational times: (2:30-5:30 p.m.) Students will receive targeted assistance in the areas identified by progress monitoring data; Instructors will provide interventions while Paraprofessionals assist with working with intensive small groups to support interventions taught by the instructor. Students will have an opportunity to engage in a self-discipline enrichment activity, increasing critical thinking skills and promoting character, self-sufficiency, and discipline. The LEA proposed to integrate empowerment training for students to participate and learn financial literacy skills; In addition, at the elementary school level; the LEA proposes to provide music enrichment that will support literacy by building fluency skills and emergent language skills.

Section 10: Staffing, Volunteers and Professional Learning

List of Positions to support the 21st Community Learning Program-Classroom Teachers (Certified by Department of Education) Teaching Certificate required- Program Managers (Teaching Certificate Required)- Paraprofessionals- (60 hrs of college credit/ Paraprofessional test passed)

Section 11: Facilities

The classrooms will be used as learning spaces for the students; Outdoor dining areas will be used for snack and team building activities/ enrichment activities that require extra space for educational games and collaboration activities.

Section 12: Safety and Student Transportation

Washington County School District has a memorandum in place with the Washington County Sheriff's department for school safety operations at each school. The 21st Century learning centers will be equipped with teachers or paraprofessionals who are currently working in the school system which evidences that they have experienced a level 2 background check. It is the priority of the district to ensure that each student is safe and travels home safely. Washington County School District will provide a bus for those who need transportation to their houses Orbus stop. All district staff, teachers, paraprofessionals, bus drivers are trained, licensed, insured and screened. Students will have to permission signed from parents to go on field trips. In the event of an emergency, the district has a protocol used to provide immediate support to kids.

Section 13: Project Budget

See attached budget.

Section 14: Sustainability

In the event the funding ends, Washington County School District will meet with community stakeholders about other options to support the 21st Century Learning Program. The district will also request assistance from the City of Chipley and local funding options available to help support project-based learning opportunities for students.

**Scope of Work/Narrative Addendum
Cohort 21 (2024-25) RFP**

Agency Name: Washington CSD Project Number: 670-2445C-5CG01
Program Name: Washington CSD

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

This change includes: Additions Deletions Both

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

Section 1: Project Abstract/Summary

- The Washington County School District (CSD) is in rural Northwest Florida. Approximately 3,400 K-12 students are enrolled in two elementary, two middle, and two high schools. The Washington County's School District provides a 21st Center Community Learning Center (21st CCLC) for 260 students grades 3 through 8 from four target schools in Chipley and Vernon. The first site, Kate Smith Elementary School, located at 1447 South Blvd, Chipley, FL 32428 serves (65) of their own 3rd-5th graders and (65) 6-8th from Roulhac Middle School, which is located 1535 Brickyard Rd, Chipley, FL 32428. The second site is in Vernon Elementary School, 3665 Roche Ave, Vernon, FL 32462. There, the program serves Vernon students in grades 3 through 5, as well as Vernon Middle School, 6-8th grade students, who are located a short bus ride away at 3665 Roche Ave, Vernon, FL 32462.
- Both sites operate the afterschool program simultaneously for four (4) days a week, Monday through Thursday, between 3:00 PM and 6:00 PM (3 hour per day), for 147 days during the academic school year. Summer operations run (28) days during the summer for four (4) hrs a day, 12pm-4pm, Monday through Friday at both Kate Smith and Vernon Elementary..

The primary goal of the program is to provide students with the academic skills to meet state student standards, while providing opportunities to engage in a multitude of enrichment activities. The 21st CCLC academic and enrichment activities include Mathematics, Homework-help and tutoring, English Language Arts, dance, karate, Reader's Theatre, Culinary Arts, Music, Spanish, and College and Career Readiness Skills.

- Adult Family Member Activities: Family Empowerment

The Washington County School District 21st Century Learning Program also offers five (5) Empower-Parents and Family Sessions conducted by our Parental Involvement Interventionist, throughout the project year. The Sessions are composed of one Orientation session given at the beginning of the year to familiarize adult family members with the 21st CCLC program plan its benefit to student and families. The additional four (4) activities take place quarterly. At least one (1) of the activities will be focused on family counseling and/or mental health awareness resources. Adult Family Services are conducted by contractors. Additional topics covered include:

- Focus/ Grades
- Future Focus (Financial Literacy)
- Career Readiness
- Getting Involved with the School System

Section 2: Applicant's Experience and Capacity

- As a school district applicant and past participant in past 21st CCLC programs, this agency has extensive prior experience in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of students. The agency has participated in 21st CCLC programs through the Norris D. Langston Foundation at Vernon Elementary, Vernon Middle and Vernon High School. The agency has also maintained a 21st CCLC grant for Vernon Middle School from 2000-2005 (approximately). The WINGS program at Vernon Middle School was a positive experience for our students and parents in the program. Student academics improved with the programs at both Vernon Elementary and Vernon High School, along with Vernon Middle School. Students were afforded the opportunity to attend cultural events, visit nearby colleges along with the personal enrichment programs.

The agency also manages several federal entitlement programs: Title I, Part A Basic, IDEA, Title II, Title VI, Title X, to name a few. The agency is very familiar with the compliance rules and regulations of federal, state and/or local funds. The Finance Department works closely with Directors and Administration in managing funds appropriately with the proper documentation. The School Board members maintain up-to-date policies and procedures for the operation of the agency. There is a Board Attorney maintained by the School Board. The Board has contracted Auditors that audit district programs on a yearly basis.

The Department of Federal Programs at Washington CSD has managed over 10 million dollars in federal grant funding allocated for learning loss support and academic achievement support. The Director of the Department, an Educational Specialist Degree in Educational Leadership and has been employed with the district for 18 years with over seven Years of experience in program development and administration to support students enrolled in the public and private school sector. The following is a sample of programs and funds currently managed by the Department of Federal Programs:

- Title I, Part A, provides local educational agencies (LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Two models are used in Title I schools to provide these services. Schoolwide reform models provide all students with access to services. Targeted assistance models provide services to select students in Title I schools. Washington County School District uses the schoolwide model for Title I, Part A. The funds received from the Florida Department of Education for the 2020-21 school year were \$1,163,542.00.
- Title V-Rural & Low-Income Schools Program
The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. Washington County School District received \$76,192.00.
- The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Section 3: Evaluation of the Community Needs

Describe how the applicant conducted an evaluation of the community needs and available resources for the 21st CCLC program and a description of how the proposed program will address those needs (including the needs of working families).

- Washington County is a rural community located in the Florida Panhandle of approximately 25,000 residents. The Median household income is \$52,723 about two two-thirds the average income amount in Florida, which is at \$71,711. The unemployment rate is at 3.3% and climbing, per the Florida Scorecard website¹; higher than the state's average, which is at 2.9%. 22.7% of the population lives below the poverty line; more than 1.5 times the rate in Florida:12.9%. 32% of those living in poverty are children under the age of 18². 22.5% of residents are not in the labor force; this amount is above the states and the national average of 16.1% and 16.2%, respectively. In addition, given Washington county's economic and job status, 52.0% of Washington county residents work outside of Washington county.

The schools served by the 21st CCLC grant are Title I School-wide schools and are eligible to participate in the National School Lunch / Breakfast Program 's, Community Eligibility Provision (CEP) for the 2024-2025 School Year; Snacks and meals will also be available to 21st CCLC students.

The Washington County's School District is offering to operate a 21st Center Community Learning Center (21st CCLC) for 260 students grades 3 through 8 from four of the six schools in the county in Chipley and Vernon. Chipley is located in the northern section and Vernon is located in the center of the county.

- Data collection begins with conducting a needs assessment, i.e., measuring the extent to which those needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on research on afterschool programs, the following variables will be included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, and Math, as well as on outcomes such as resiliency; school attendance; family activities; and family engagement.

The following is a summary of Washington County School District's FAST Results as compared to the State.³

English Language Arts (ELA):

Grade 3 ELA:

- State: The average score went up from 297 in 2023 to 201 in 2024, with more students scoring Level 3 or higher, increasing from 50% to 55%.

¹ The Florida Scorecard (n.d.). Washington County Metrics. <https://thefloridascorecard.org/pillar&c=67&pillar=0>

² Census Reporter. (n.d.). *Census profile: Washington County, FL*. <https://censusreporter.org/profiles/05000US12133-washington-county-fl/>

³ Lumos Learning. (2024, November 27). *About us* | <https://www.lumoslearning.com/llwp/about-us.html>

- Washington: Scores dropped slightly from 298 to 198, but the percentage of students scoring Level 3 or higher improved from 49% to 51%.

Grade 4 ELA:

- State: The average score dropped from 312 in 2023 to 211 in 2024, and fewer students scored Level 3 or higher, decreasing from 58% to 53%.
- Washington: Scores fell from 312 to 210, and the percentage of students scoring Level 3 or higher decreased from 56% to 48%.

Higher Grades (5-10) ELA:

Washington's results for higher grades are mixed compared to state averages. For example, Grade 6 had a big improvement, with students scoring Level 3 or higher rising from 40% in 2023 to 55% in 2024, doing better than the state average of 54%.

Mathematics:

Grade 3 Math:

- State: The average score dropped from 300 in 2023 to 201 in 2024, but the percentage of students scoring Level 3 or higher increased slightly from 59% to 60%.
- Washington: Scores dropped from 299 to 199, and fewer students scored Level 3 or higher, going from 61% to 57%.

Grade 4 Math:

- State: The average score went down from 315 to 213, and fewer students scored Level 3 or higher, dropping from 61% to 58%.
- Washington: Scores fell from 316 to 211, and the percentage of students scoring Level 3 or higher went down from 63% to 53%.

Higher Grades (5-10) Math:

- Performance in higher grades was mixed. For example, Grade 8 had a small drop, with students scoring Level 3 or higher going from 67% in 2023 to 65% in 2024; however, it is still above the state average of 54%.

The 2023-2024 FAST results show that the Washington School District generally performs as well as or better than state averages in both ELA and Math. The percentage of students scoring Level 3 or higher shows consistent progress with the Florida B.E.S.T. Standards. Continued support and focused efforts will further assist students in improving skills and prepare them for success in the future.

Although scores may be holding steady, Washington County School District has access to survey data that details that 60% of the student population is eligible for free or reduced lunch and 3% of the student population is identified as homeless (aka our McKinney Vento Students), whom we serve. These external factors capture those students and families that are struggling in the community.

Washington CSD schools have been identified as high-poverty schools, thus are prioritized and in need of additional support (as defined under ESEA Section 1114) and low-performing schools (as defined under ESEA Section 1003). All Washington CSD Schools are Title I schools. The 21st CCLC will operate at two sites and serve two target schools at each site. The first site is **Kate M. Smith Elementary** located at 1447 South Blvd, Chipley, FL 32428 and serves students Pre-K-5th grade. **Roulhac Middle School** located at 1535 Brickyard Rd, Chipley, FL 32428 and serving grades 6th – 8th will transport participating

21st CCLC students to Kate M. Smith elementary. The second site is **Vernon Elementary School**, located approximately 2 miles away, at 3665 Roche Ave, Vernon, FL 32462, which serves Pre-K-5th graders. **Vernon Middle School students** (grades 6th-8th) will be bussed from their location at 3190 Moss Hill Rd, Vernon, FL 32462 to Vernon Elementary School.

The rationale of each school's selection for the 21st CCLC program is based on quantitative and qualitative data. Washington CSD's district grade decreased from a "B" to a "C" from 2023-2024. The student population of all four schools are averaged at 96% Economically Disadvantaged. Each school bears an ESSA classification of Additional Targeted Support and Improvement (ATSI) because they have one or more academically underperforming subgroups. Students and families of Washington need additional support to ensure students have access to resources that will help them succeed academically and socially.

The 21st CCLC program delivers academic support, enrichment activities, and resources aimed at closing the achievement gap for economically disadvantaged students. By providing a safe and structured environment during afterschool hours, the program also assists working families who may lack the time or resources to offer additional educational opportunities for their children. Below is demographic data collected as well as a summary of FAST ELA and Math scores for each target school ⁴.

Kate M. Smith Elementary School

Pre-K - 5th Grade

School Grade: C

61% of students are economically disadvantaged

58 Teachers

941 Students enrolled

26.4% Minority enrollment (0.2% American Indian or Alaska Native, 0.3% Native Hawaiian or other Pacific Islander, 0.3% Asian or Asian/Pacific Islander, 3.6%Hispanic/Latino, 6.2% two or more races, 15.7% Black or African American, 73.6% White).

- At Kate M. Smith Elementary School, 60% of students scored at or above the proficient level for math, and 59% scored at or above that level for reading. When compared with the district, the school scored less in math and better in reading, per this metric. In Washington School District, 53% of students tested at or above the proficient level for reading, and 61% tested at or above that level for math. Kate M. Smith Elementary School did better in math and better in reading in this metric compared with students across the state. In Florida, 50% of students tested at or above the proficient level for reading, and 52% tested at or above that level for math⁵.

Roulhac Middle School

6th – 8th Grade

School Grade: B

54% of students are economically disadvantaged

28 Teachers

440 Students enrolled

27.0% Minority enrollment (0.2% American Indian or Alaska Native, 0.2% Native Hawaiian or other Pacific Islander, 0.7% Asian or Asian/Pacific Islander, 2.3%Hispanic/Latino, 7.5% two or more races, 16.1% Black or African American, 73% White).

- At Roulhac Middle School, 62% of students scored at or above the proficient level for math, and 53% scored at or above that level for reading. When compared with the district, the school did better in math, but not in reading. In Washington School District, 53% of students tested at or

⁴ Washington School District - U.S. News Education. (n.d.). <https://www.usnews.com/education/k12/florida/districts/washington-100708>

⁵ Kate M. Smith elementary school in Florida - U.S. news education (n.d.). <https://www.usnews.com/education/k12/florida/kate-m-smith-elementary-school-217411>

above the proficient level for reading, and 61% tested at or above that level for math. Roulhac Middle School did better in math and better in reading compared with students across the state. In Florida, 50% of students tested at or above the proficient level for reading, and 52% tested at or above that level for math⁶.

Vernon Elementary School

Pre-K – 5th Grade

School Grade: C

69% of students are economically disadvantaged

37 Teachers

256 Students enrolled

22.8% Minority enrollment (0.5% American Indian or Alaska Native, 0.3% Native Hawaiian or other Pacific Islander, 3.0% Hispanic/Latino, 10.4% two or more races, 8.3% Black or African American, 77.2% White).

- At Vernon Elementary School, 51% of students scored at or above the proficient level for math, and 51% scored at or above that level for reading. When compared with the district, the school scored lower than the district in both reading and math. In Washington School District, 53% of students tested at or above the proficient level for reading, and 61% tested at or above the same level for math. When compared to other students in the State, Vernon Elementary School did worse in math and better in reading. In Florida, 50% of students tested at or above the proficient level for reading, and 52% tested at or above that level for math⁷.

Vernon Middle School

6th – 8th Grade

School Grade: D

75% of students are economically disadvantaged

14 Teachers

256 Students enrolled

23.0% Minority enrollment (0.4% American Indian or Alaska Native, 0.4% Native Hawaiian or other Pacific Islander, 2.0% Hispanic/Latino, 8.6% two or more races, 11.7% Black or African American, 77% White).

- At Vernon Middle School, 47% of students scored at or above the proficient level for math, and 39% scored at or above that level for reading. When compared with the district, the school did worse in both math and reading. In Washington School District, 53% of students tested at or above the proficient level for reading, and 61% tested at or above that level for math. As compared with students across the state, Vernon Middle School also performed worse in math and in reading. In Florida, 50% of students tested at or above the proficient level for reading, and 52% tested at or above that level for math⁸.

Students and Families ranked the following activity elements as priority for the 21st CCLC programs.

- School/Student Culture
 - Reading and Math support/tutoring
 - Exposure to “fun/academic” activities to increase student engagement
-
- The average student-teacher ratio is 17:1, less than the state’s average of 19:1. A welcome asset that may offer numerous advantages, such as more personalized attention for students, stronger connections between students and teachers, greater accommodation of individual learning styles, enhanced

⁶ Roulhac Middle School in Florida - U.S. news education. (n.d.-b). <https://www.usnews.com/education/k12/florida/roulhac-middle-school-267884>

⁷ Washington School District - U.S. News Education. (n.d.). <https://www.usnews.com/education/k12/florida/vernon-elementary-school-224802>

⁸ Vernon Middle School in Florida - U.S. News Education, www.usnews.com/education/k12/florida/vernon-middle-school-269500. Accessed 3 Jan. 2025.

academic outcomes, and a more supportive learning environment where students feel encouraged to ask questions and engage actively in class. Thus, the goal of the 21st CCLC program is to provide additional academic and enrichment opportunities for students in grades 3-8 in a safe learning environment through activities aligned with the student's regular day school. In the same vein, the goal of the District is to expand the student's academic performance and develop a well-versed group that will stay on grade level, graduate from high school, and have the skills and knowledge necessary to become successful in college and/or a career. In many poor households, parental education is substandard, time is short, and warm emotions are at a premium—all factors that put the attunement process at risk (Jensen, E., *Teaching with Poverty in Mind*, 2009)⁹. Children living in poverty have a higher rate of absenteeism or leave school all together because they are more likely to have to work or care for family members. The Dropout rates of 16- to 24-year-olds who come from low-income families are seven times more likely to drop out than those from families with higher incomes.

Washington CSD has a High School graduation rate of 83% as compared with 89.6% of the state's rate and only 12.5% have attained a bachelor's degree; the state more than doubles that amount (at 33.2%). A higher percentage of young adults (31%) without a high school diploma live in poverty, compared to 24% of young people who finished high school.¹⁰Forty percent of children living in poverty aren't prepared for primary schooling.¹¹ Children that live below the poverty line are 1.3 times more likely to have developmental delays or learning disabilities than those who don't live in poverty.¹²

The Washington County School District's 21st CCLC program will focus on making sure that disadvantaged students will have the opportunity to engage in learning activities which will move them forward into college or a career area. Through this program, parents will be provided with tools, knowledge, and skills necessary to be active parents in the education of their children.

Describe how the applicant's needs assessment aligns with the areas of focus in the target schools' School Improvement Plan (SIP) and/or Title I Schoolwide Program Plan.

- Identified needs align with the School Improvement Plan in According to the School Improvement Plans of each of the targeted schools, academic intervention and support are the major focus areas. Enrichment opportunities to increase college and career readiness and opportunities for all students is an additional focus area that is supported in the School Improvement Plan and the goals of targeted schools.

One of the school priorities is to support the district's mission to provide access and opportunities for students to receive a quality education through fostering positive relationships that engage not only the students but families, parents, and other community stakeholders.

Section 4: Community Notice/Dissemination of Information

Describe how the applicant informed the community of their intention to submit a proposal in response to this RFP.

⁹ Jensen, E. (2009). *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*. <http://ci.nii.ac.jp/ncid/BB15645248>

¹⁰ Broadhurst, Karen, Paton, Helen and May-Chahal Corinne. "Children missing from school Systems: exploring divergent patterns of disengagement in the narrative accounts of parents, careers, children and young people." *British Journal of Sociology of Education*. 26.1 (2005):105-119. Web..

¹¹ Kewal, Ramani, Angelina, Jennifer Laird, Nicole Ifill, and Chris Chapman. "Trends in High School Dropout and Completion Rates in the United States: 1972-2009." National Center for Educational Statics., <http://nces.ed.gov/pubs2012/2012006.pdf>.

¹² Currie, J. "Poverty Among Inner-City Children." Princeton Publications.

- In accordance with ESEA Section 4204(b)(2)(L), Community notification was placed through advertisement in the local newspapers, online newspapers, district and school websites. The application is available to community stakeholders on the district website by going to the 21st CCLC page. Collaborative conversations took place between school level and district staff in order to best identify strategies and methods to include in the application. This application is based on enhancing an after-school program at Kate M. Smith Elementary and Vernon Elementary Schools, in which communication with staff and parents provided input into the programs. The district/school websites will provide extensive information about the 21st CCLC programs to community members. Websites will be updated regularly throughout the school year with the assistance of the district MIS and school level web masters. The District will engage in an annual Federal consultation with all non-public schools for participation in programs. During the 2015-16 school year, the after-school programs only focused on the Florida Standards activities in reading and mathematics. Washington County School District hosts a Stakeholder Community meeting where the community members of Washington County and neighboring communities have an opportunity to learn about the grant projects and programs offered to support the students in the district.

Describe how the proposal will be available to the community following its submission.

- Washington County School District believes in providing access and opportunities for all students by making all information available on the Washington County School District website and school social media outlets. When the grant is awarded, the district will place the announcement in the local newspaper detailing the program opportunities offered to the students at Washington County School District. Following the announcement, the proposal will be available in the Washington County School District's 21st CCLC Website. Each target school's website will provide detailed information about their 21st CCLC programs to community members. Websites will be updated regularly throughout the school year with the assistance of the district and school level web masters.

Describe how the applicant will disseminate information about the 21st CCLC program (including its location) to the community in a manner that is understandable and accessible.

- Washington County School District will produce flyers, television commercials and newspaper announcements for the community to learn about the 21ST CCLC program. Information will be available through school and program newsletters, participation in the 21st CCLC Advisory Board, automated phone calls home, flyers, notes, handouts, local newspapers, district website, parent nights, and program web page. The program web page will include information on program activities, availability, deliverables, times, contact information, application, progress toward objectives, any formal evaluations, and other information. The web page will be kept current and updated monthly.

Identify what information will be available through the 21st CCLC web page and who will be responsible for its maintenance and update.

- Program Coordinator will be responsible for updating the webpage and Maintenance of the webpage will be conducted by IT support staff. The following are the components that will be available through the Washington County School District 21st Century webpage:
 - Information Page detailing what the 21st Century program is about.
 - Program Coordinator Name, Email, and phone number. As well as the teachers who will be participating in the program.
 - Showcase page of enrichment activities and tutoring services provided in the program
 - Program operation days and times
 - Bus Transportation opportunities (Bus routes and community stops will be provided online)
 - Food Service Snack opportunities (Information detailing the after-school snack program and menus will be provided online)

- In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, as LEA, Washington County School District is required to provide consultation services to private school students and teachers throughout the school year. Washington County School District conducts an Intent to Participate Annually to private schools in the area.

Private schools received an email from the Director of Federal Programs encouraging and informing the private schools to be a part of Federal Program opportunities offered by the Department of Education. The private schools are encouraged to meet with Washington County School District to attend the Federal Programs presentation and each private school has the opportunity to opt in to the programs offered annually.

Washington County School District conducts an Intent to Participate Annually to the private schools in the area. The private schools received an email from the Director of Federal Programs encouraging and informing the private schools to be a part of Federal Program opportunities offered from the Department of Education. The private schools are encouraged to meet with Washington County School District to attend the Federal Programs presentation and each private school has the opportunity to opt in to the programs offered annually. Washington County School District will continue to send information emails to the private schools about program opportunities leading up to the annual Intent meeting.

Section 5: Partnerships and Collaboration

- The 21st CCLC program will be operated by the Wahington School District. Therefore, the program has continual access to student data, including academic performance data, behavioral/disciplinary records, and attendance records, educational information such as free/reduced lunch status, students with disabilities information, daily schedules, assigned teachers, and other data as needed to identify students. Parents will be notified of records being shared with the 21 st CCLC programs. Data will be used by the 21st CCLC program to monitor progress toward meeting objectives and provide evaluation data to the State

The 21 CCLC program involves many stakeholders. Key among them are classroom teachers, participants, family members, and 21 CCLC staff. Each of these stakeholders has a key role to play in the evaluation, and each group will be included in data collection. Surveys will be brief and electronic to avoid burdening the respondents. All data collection will be conducted in adherence to the requirements of the Family Education Rights and Privacy Act (FERPA); the Children's Online Privacy Protection Act (COPPA); and district protocols. No identifiable student information will be released. Key data collection milestones include:

The LEA has developed long-standing partnerships with community-based organizations by open communication and transparency to include:

- The First Federal Bank - Partner will provide financial literacy classes throughout the year to students and families
- TJ Roulhac Enrichment Community - Center Partner will provide one classroom for parent meetings and community stakeholder meetings and student learning spaces
- Grace Assembly Church - Materials for the need/ supplies for students
- Shiloh Baptist Church – Space for program presentations if needed
- Northwest Florida Community Hospital – Partner will provide supplies for students
- City of Chipley – Presenter will engage students in discussion s and increase students' awareness of governmental leadership

- As per ESEA Section 4204 (b)(2)(D), Washington CSD's 21st CCLC program staff will ensure that the program will be carried out in collaboration with regular school day teachers/staff, by maintaining regular and ongoing communication with Kate Smith and Vernon Elementary School staff and work together to reach the program goals and objectives. For example, our academic enrichment will reinforce the concepts learned in the day school classroom programs. The 21st CCLC program design is determined through active communications with the student's day school classroom staff. Key staff will be assigned to monitor and maintain regular communication with day-school teachers and staff to ensure the concepts being learned in the classroom are reinforced in the program during Academic Homework help sessions. Communications will take place via emails, weekly meetings, phone calls, and as needed. We will also maintain logs and records of communication between the school day staff and 21st CCLC key staff to meet student and family needs, while remaining in compliance with deliverables.
- The proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources through the office of the Federal Grants Director. This ensures all vendors have been vetted and approved at the educational statutory level to include finger printing as required on school campus. Since the applicant is the school district (LEA) and the program will be held within the school district, compliance is ensured through the current district, board, state and federal policies of all federal programs.

Section 6: Target Population, Recruitment, and Retention

- The Washington County School District will provide a 21st Center Community Learning Center (21st CCLC) for 260 students grades 3 through 8 from four target schools in Chipley and Vernon. The first site, Kate Smith Elementary School, located at 1447 South Blvd, Chipley, FL 32428 serves (65) of their own 3rd-5th graders and (65) 6-8th from Roulhac Middle School, located at 1535 Brickyard Rd, Chipley, FL 32428. The second site is in Vernon Elementary School, 3665 Roche Ave, Vernon, FL 32462. There, the program will serve (65) Vernon Elementary students in grades 3 through 8, as well as (65) Vernon Middle Schoolers grades 6th - 8th grade who are located a short bus ride away at 3665 Roche Ave, Vernon, FL 32462. Students attending the off-site schools will be bussed to their corresponding sites.

The program will be open to all students attending the targeted schools. However, a variety of subgroups will be prioritized and served, to include students that scored Level 3 or below on the State tests, as well as Exceptional Special Education (ESE) students. All students designated ESE classification are offered opportunities to attend and will be served within the program's available capacities.

Identification of eligible students will be determined through Progress Monitoring data collected during all three terms of the school year. The Program Coordinator will meet with the Data Analyst to determine and compare Pre and Post data. All required data information is available to the District to include: student demographic information, FLEID student numbers, day school attendance, grade point averages, and behavior referrals, in-school suspensions, student grades, and teacher surveys.

Recruitment and Retention:

One of the recruitment strategies to be used will be to use parent conferences scheduled three times during the school year to provide information regarding the parental activities available. A variety of activities will be offered on selected nights throughout the year. The 21st CCLC program will provide services that will increase the involvement of parents in their child's education and provide skills that will allow or assist parents in supporting their child's learning. Programs will be developed with parent input by the Program Coordinator, Site Coordinators, instructional staff, and parents to promote success of the students and parents. Parents will engage in the following activities: Assisting student(s) in improving academic abilities in all areas; Assisting with the Health of your student(s) and Assistance with homework. Any information that will assist parents with the education of their children will be disseminated via parent

pickups and programs. Parents will be surveyed yearly to determine the greatest areas of need for parent workshops. Activities will be designed to work in support with the regular school day.

The Washington County School District uses the Advancement Via Individual Determination (AVID) framework district-wide. AVID aligns with both national and state standards in education as well as strengthen the quality and equity of concurrent programs. It supports Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies, which are aligned with the state standards and benchmarks to accelerate student achievement and engagement. The AVID approach will be carried out throughout the 21st CCLC for the benefit of continuity. Required 21st CCLC staff will be trained as needed on the AVID curriculum to best serve our students.

Washington County School District 21st Century Program will host five EmPowering Parents Night to showcase the students' academic progress and skills learned in the enrichment activities portion of the program. Adult Family Member Services Education will take place as follows: : Parental Intervention contracted. STEM activities, Accessing Resources, Parent/Student teacher engagement.

The 21st CCLC program will engage with families and continually reach out via flyers, school phone system, fb, social media. Additionally, the District is provided with commercials free of charge to advertise the 21st CCLC program and services offered at each site.

Washington County School District 21st Century program will continue to advertise and utilize its community partners to keep the program activities engaging; We will be intentional about catering to the needs and interests of the targeted population of students via survey to keep ongoing feedback on the needs of the students participating in the program.

Section 7: Times and Frequency of Service Provision for Students and Adult Family Members

- **See component schedules**

Section 8: Local Level Program Evaluation

- As Washington County School District is the applicant for this 21st CCLC RFP, all required data for participating 21st CCLC students will be available and accessible to designated staff members. The Program Coordinator will coordinate the collection and submission of the data as required, which includes student demographic information, FLEID student numbers, day school attendance, grade point averages, behavior referrals, in-school suspensions, student grades, and teacher surveys.

Data submission is a requirement of the grant and critical for the continuous improvement process. As per ESSA section 4203(a)(14), we will review the data regularly and submit it to the FLDOE as required during the school year. Periodic review of the data on our end will help us adjust the program as needed to better support students' growth. The Project Director, Site Coordinator, and lead teachers will gather and analyze this data to improve activities and provide targeted support that boosts both academic and personal success. The data will be collected and submitted as follows:

- Daily Program Attendance - Monthly
- Behavior Report: Referrals – Monthly
- Grades: Quarterly
- Behavior Report: In-School Suspension – End of Year
- Day School Attendance: End of Year
- Grade Point Average (if applicable): End of Year

The information is to be used to support students with missing work, talk to families, provide coaching, and connect students to additional resources. We will also monitor family participation in educational activities to improve engagement and strengthen family involvement. The results of these evaluations will help us gauge how the program is working and where improvements are needed.

At the end of each school year, we will evaluate the program to see how well it has worked. This includes checking student progress in areas of English and Math test scores, grades, attendance, behavior (e.g., fewer suspensions), and teacher feedback on student engagement, as per the GPRA standards.

The findings will be shared via the Summary Evaluation Report and posted on our 21st CCLC webpage and with stakeholders (students, families, schools, and the community). The final report will show how effective the program has been and highlights successes. This process ensures transparency, accountability, and continuous program improvement.

Section 9: Authorized Program Activities

- Both sites operate the afterschool program simultaneously for four (4) days a week, Monday through Thursday, between 3:00 PM and 6:00 PM (3 hour per day), for 147 days during the academic school year. Summer operations run (28) days during the summer for four (4) hrs a day, 12pm-4pm, Monday through Friday.

As per ESEA Section 4205(a) the primary goal of the program is to provide students the academic skills to meet state student standards, while providing with a broad array of opportunities to engage in a multitude of enrichment activities. Academic and personal enrichment activities provide hands-on experiences, and real-world connections for students. Activities align with ESEA Section 4205(a), targeting areas such as Academic Enrichment, Tutoring Services, Well-Rounded Education, and achieving Florida Standards. Enrichment activities promote a Healthy and Active Lifestyle, cultural arts (e.g., theater, dance, visual arts, Resiliency and Social Skill Building, and College Readiness. Instruction is delivered in various formats, including whole groups, small groups, pairs, and peer-to-peer learning, with planning input from Curriculum Specialists, Directors, and target schools.

The program operates for 147 school days annually, aligning seamlessly with the school calendar. Summer programming provides an additional 28 days of learning, offering critical academic support to in-need students. These services address gaps in academic performance, ensure continuity in learning, and offer a safe, engaging environment for students while supporting working families.

Collaboration with the target school ensures academic lessons align with Florida and district Standards. Thereby, reinforcing classroom learning, improving behavior and attendance, and fostering student and family engagement. Targeted support in homework, tutoring, and enrichment helps to enhance both academic and personal growth.

- The 21st CCLC program provides academic activities that match the school district's curriculum and support the Florida Standards taught during regular school hours. Certified teachers lead sessions on English Language Arts (ELA) and Math, helping students with homework, tutoring, and academic enrichment in a fun and engaging way. Activities include hands-on learning, group work, and exploration to make the lessons enjoyable while addressing skills students need to succeed.

Academic Enrichment: Homework Help ELA/Math Intervention:

The program focuses on activities like tutoring, mentoring, and remedial education to help students stay on track academically. It also supports students who face challenges such as truancy, suspension, or expulsion by giving them a chance to improve their performance. Certified teachers provide personalized attention to help students complete homework, understand concepts, and build confidence.

Students benefit from 45 minutes of homework help each day, connecting their schoolwork to after-school learning. Families and teachers value when students get their homework done with proper guidance.

Homework support is proven to boost academic performance and help students meet grade-level standards. During sessions, teachers check students' understanding by reviewing homework and providing help where needed. Struggling students may receive extra support in small groups or work with peers who assist them. These sessions also teach valuable skills like organization, accountability, and focus.

Academic intervention activities in English Language Arts and Mathematics help to increase academic achievement and grade-level mastery of the Florida State Standards. To make intervention activities fun and engaging, ELA activities use relevant and interesting content and include opportunities for collaboration and teamwork. Mathematics activities are made fun and exciting through gamification, competition, and incorporating non-traditional supplies such as playing cards, dominos, and manipulatives. Both ELA and Mathematics skills can be integrated with Science, Social Studies, Technology, or well-liked enrichment areas to enhance interest and engagement.

- English Language Arts Intervention-

This activity targets ESEA-approved activities of academic enrichment learning programs, mentoring programs, remedial education activities, tutoring services, and literacy education programs, and programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement. ELA activities are held 4 times a week for 1 hour each. ELA Homework ensure they are on track to move to the next grade level providing targeted assistance, personalized instruction, and access to resources. Tutoring program empowers these students to improve their language skills, academic performance, and overall success in school.

- Mathematics Intervention

This activity focuses on ESEA-approved programs such as academic enrichment, mentoring, remedial education, and tutoring services. The 21st CCLC program Math sessions are held 4 times a week for 1 hour each, with group reviews, mentoring, tutoring, and academic guidance provided by certified teachers. Support is also available from teachers with expertise in Exceptional Student Education (ESE), as needed. These activities help students improve their math skills while boosting overall academic achievement. Language support is built into math activities to help students understand and master mathematical concepts.

Students rotate during the first program activity, which includes all academic intervention services based on their needs. Homework Help, ELA, and Mathematics are offered daily to ensure that all students receive personalized support. This approach helps students meet their academic goals and ensures on-time grade level advancement. During the second and third program activities, students rotate through different sessions, including the Arts, College & Career Readiness, and Health Wellness, Sports & Fitness. Each personal enrichment activity is offered at least once a week to ensure that all 21st CCLC students are exposed to a variety of opportunities. These enrichment programs are vital for their personal growth, helping them develop essential life skills and broadening their horizons. This exposure better prepares students to make informed choices about their futures, including post-high school education and career paths.

During the summer, 21st CCLC students follow a similar schedule, receiving both academic services and personal enrichment activities. Upon arrival, students report to the cafeteria and are signed into the program for attendance and to enjoy breakfast from 8:00 AM to 8:30 AM. Next, they participate in a personal enrichment activity, either Art, Multi-Media, or Health, Wellness & Fitness, from 8:30 AM to 9:30 AM. From 9:30 AM to 10:30 AM, all 21st CCLC students engage in ELA & Mathematics intervention services. After enjoying lunch with their friends from 10:30 AM to 11:30 AM, students participate in another half hour of personal enrichment activities during the last 30 minutes from 11:30 AM to 12:00 PM, before dismissal. These services are organized in a rotation based on student selection and their specific needs, as determined through collaboration with their school day teachers. This ensures that students continue to benefit from personalized academic support and diverse enrichment opportunities, promoting their overall development and preparing them for future academic and career success.

Personal Enrichment sessions provide students with a chance to explore new interests develop important skills through Health, Wellness and Fitness, Foreign Language, Art, and College and Career Readiness. These activities help students think critically, work well with others, and improve their reading and writing skills. For students who may not have access to these experiences at home, participating in these activities can help build vocabulary, improve communication skills, encourage physical activity, teach strategy, enhance focus, and boost confidence. Personal enrichment activities let students discover what they enjoy, stay excited about learning, and celebrate their achievements, which helps them feel more confident, especially if schoolwork is challenging.

Foreign Language (Spanish):

Activities are designed to help 3rd-8th graders develop basic language proficiency in listening, speaking, reading, and writing while exploring the rich traditions of Spanish-speaking cultures. The program aims to improve language acquisition skills, enhance critical thinking and communication, and foster cross-cultural awareness. Lessons align with state standards for world languages and focus on vocabulary, conversational phrases, and cultural traditions through engaging activities such as games, projects, and cultural celebrations.

Sessions are held weekly, lasting 30 minutes, 1-2 times a week, and are led by a qualified Spanish instructor with experience in youth language education. Students participate in hands-on projects like skits and cultural presentations, including culinary demonstrations, which showcase typical dishes of different Spanish speaking countries. This curriculum supports the 21st CCLC goal of providing high-quality academic enrichment and fostering cultural learning opportunities for students.

Health, Wellness, Sports and Fitness:

A dynamic fusion of fun, high-energy activities like Zumba, calming mindfulness practices through yoga, and skill-building sports such as tennis and racquetball. This diverse approach helps students develop physical fitness, coordination, mental focus, and social skills in an engaging and supportive environment. By integrating Zumba, yoga, tennis, and racquetball, students experience a diverse range of activities that enhance cardiovascular health, flexibility, coordination, and teamwork. The program aims to improve physical fitness, foster teamwork and discipline, and promote stress relief through mindful movement and

engaging physical activities, encouraging lifelong participation in wellness practices. Sessions are structured to include Zumba dance workouts, mindfulness-focused yoga practices, foundational tennis drills and games, and racquetball matches, ensuring variety and engagement. Activities rotate weekly, with sessions lasting 30 minutes and conducted 1-2 times per week.

The 21st CCLC program will contract with Washington CSD approved vendors and will provide essential resources, including Zumba music and audio equipment, yoga mats and props, tennis racquets, balls, portable nets, and racquetball equipment like goggles and racquets, utilizing both indoor and outdoor facilities as appropriate. Student progress is evaluated through fitness assessments, reflections, and participation observation, ensuring measurable growth in physical skills, teamwork, and overall wellness. This initiative aligns with the 21st CCLC mission by offering a comprehensive enrichment experience that fosters healthy habits, fitness, and mental well-being for lasting impact.

Multimedia Production Curriculum:

An enrichment curriculum that offers students an engaging and creative enrichment opportunity, combining academic learning with hands-on exploration of multimedia tools and techniques. This curriculum empowers students to develop skills in video production, audio recording, graphic design, photography, and digital storytelling. Aligned with the 21st CCLC learning goals, it integrates core subjects such as language arts, science, and technology to enhance critical thinking, communication, and collaboration skills.

Students will explore essential concepts such as camera angles, framing, lighting, and shot composition. They will learn how to operate video and still cameras, understand basic photography principles, and apply these techniques to create visual narratives. Students will participate in activities that encourage them to express their ideas, solve problems, and work in teams to produce high-quality multimedia projects. From scripting and storyboarding to editing and publishing, students will gain practical experience in using industry-relevant software and tools. By the end of the program, participants will have created a portfolio of digital projects, building confidence in their technical abilities and fostering a deeper understanding of how multimedia can communicate ideas effectively and creatively.

Art

The Arts Program offers 3rd-8th graders creative experiences that includes theater, visual arts, and filmmaking. This program fosters self-expression, creativity, collaboration, and communication, while also supporting English language learning and relationship-building among peers. Participants develop confidence, critical thinking abilities, and artistic skills through engaging, hands-on activities.

Theater sessions focus on acting techniques, scriptwriting, and stage performance, encouraging students to practice speaking, listening, and storytelling, which enhances their English language proficiency. Visual arts activities, such as drawing, painting, and mixed media projects, inspire self-expression while promoting collaboration and dialogue. Filmmaking workshops teach storyboarding, filming, and editing, empowering students to express themselves creatively and work in teams to bring their ideas to life.

The program meets weekly for 30-minute sessions, 1-2 times a week, led by experienced instructors in the arts. Students build relationships by collaborating on projects, giving and receiving feedback, and celebrating their shared accomplishments. Progress is assessed through project completion, presentations, and peer interaction, with opportunities to share their work at showcases or exhibitions. This program aligns with the 21st CCLC objectives; providing enriching, hands-on learning experiences that inspire creativity, strengthen language skills, and foster positive social connections.

STEM

The STEM Program curriculum engages students in hands-on learning experiences that develop critical thinking, problem-solving, and collaboration skills. STEM emphasizes science,

technology, engineering, and math through interactive projects, experiments, and challenges, including activities using the LEGO curriculum. Students explore concepts in robotics, coding, engineering design, and scientific inquiry in a fun and supportive environment.

The LEGO curriculum incorporates structured lessons where students design, build, and program functional models using LEGO kits. Activities include creating machines, solving engineering challenges, and exploring real-world STEM applications. These sessions promote creativity, teamwork, and an understanding of foundational STEM concepts such as gears, motion, and coding logic.

The program will be offered 1-2 times per week, with 45-minute sessions led by qualified STEM educators. Additional activities include hands-on experiments, coding challenges, and group projects to deepen understanding of STEM principles. Resources include LEGO kits, laptops or tablets for programming, and supplementary materials for experiments and design challenges.

Students' progress is assessed through project completion, peer collaboration, and demonstrations of their work, such as presentations or STEM showcases. This program aligns with the 21st CCLC objective of providing high-quality, engaging academic enrichment opportunities that inspire interest in STEM careers and foster a lifelong love of learning.

Martial Arts

The Martial Arts Enrichment activity in the 21st CCLC afterschool program focuses on promoting physical fitness, self-discipline, and personal growth through engaging and age-appropriate martial arts training. Led by qualified instructors, students will learn fundamental techniques such as stances, punches, kicks, and blocks in a safe and supportive environment. The activity is designed to foster important life skills, including self-discipline, focus, respect for others, teamwork, confidence, and resilience. Students will gain a sense of accomplishment through skill mastery and problem-solving, which boosts self-esteem and encourages positive behavior. Additionally, the program will explore the cultural significance of martial arts and its connection to mental and physical well-being. Each session includes warm-ups, drills, and collaborative activities to ensure active engagement while aligning with physical education and social-emotional learning objectives. Safety measures, such as proper equipment and supervision, will be strictly followed to create a positive and empowering experience for all participants.

Following are several of the Florida State adapted Curriculums used and/or referenced to support Washington's CDS 21st CCLC program operations. The curricula are integrated into the student's regular day school programming, facilitating a seamless support to student learning.

- **C-PALMS** - Teachers will use C-PALMS as a comprehensive resource to develop curriculums that align with Florida's academic standards, ensuring instruction is engaging, relevant, and standards-based. C-PALMS provides access to grade-specific benchmarks, lesson plans, instructional resources, and assessment tools, allowing teachers to create well-structured curriculums tailored to students' needs and learning goals. Teachers will select benchmarks that align with the 21st CCLC's academic objectives per grade levels. They will review the available model lesson plans and activities within the platform, adapting them to fit the unique structure of the 21st CCLC program.
- **Readers Theater** - is an engaging literacy enrichment program designed to enhance students' reading fluency, comprehension, and confidence through reading, speaking, and performing. Students interpret and perform scripts based on literature, plays, or historical texts, encouraging active participation and deeper connections to the material. This curriculum is ideal for a 21st CCLC program, aligning with C-PALMS standards for reading, language arts, and speaking/listening skills for grades 3-8. Students practice reading aloud with proper expression, intonation, and pacing to improve their fluency. They also deepen their comprehension by analyzing scripts, discussing key elements like character motivations and plot, and reflecting on their understanding. The performance aspect helps build oral communication skills and self-

confidence, while students collaborate with their peers to rehearse and perform scripts, creating a sense of teamwork and shared accomplishment. The curriculum will include a special theater dining experience, integrating a culinary component to the topic. By engaging in Readers Theater, students improve their literacy while developing important public speaking and collaborative skills.

- **The Big Ideas Math curriculum** - is a comprehensive math program designed to foster deep understanding and critical thinking in students. It provides a rigorous approach to teaching mathematics across various grade levels. The curriculum emphasizes problem-solving, mathematical reasoning, and conceptual understanding and integrates real-world applications to help students make connections between math concepts and everyday life. Big Ideas Math is organized around a series of carefully structured lessons that build on one another, offering both direct instruction and opportunities for exploration. The curriculum also supports differentiated instruction, allowing teachers to cater to the diverse needs of their students, and provides various assessment tools to track progress and adjust teaching strategies accordingly.
- **The HMH (Houghton Mifflin Harcourt) curriculum** - is a comprehensive educational program that offers a wide range of resources for students from preschool through high school. Known for its innovative approach to teaching, HMH emphasizes student engagement, critical thinking, and real-world learning. The curriculum covers various subjects, including language arts, math, science, social studies, and more. It combines digital tools, interactive lessons, and print resources to create a blended learning environment that supports diverse learning styles and encourages active participation. HMH programs are designed to provide differentiated instruction, catering to students at different academic levels and helping them develop foundational skills, as well as more advanced knowledge. The curriculum is grounded in research-based strategies to improve student outcomes and promote a deep understanding of content. Through its integrated assessments and feedback mechanisms, HMH aims to help educators monitor progress and personalize learning paths for students.
- **Xello Curriculum** - is an online platform designed to support students in their career and college readiness journey. It provides tools for students to explore potential career paths, identify their strengths and interests, and develop skills necessary for success in post-secondary education and the workforce. Xello offers personalized learning experiences, helping students create individual plans for their academic and professional futures. Through interactive lessons, assessments, and career exploration activities, students can gain insight into various industries, understand the educational requirements for different careers, and set realistic goals for their future. The curriculum also allows educators and counselors to track student progress, provide guidance, and ensure that students are on track to meet their goals. With a focus on both self-discovery and actionable planning, Xello empowers students to make informed decisions about their education and career trajectories.
- **The AVID (Advancement Via Individual Determination) Curriculum** - is designed to prepare students for success in higher education and beyond by fostering critical thinking, organizational skills, and a growth mindset. Focused primarily on middle and high school students, AVID aims to close the achievement gap by providing academic support, mentorship, and tools to help students excel in rigorous coursework. The curriculum emphasizes writing, inquiry, collaboration, and reading (known as the WICR strategy), which are integrated across all subjects. AVID students are encouraged to take challenging courses, develop strong study habits, and build the skills necessary for college and career readiness. Additionally, AVID includes strategies for fostering social-emotional learning and personal accountability, promoting a supportive environment where students can thrive academically and personally. The program is often implemented through elective classes, where students receive personalized instruction and guidance, alongside a network of peer and educator support.

Section 10: Staffing, Volunteers, and Professional

- A well-developed and trained staff is key to the success of a 21st CCLC program. Staff members with academic duties will be required to have a valid teaching certificate. The ratio of teachers to students will be 1:15 during both academic and personal enrichment activities. The hiring of staff will take place through collaboration with the district's Human Resource Department. Positions will be advertised, and applicants will be required to have a clean background screening and drug testing results on file prior to hiring. The district process for Level II background clearance will be adhered to for any person who will have contact with a student. Each recommended applicant will be approved as a program employee prior to their start date. Recruitment from existing employees will take top priority.

All 21st CCLC staff and contractors will be cleared through a Level II background screening as described in Chapters 39, 402 and 409, F.S. Any Volunteers that assist more than 10 hours per month will also be cleared through a Level II background screening. 21st CCLC employees will have CPR/Automated External Defibrillator (AED) training. The program will maintain at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component and ensure that at least two staff members are certified per site.

Program staff will be provided with professional development throughout the school year, along with specific activities based on the 21st CCLC programs. Training will consist of State adapted curriculum introductory and ongoing training for all staff.

21st CCLC Program Staff Description

Salary- Project Director (Director of Federal Programs)

Serving as FLDOE's main contact the Project Director is responsible for supervising and working along with the 21st CCLC Site Coordinator and implementation of the daily activities, including ensuring equitable access to programs, effective progress toward achieving project goals at each site, attending the 21st CCLC activities, participating in Advisory Board, collecting and reporting data.

Full-time Salaries: Program Coordinator

- The Program Coordinator oversees both site operations and ensures the effective implementation of academic and enrichment activities, daily attendance tracking, and the daily schedule. The Site Coordinator ensures the program schedule is consistently and accurately followed each day. Under the Supervision of the the Project Director, the Site Coordinator supports staff recruitment and retention, student recruitment, and builds relationships with families. Responsibilities include hiring, training, supervising, and managing enrichment staff at the site, as well as, ensure materials and equipment are properly tracked, inventoried, stocked, and maintained. The Program Coordinator works closely with the Project Director to deliver staff training, coordinate adult family member education activities at each site. As the primary liaison for the 21st CCLC program, the Site Coordinator communicates program information to parents and the community. The Program Coordinator is tasked with coordinating program evaluation activities and overseeing the collection of federally mandated student data and is responsible for its submission to the FLDOE. Additionally, the Site Coordinator partners with the Project Director to collaborate with community organizations, secure resources, and address the needs of students and families. This position requires at least 3 to 5 years' experience in supervising students/ program operation

Site Support Manager (Certified Teacher)

Reporting to the Program Coordinator and serving as a 21st CCLC site coordinator, the position provides additional support to the operating site and staff. The Support Manager is responsible for the daily implementation of all academic and personal enrichment activities to actively participate in 21st CCLC students during program hours. The Support Manager prepares both the program activity and the staff schedules; orders participant supplies, coordinates enrichment contractors and assists in planning adult family member activities. This position is also responsible for ensuring program data, including assessments, are collected, and forwarded to the Program Coordinator for confirmation of completion and submission.

PT Salary-Certified Teachers:

Certified teachers will be responsible for providing 21st CCLC programming and activities to actively participating 21st CCLC students in the academic areas of Science, Math, STEM, and English Language Arts through hands on learning activities with the use of technology. Teachers will also provide services in the areas of Health, Wellness, Sports & Fitness activities, and homework help. 21st CCLC teachers will plan, implement, and monitor lessons, recognize and meet developmental needs of students, provide for the needs of student with special needs, provide ongoing adult education opportunities, participate in the Advisory Board as requested, communicate with parents, collaborate with regular school day teachers, request materials as appropriate, follow the approved RFP, participate in all Family Activity Nights, and other duties consistent with the program teacher job description. [Certified Teachers will work an additional 30 minutes at the end of the day to wrap up and plan for the next day.]

Salaries: Exceptional Student Educational (ESE) Support Teachers

ESE Certified teachers will be responsible for providing 21st CCLC programming and activities to actively participating 21st CCLC students in the academic areas of Science, Math, STEM, and English Language Arts through hands on learning activities with the use of technology. Teachers will also provide services in the areas of Health, Wellness, Sports & Fitness activities, and homework help. 21st CCLC teachers will plan, implement, and monitor lessons, recognize and meet developmental needs of students, provide for the needs of student with special needs, provide ongoing adult education opportunities, participate in the Advisory Board as requested, communicate with parents, collaborate with regular school day teachers, request materials as appropriate, follow the approved RFP, participate in all Family Activity Nights, and other duties consistent with the program teacher job description. [30 minutes at the end of the day to wrap up and plan]

Salary: Activity Leader

The Activity Leader provides on-site, direct instruction and supervision of actively participating 21st CCLC students and families. Under the supervision of the Site Support Manager, the Activity Leader helps to facilitate lessons, enrichment activities, and is responsible for classroom management and maintaining a safe environment throughout the program. Activity Leaders assist and help facilitate Adult Family Member Education sessions. Additional time worked before and after the program time for after school to account for setup and clean-up.

Volunteers

All volunteers will be fingerprinted in order to work with the students in the program; Washington County School District will encourage retired teachers, community stakeholders to volunteer to help with the functionality of the 21st Century Program.

Section 11: Facilities *forthcoming*

- Describe in detail the facilities including both the indoor and outdoor areas including size and amenities (e.g., eating area, library, basketball court) and how they would be used for the proposed program activities.
- Include where the facility is located in relation to the students' schools and their homes.

- Include how students and their adult family members can access the facility(ies).
- Include information on whether the center has a license or exemption from DCF, if applicable.

Section 12: Safety and Student Transportation

Washington County School District will implement the school safety plan as indicated on the signed parental forms in the event of an emergency; Each student will have health forms on file with all contact information in case of an emergency at school and on field trips. The Director of Safety for Washington County School District has provided Safety training for all teachers and staff regarding the intended protocol and procedures to be used in the event of an emergency.

Additionally, Washington CSD utilizes the Raptor Technologie Application to manage school safety through its visitor management, emergency management, volunteer management systems and Attendance for students/guests/teachers checking-in/out. It is also used for emergency procedures, fire drills, inclement weather, evacuation and lockdown procedures. Only school district employees have access. The app is available on staff cell phones.

Hardcopies of the Emergency Procedures and protocols are available in each classroom and to personnel (flipchart).

Teachers will have a roster of enrolled students and will take attendance for each student through our focus platform or google classroom platform. Students will sign in as they enter each classroom and sign out when the program dismisses. Teachers will have attendance sheets prepared for each student to sign in and out in addition to the class attendance roster that will be taken in each class

All 21st CCLC staff and contractors will be cleared through a Level II background screening as described in Chapters 39, 402 and 409, F.S. Any Volunteers that assist more than 10 hours per month will also be cleared through a Level II background screening. 21st CCLC employees will have CPR/Automated External Defibrillator (AED) training. The program will always maintain at least one staff member on site with CPR and First Aid certification that includes the face-to-face component and ensure that at least two staff members are certified per site.

Emergency procedures for Washington County Schools are outlined as follows:

1. Lockdown procedures:

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes, intruders or an active shooter, lockdown uses classroom security to protect students and staff from an outside threat.

School response

First person to recognize a threat:

- Report immediately, depending on the type of threat, by either:
 - Calling or texting 9-1-1.
 - Calling the campus administrator.
 - Initiating the raptor app from phone or computer to notify all staff, 9-1-1, first responders and sro's.
- Initiate lockdown if there is a life safety threat.
- Announce over intercom: "lockdown! Locks, lights, out of sight."

Teachers:

- Classroom doors should already be locked and secured.
- Turn out the lights.
- Doors and windows should be covered. Blinds closed.

- Move away from sight to safest areas or hard corners.
- Maintain silence.
- Silence and turn down the light on your cell phones.
- Take roll using the raptor app – silent or whispers.
- Wait for an emergency responder or an administrator to open the door.

**in an actual lockdown situation, the rooms will be cleared individually by either law enforcement or district administrator/designee. **

Principal/administration: incident command (ic)

When safe to do so:

- Contact both your district safety director and Superintendent.
- Establish a command center wherever appropriate, ensure safety of students and staff, and establish a unified command with law enforcement when they arrive.
- Complete drill in raptor & after-action report.

District administration response

Safety director will coordinate with leo's to:

- Notify district directors to assist as appropriate.
- Notify it/pio to coordinate information with sheriff's office to be sent to parents.
- Establish/notify communications officers and begin preparing a school messenger/social media notification and media statement.

Considerations/actions:

- Superintendent (if available) and/or the district safety director responds to the emergency responders command post near the school.

Stand by to deploy:

- Transportation department.
- District communications officer to the emergency responders joint information site.
- Prepare for reunification to the secondary evacuation site if necessary.
- Prepare it and data center as a command center for leo to see camera feeds in real-time, assist with technology and phone lines.

2. Evacuation procedures

School response

Activate fire alarm system or give command via

The pa system, if necessary:

- Use radios and listen for announcements from the office or administrator.
- Announce: "evacuate to your designated location."

Teacher/staff: evacuate building according to school fire evacuation plan. Close all doors and turn off lights upon exiting building. Take classroom/school stop-the-bleed kit or your go kit, if possible.

- Go to the designated emergency evacuation site.
- Students may be advised to leave stuff behind, but to bring their cell phones. Students will follow directions.

Principal: incident commander (ic)

- Meet with first responders/establish unified command.

Teachers:

- Lead students to the evacuation location.

- Begin verification of students and staff members to account for all students and teachers.
- Take roll in raptor and input information on missing, Extra or injured students.

Principal/campus administration:

- If first responders are involved, establish a unified command with their ic.
- Maintain a written account of incident and action taken.

Complete drill form/after-action review

remember, evaluate before you evacuate!!!! Look, listen, smell and be aware before exiting classrooms and buildings in the event there is another unknown threat. You have 180 seconds before you must make a decision on the best course of action to evacuate a building.

Central administration response

They will:

- Contact both your district safety director and Superintendent.
- If necessary, contact law enforcement or emergency responders. Communicate with them and establish a unified command between school/district staff and emergency responders.
- Complete drill form/after-action review

Considerations/actions:

- Decide if reunification is or will be necessary by collaborating with leo, the district safety director, the district administrators and emergency responders to make decisions. The district safety director and/or superintendent will give direction to administrators and administrators will relay information to their staff.
- Begin the pre-planning for a secondary evacuation site and parent reunification site, if necessary.
- District safety director responds to the emergency responders command post near the school.

Stand by to deploy:

- Transportation department.
- District communications officer to the emergency responders joint information site.
- District directors and reunification team to the secondary evacuation site.
- Notify other campuses that may be impacted.
 - Prepare it and data center as a command center for leo to see camera feeds in real-time, assist with technology and phone lines.

3. Shelter procedures:

It is called when the need for personal protection is necessary. It is important to understand the difference between a tornado watch and warning.

Tornado watch: this means conditions are right for a tornado. No immediate action necessary. Keep an "eye to the sky" and monitor local weather so appropriate action can occur if conditions worsen.

Tornado warning: this means that a funnel cloud has been sighted. Take **shelter** in appropriate locations.

School response

Announcement over the paging system for shelter:

- "shelter for tornado! Drop, cover, and hold."
- "shelter for thunderstorm to pass, hold."

Emergency notifications come in through:

- District and administration monitoring
- Wcso dispatch
- Eoc dispatch
- Noaa radio notification

It may also be reported by students, staff, or teachers if a threat is directly observed. In this event:

- Call 9-1-1.
- Radio/call building administrator.

Teachers:

- Announce the shelter type (i.e., tornado, lightning flood).
- Announce the shelter method (i.e., drop, cover And hold in silence).
- Begin verification of students and staff members to account for all students and teachers. Take roll in raptor alert accountability.
- Students and staff should go into the interior hallway or closet, or up against an interior wall to drop, cover, hold position.
- Students/staff must be 25+ feet away from locked and closed exterior doors when in the drop, cover, hold position.
- Wait for an "all clear" notification before resuming regular class activities.

Principal: incident commander (ic)

- Meet with first responders/establish unified command.

If possible:

- Establish command center if necessary, ensure safety of students and staff, and hand over command to law enforcement when they arrive.
- Contact district safety director and superintendent upon initiating weather procedures.
-

Principal:

- Maintain a written account of incident and action taken.
- Complete drill or incident in raptor.
- Teachers should take roll in the raptor app.
- Administrators must complete after-action report in Notes in raptor online.

Central administration response

Call superintendent or designee immediately. Superintendent or designee:

- Call the wcsd school board for situational Awareness.
- If necessary, activate district emergency operations center via school messenger.
- Establish/notify communications officer and begin preparing a school messenger/social media notification and media statement.
Notify other campuses that may be impacted

4. Fire / arson

Fire drills: schools are required by state law to practice fire drills every month school is in session. Arson means the unauthorized starting of a fire on school property.

School response

First person to detect fire:

- Activate fire alarm system by pulling fire alarm station.
- Radio/call building administrator.

Evaluate the building and surroundings before evacuating; then move students and staff out according to school fire evacuation plan. Close all doors and turn off lights upon exiting building.

- Go to the designated emergency evacuation/rally points on your campus.

- Remember, you have 180 seconds to assess the situation and make the best choice for evacuating the building once the fire alarm is activated.

Follow accountability steps for evacuation by using raptor alert app to check roll.

Principal/campus administration:

- Ensure 9-1-1 has been called.

Account for students and staff by using raptor app

- Locate fire department incident command.
- Notify your district safety director, facilities director, And superintendent.

Central administration response

Call superintendent and safety director. Superintendent or designee will:

- Notify the wcsd school board for situational awareness.
- If necessary, activate district emergency operations center via school messenger to notify parents.
- Establish/notify communications officer and begin preparing a school messenger/social media notification and media statements.
- Remember, evaluate before you evacuate!!!! Look, listen, smell and be aware before exiting classrooms and buildings in the event there is another unknown threat. You have 180 seconds before you must make a decision on the best course of action to evacuate a building.

5. Medical emergencies

The school health office and the school nurse are responsible for providing health care and emergency treatment until emergency medical services (ems) or parent/guardian arrives to assume health care responsibility. When a student becomes seriously ill or injured, the parent/guardian and the school principal or designee should be notified immediately. In serious cases in which immediate medical attention is needed, call the school nurse and call 9-1-1. The administrator or school nurse will contact the parent or guardian if necessary.

School response

In the event of a non-responsive or life- threatening injury or illness:

Teachers/staff:

1. Immediately summon help from the school nurse, administration and call 9-1-1.
2. Describe the nature of the emergency (illness or injury), identify the victim(s) by name to the school nurse, and tell how many victims are involved.
3. Provide exact location inside or outside the school (provide the door number; building number, provide closest exterior door number, colors of hallways, signs or markings on the wall).
4. Radio/call building administrator.
5. Do not move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern (fire present, explosive atmosphere, etc.).
6. Assess victim and if applicable, begin cpr.
7. Check victim for medical alert bracelet or necklace.
8. Assess and if applicable, request an automated external defibrillator (aed) to be brought to the scene.
9. Disperse onlookers and keep others from congregating in the area. If necessary, initiate hold procedures until medical emergency event is cleared.
10. If possible, isolate the victim(s).
11. Direct someone (e.g., staff, student) to meet and guide
12. The first responders.
13. Remain to assist emergency medical personnel.

Document all actions taken.

Campus administration:

1. Contact the director of safety and risk management.
2. Contact parents/guardian/spouse/emergency contact of the sick or injured person.

Central administration response

Call superintendent or designee immediately.

- Call wcsd school board for situational awareness.
- Notify communications officer.

Standby to deploy:

- Crisis response team and licensed mental health Counselors.

6. Bomb threat (lockdown – evacuate – hold – shelter – secure)

bomb threat called in: immediately see school response below.

- Complete bomb threat checklist.
- Do not touch or approach a bomb or suspicious package or device.
- A suspicious package or device is something out of place, such as an unattended backpack, briefcase or box, inside or outside the building.
- Notify the principal or designee immediately.
- Identify the area/item clearly so that it can be isolated.
- Get students out of the immediate areas and wait for directions from the principal or designee.
- Account for all students and remain in designated area until contacted.

School response

Person who receives the bomb threat over the telephone should try to use report form (see bomb threat checklist). If caller id is available, write down number and give to police. Write down as much information as possible, (i.e., the threat, male or female voice, background noise, accent of caller, tone of caller, etc.).

- Notify sro and call 9-1-1 immediately.
- Inform the principal or designee immediately.

Principal or designee:

- Contact your safety director and superintendent.
- Decide response based on the advice of wcsd bomb threat assessment team and law enforcement.

Coordinate with the communications officer to create a prepared statement to be read to any incoming callers asking about the incident. Sample statement: “thank you for calling [campus name]. Our emergency management plan has been activated due to a potential threat. All measures are being taken to ensure the safety of the students and staff. Administration will contact parents with more information as soon as possible. Please do not come to the school building to pick up your child as it may hinder our operations. Please visit www.wcsdschools.com or our facebook or twitter pages for regular updates. Updates will also come from the washington county sheriff’s office social media platforms. Thank you for your cooperation.”

Teachers/staff:

- Low threat level – sweep room and shelter students in classrooms.
- Medium threat level – full search/partial evacuation possible.

- High threat level – immediate evacuation.

Central administration response

Superintendent or designee:

- Notify board members for situational awareness.
- If necessary, activate district emergency operations center via school messenger.
- Establish/notify communications officer and begin preparing a school messenger/social media notification and media statement.

Emergency operations:

- Stand by in the event of a delay of student pick-ups and/or relocation of students for reunification, if needed.

6. Drug-related incidents or overdoses

School response

If a student is in possession of a drug:

Students/teachers/staff:

1. Immediately tell the front office, a teacher, an administrator, the nurse or the sro.
2. Students can call in or use the app for an anonymous fortifyfl alert that can be found on each school computer's desktop.
3. Call 9-1-1 if necessary.
4. Notify mrt team if necessary.
5. Notify students' parents/guardians.
Obtain a copy of the parent contact information; demographic records of student; paec emergency forms for emergency responders in transport if necessary to a medical facility

Teachers/staff:

1. Immediately isolate witnesses and do not allow them to speak with one another or anyone else before speaking with administration and/or the sro.
2. A hold of all students across campus can be initiated if the situation warrants for the privacy of those who are a part of the incident.
3. Teachers will not conduct an investigation other than to obtain information that may be helpful to treat the students. Information may include, but is not limited to:
 - Type of drug taken.
 - Time drug was taken.
 - Actions and behaviors of those believed to be impaired.

7. Bus/transportation-related emergencies

In the event that an emergency situation arises on the bus, appropriate emergency, transportation, and district officials need to be contacted. Calls to the bus garage, 9-1-1, and/or the principal should occur in every emergency situation.

School response

Bus accident:

- If possible, get bus to a secure location and check for injuries.
- Call dispatcher with the accident location and report Any injuries. Call 9-1-1.
- Immediately contact the transportation director and/or Designee.
- Secure vehicle and display warning signs.
- Keep all students on the bus unless it is unsafe to do so. If a threat of fire exists, move everyone to a safe location.

- Administer first aid, if necessary.
- Account for all students.
- Record extent of all injuries.
- Complete necessary incident(s)/report(s).

First person to recognize an emergency:

- Report immediately, depending on the type of emergency:
 - Call 9-1-1.
 - The driver should radio dispatch. Drivers should contact district transportation director at 850-638- 6222 (chibley) .
Notify your respective campus administration

Sponsors/coaches:

- Account for all students.
- Assess situation and move away from site, if necessary.
- Take roll again at whatever location is deemed safe.
- Wait for emergency responders and/or district/ transportation officials to arrive.

Principal/designee: ic

- Contact your superintendent, transportation director and safety director.
- One administrator from each school who has students on that bus should deploy to the accident site to assist.
- The other administrator should remain at the school to assist with communication with parents.

If necessary:

- Establish command center wherever appropriate, ensure safety of students and staff, and hand over command to law enforcement when they arrive.

Central administration response

Call superintendent or designee immediately. Superintendent or designee:

- Call WCSD school board for situational awareness.
- Establish/notify communications officer and begin preparing notification and media statement.

Standby to call:

- Crisis response team.
- Transportation department.

Standby to deploy:

- District liaison to the emergency responders command post near the school.
- District communications officer to the emergency responders joint information site.
- District operations to the secondary evacuation site.

8. Communication in a crisis

School response

Principal:

1. If the district emergency operations center is activated, establish communications with the incident commander at 850-638-6203. Ensure that the district emergency operations center has a contact number that you can be reached at.
2. If the event does not warrant the activation of the district emergency operations center, it is essential that your immediate supervisor and the safety director are contacted and briefed.
3. Update students and staff periodically in their classrooms. Avoid large group meetings.
4. Refer all media requests to the communications officer.

Section 14: Sustainability

- Washington County School District intends to sustain the 21st CCLC program through continued partnerships and expanding and connecting with new ones, as well as collaborating with school and community agencies to build support for resources needed to sustain the program. Washington's preliminary sustainability plan is comprised of the following objectives
 - Diversify Funding Sources: Secure additional funding from multiple sources, such as local businesses, foundations, government agencies, or community organizations. Applying for other grants and seeking sponsorships can reduce reliance on a single funding stream.
 - Building Community Partnerships: Establish strong relationships with local stakeholders, including schools, businesses, nonprofits, and community leaders, to share resources, expertise, and funding opportunities.
 - Volunteer Engagement: Recruit and train volunteers to reduce staffing costs while maintaining program quality.
 - In-Kind Contributions: Leverage in-kind donations, such as facilities, equipment, or professional services, to offset operational costs.
 - Advocacy and Awareness: Build public awareness about the program's impact to encourage donations and support from individuals and organizations.
 - Program Integration: Incorporate program services into existing operations of a host organization, such as a school or community center, to share operational costs and resources.
 - Capacity Building: Strengthen organizational capacity through staff training, infrastructure development, and strategic planning to improve efficiency and sustainability.
 - Outcome Demonstration: Highlight measurable program outcomes to attract ongoing support from funders and stakeholders who value evidence of success.
 - Fundraising Campaigns: Organize fundraising events or campaigns to raise unrestricted funds that can be used to sustain core program elements.
 - Strategic Planning: Develop a detailed sustainability plan early in the program to identify potential challenges and opportunities for long-term success.

The 21st CCLC program will also establish an Advisory Board that will be comprised of at minimum, two (2) parents and 2) students and one (1) regular school day teacher from each school site, as well as 21st CCCL staff and members of community and the private sector. The Advisory board will meet twice a year to discuss future program needs, concerns, program evaluation results, program operations and active recruitment.

Original RFP Proposal

Site #1 Name

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation	60	2.5	150	\$5.00	\$ 112,500.00	\$ 112,500.00
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer				\$6.00	\$ -	\$ -
w/ Transportation	80	4	22	\$7.00	\$ 49,280.00	\$ 49,280.00
					\$ 161,780.00	\$ 161,780.00

Vernon Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation	60	2.5	150	\$5.00	\$ 112,500.00	\$ 112,500.00
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer				\$6.00	\$ -	\$ -
w/ Transportation	60	4	30	\$7.00	\$ 50,400.00	\$ 50,400.00
					\$ 162,900.00	\$ 162,900.00

Total as per operations =	\$	324,680.00	\$	324,680.00
DOE 100A Budget Request =	\$	500,000.00		
Proportion =		100.00%		

Revised

Kate Smith Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 93.54%
Before School				\$2.00	\$ -	\$ -
Afterschool- Kate Smith Elem.				\$4.00	\$ -	\$ -
w/ Transportation	90	2.75	147	\$5.00	\$ 181,912.50	\$ 170,153.21
Afterschool- Roulhac Middle				\$4.00	\$ -	\$ -
w/ Transportation	30	2.5	147	\$5.00	\$ 55,125.00	\$ 51,561.58
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer	45	4	28	\$6.00	\$ 30,240.00	\$ 28,285.21
w/ Transportation				\$7.00	\$ -	\$ -
					\$ 267,277.50	\$ 250,000.00

Vernon Elementary

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 93.54%
Before School				\$2.00	\$ -	\$ -
Afterschool -Vernon Elementary				\$4.00	\$ -	\$ -
w/ Transportation	90	2.75	147	\$5.00	\$ 181,912.50	\$ 170,153.21
Afterschool - Vernon Middle				\$4.00	\$ -	\$ -
w/ Transportation	30	2.5	147	\$5.00	\$ 55,125.00	\$ 51,561.58
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer	45	4	28	\$6.00	\$ 30,240.00	\$ 28,285.21
w/ Transportation				\$7.00	\$ -	\$ -
					\$ 267,277.50	\$ 250,000.00

Total as per operations =	\$	534,555.00	\$	500,000.00
DOE 100A Budget Request =	\$	500,000.00		
Adjusted Proportion =		93.54%		

**2024-25
Funding Amount**



2024-2025 SITE PROFILE

Agency Name	Washington County School District	Project Number	670-2445C-5CG01		
Site Name	Kate Smith Elementary School	Zip Code	32428		
Site Address:	1447 South BLVD, Chipley FL 32428	City		County	Washington
Site Contact Name:	Chris Tyre / Steve Griffin	Phone	850-638-6222	Email	Jiranda.white@wcsdschools.com

TARGET SCHOOLS						
School Name	School-wide Information			# Targeted Students		
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	AS	SUM
Kate M. Smith Elementary (R. 2:30pm)	K, 1, 2, 3, 4, 5	1000	60	3-5	100	35
Roulchac Middle School (R. 3:00pm)	6,7,8	350	32	6-8	20	10
				TOTAL	120	45

AFTER SCHOOL SITE OPERATIONS (3-5)							
Start Date	8/12/2024		End Date	5/23/2025		Total Number of Service Days	147
Non-service days	9/2/24,10/14/24, 11/25/24, 11/26/24, 11/27/24, 11/28/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/6/25, 1/20/25, 2/17/25,3/17/25, 3/18/25, 3/19/25, and 3/20/25. All Fridays						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	2:30pm	2:30pm	2:30pm	2:30pm			
End Time	5:30pm	5:30pm	5:30pm	5:30pm			
Hours	3	3	3	3			
Early Release Dates	N/A			Total Service Days		Hours/Day	

AFTER SCHOOL SITE OPERATIONS (6-8)							
Start Date	8/12/2024		End Date	5/23/2025		Total Number of Service Days	147
Non-service days	9/2/24, 10/14/24, 11/25/24, 11/26/24, 11/27/24, 11/28/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/6/25, 1/20/25, 2/17/25, 3/18/25, 3/19/25, and 3/20/25. All Fridays						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	3:00pm	3:00pm	3:00pm	3:00pm			
End Time	5:30pm	5:30pm	5:30pm	5:30pm			
Hours	2.5	2.5	2.5	2.5			
Early Release Dates	N/A			Total Service Days		Hours/Day	

SUMMER SITE OPERATIONS							
Start Date	6/9/2025		End Date	7/18/2025		Total Number of Service Days	28
Non-service days	6/19/25, 7/03/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:00am	8:00am	8:00am	8:00am	8:00am		
End Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm		
Hours	4	4	4	4	4		

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	This program will offer five Adult Family Member Services for approximately one hour per session.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	15
STUDENT/TEACHER RATIO			
Academic Ratio	1:15	Personal Enrichment Ratio	1:15



2024-2025 SITE PROFILE

Agency Name	Washington County School District	Project Number	670-2445C-5CG01		
Site Name	Vernon Elementary School	Zip Code	32462		
Site Address:	3665 Roche Ave, Vernon, FL 32462	City		County	Washington
Site Contact Name:	Chris Tyre / Steve Griffin	Phone	850-638-6222	Email	Jiranda.white@wcsdschools.com

TARGET SCHOOLS						
School Name	School-wide Information			# Targeted Students		
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	AS	SUM
Vernon Elementary (R. 2:45pm)	K, 1, 2, 3, 4, 5	1000	60	3-5	90	35
Vernon Middle School (R. 2:30 pm)	6,7,8	350	32	6-8	30	10
				TOTAL	120	45

AFTER SCHOOL SITE OPERATIONS (3-5)							
Start Date	8/12/2024		End Date	5/23/2025		Total Number of Service Days	147
Non-service days	9/2/24,10/14/24, 11/25/24, 11/26/24, 11/27/24, 11/28/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/6/25, 1/20/25, 2/17/25, 3/17/25, 3/18/25, 3/19/25, and 3/20/25. All Fridays						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	2:45pm	2:45pm	2:45pm	2:45pm			
End Time	5:45pm	5:30pm	5:30pm	5:30pm			
Hours	3	3	3	3			
Early Release Dates	N/A			Total Service Days		Hours/Day	

AFTER SCHOOL SITE OPERATIONS (6-8)							
Start Date	8/12/2024		End Date	5/23/2025		Total Number of Service Days	147
Non-service days	9/2/24, 10/14/24, 11/25/24, 11/26/24, 11/27/24, 11/28/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/6/25, 1/20/25, 2/17/25, 3/18/25, 3/19/25, and 3/20/25. All Fridays						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	3:00	3:00pm	3:00pm	3:00pm			
End Time	5:30pm	5:30pm	5:30pm	5:30pm			
Hours	2.5	2.5	2.5	2.5			
Early Release Dates	N/A			Total Service Days		Hours/Day	

SUMMER SITE OPERATIONS							
Start Date	6/9/2025		End Date	7/18/2025		Total Number of Service Days	28
Non-service days	6/19/25, 7/03/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:00am	8:00am	8:00am	8:00am	8:00am		
End Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm		
Hours	4	4	4	4	4		

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:	This program will offer five Adult Family Member Services for approximately one hour per session.		
Total Number of Sessions	5	Total Number of Adult Family Members Served	15
STUDENT/TEACHER RATIO			
Academic Ratio	1:15	Personal Enrichment Ratio	1:15

Early Release: 12:40 pm



After-School Program Sample Schedule At Vernon and Kate M. Smith Elementary

Monday	Tuesday	Wednesday	Thursday
<u>3:00- 3:15 pm</u> Cafe Time Attendance/Snack	<u>3:00- 3:15 pm</u> Cafe Time Attendance/Snack	<u>3:00- 3:15 pm</u> Cafe Time Attendance/Snack	<u>3:00- 3:15 pm</u> Cafe Time Attendance/Snack
<u>3:15- 4:15 pm</u> Homework Lab	<u>3:15- 4:15 pm</u> Homework Lab	<u>3:15- 4:15 pm</u> Homework Lab	<u>3:15- 4:15 pm</u> Homework Lab
<u>4:15 - 5:00pm</u> EnRICH ME - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit	<u>4:15 - 5:00pm</u> EnRICH ME - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit	<u>4:15 - 5:00pm</u> EnRICH ME - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit	<u>4:15 - 5:00pm</u> EnRICH ME - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit
<u>5:00- 5:30pm</u> Recreation & Enrichment Fitness Dance YOGA Chess-A-Thon Spanish	<u>5:00- 5:30pm</u> Recreation & Enrichment Fitness Dance YOGA Chess-A-Thon Spanish	<u>5:00- 5:30pm</u> Recreation & Enrichment Fitness Dance YOGA Chess-A-Thon Spanish	<u>5:00- 5:30pm</u> Recreation & Enrichment Fitness Dance YOGA Chess-A-Thon Spanish

Adult Family Night Tentative Schedule
Empowering Families
2024-2025

Activity	Proposed Dates	Time	Facilitated by Contractual Services approved by District
Orientation Meet-Greet- Eat The Importance of FamilyEngagement	January 2025 VES (29th) KMS (30th)	1 hour	Parental & Family Interventionist / Contractual Services Approved by District
Family & Teacher Communication & Empowerment (FOCUS)	February 2025 VES (26th) KMS (27th)	1 hour	Parental & Family Interventionist / Contractual Services Approved by District
Family Engagement & Mental Health/ Resilience Session	March 2025 VES (26th) KMS (27th)	1 hour	Parental & Family Interventionist / Contractual Services Approved by District
Homework Help (Varsity Tutors)	April 2025 VES (30th) KMS (30th)	1 hour	Parental & Family Interventionist / Contractual Services Approved by District
Gearing Up for Graduation	May 2025 VES (1st) KMS (1st)	1 hour	Parental & Family Interventionist / Contractual Services Approved by District

VES: Vernon Elementary
KMS: Kate M. Smith Elementary



Summer Program Schedule at Vernon and Kate M. Smith Elementary

Monday	Tuesday	Wednesday	Thursday
<u>8:00- 8:20 am</u> Cafe Time Attendance/Snack	<u>8:00- 8:20 am</u> Cafe Time Attendance/Snack	<u>8:00- 8:20 am</u> Cafe Time Attendance/Snack	<u>Field Trips</u> <ul style="list-style-type: none"> - <u>Museum</u> - <u>Space Center</u> - <u>College Tours</u> - <u>Library</u>
<u>8:20- 9:20 am</u> STEAM	<u>8:20- 9:20 am</u> STEAM	<u>8:20- 9:20 am</u> STEAM	
<u>9:20 - 10:20</u> EnRICH ME <ul style="list-style-type: none"> - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit 	<u>9:20 - 10:20</u> EnRICH ME <ul style="list-style-type: none"> - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit 	<u>9:20 - 10:20</u> EnRICH ME <ul style="list-style-type: none"> - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit 	<u>8:00- 8:20 am</u> Cafe Time Attendance/Snack <u>8:20- 9:20 am</u> STEAM <u>9:20 - 10:20</u> EnRICH ME <ul style="list-style-type: none"> - Culinary - Reader's Theatre - Martial Arts - ART - Book Writing - Musically Lit
<u>10:20--11:20</u> Recreation & Enrichment/ Empowerment Fitness	<u>10:20--11:20</u> Recreation & Enrichment/ Empowerment Fitness	<u>10:20-11:20</u> Recreation & Enrichment/ Empowerment Fitness	
Dance	Dance	Dance	<u>10:20-11:20</u> Recreation & Enrichment/ Empowerment
YOGA	YOGA	YOGA	Fitness
Chess-A-Thon	Chess-A-Thon	Chess-A-Thon	Dance
Spanish	Spanish	Spanish	YOGA
Martial Arts	Martial Arts	Martial Arts	Chess-A-Thon
<u>11:20- 11:50</u> <u>Lunch</u>	<u>11:20- 11:50</u> <u>Lunch</u>	<u>11:20- 11:50</u> <u>Lunch</u>	Spanish
<u>11:50-12:00</u> Game Time/Wrap up	<u>11:50-12:30</u> Game Time/Wrap Up	<u>11:50-12:30</u> Game Time/Wrap up	Martial Arts <u>11:20- 11:50</u> <u>Lunch</u> <u>11:50-12:30</u> Game Time/Wrap Up

2024-25 Nita M. Lowey 21st CCLC Partners Table

Agency Name: Washington CSD			Program Name: Washington CSD at: Vernon & Kate M.		
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
<i>First Federal Bank</i>	<i>Bank</i>	<i>In-kind</i>	<i>Partner will provide financial literacy classes throughout the year</i>	<i>Leadership: 80% of students will increase awareness of leadership through finance</i>	<i>Forthcoming</i>
<i>TJ Roulhac Enrichment Community Center</i>	<i>Community Center</i>	<i>in-kind</i>	<i>Partner will provide one classroom for parent meetings and community stakeholder meetings and student learning spaces</i>	<i>Education: 80% of students will increase their awareness of the importance of education</i>	<i>forthcoming</i>
<i>Grace Assembly Church</i>	<i>Church</i>	<i>in-kind</i>	<i>Materials for the need/ supplies for students</i>	<i>Character Education: Students will learn how to develop character</i>	<i>Forthcoming</i>
<i>Shiloh Baptist Church</i>	<i>Church</i>	<i>in-kind</i>	<i>Space for program presentations</i>	<i>Self-Discipline: Students will gain a sense of awareness of having self-control</i>	<i>Forthcoming</i>
<i>Northwest Florida Community Hospital</i>	<i>Local Hospital</i>	<i>materials</i>	<i>Supplies for students</i>	<i>Character: Students will increase their understanding of community service</i>	<i>Forthcoming</i>
<i>City of Chipley</i>	<i>Local gov't</i>	<i>In-kind</i>	<i>Partner will provide a tour of the City Hall as an educational field experience</i>	<i>Leadership; Increase students' awareness of governmental leadership</i>	<i>Forthcoming</i>

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

SD: School District

FBO: Faith-Based Organization (FBO)

CS: Charter School (CS)

CU: Private or public College or University

HBO: Health-Based Organization (hospital/clinic/etc.)

MUS: Museum

FPO: For-Profit Entity

CBO: Community-Based or other Non-Profit Organization (CBO),

CNT: Other Unit of City or County Government

IAS: Bureau of Indian Affairs

IEA: Regional/Intermediate Education Agency

LIB: Library

PRD: Park/Recreation District

OTH: Other

Contribution Type: Select the one that best applies

- **In-kind:** Materials or services provided at no cost to the 21st CCLC program.
 - Volunteers: non-paid individuals that provide services to the 21st CCLC program
 - Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget
 - Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.
 - Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.
 - Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.
 - Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.
 - Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)
 - Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)
- **Funds:** Monetary contribution
- **Other:** other contributions that may not be strongly matched with the descriptions above.

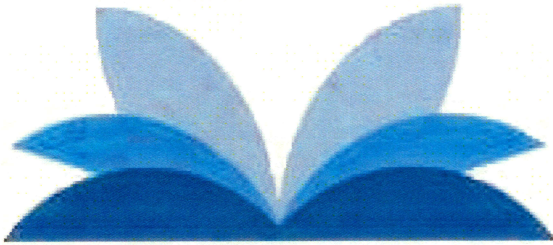
Contribution Description:

Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in the narrative. The contributions must be clearly reflected in the Letter of Support.

Align to Need/Goal:

Provide a synopsis of how the contribution supports the 21st CCLC program objectives or needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative.

Letter of Support: Indicate “yes” if a letter of support is provided with the application as an attachment or “no” if one is not available.



Washington County Public Library
Renae Rountree, Director, MLIS

1444 Jackson Avenue
Chipley, FL 32428
Telephone 850-638-1314 Fax: 850-638-9499
www.wcplfl.com
Zedra Hawkins, Youth Services Manager
Barbara Russell, Cataloging Specialist
Patricia E. Pool, Branch Manager
Susan Cook, Branch Manager

May 19, 2022

Grant Review Committee Members
21st Century Learners Grant Application

Dear Committee Members:

Library staff fully endorse Washington County School District's (District) application for Voluntary PreKindergarten (VPK) grant funding. For District employees, instructors, and leaders pre-kindergarten is much more than about play. With dedication and passion, teachers make learning come alive in childhood classrooms every day. Personally, we have seen the magic happen.

There is power in caring. Grant financing will support the District's continued focus on helping children transition from home to school. A cornerstone of those efforts stress emotional development by highlighting each child's uniqueness and sense of value. From multiple onsite visits, Library staff have seen ways District instructors use proven classroom strategies to prepare children for the expectations of kindergarten.

As librarians, we oftentimes witness the results of the District's success in charting a preschooler's growth. First and foremost, organizational staff operate on a goal-setting methodology. Initially, they establish benchmarks for achievement. One of the guiding principles is that children apply for Library cards. To District personnel, the Library environment is a continuation of the VPK instructional model. Exploring the Library means kids will learn to explore, share, and have fun. This philosophy instills in children that discovery extends way beyond the VPK classroom.

We believe in the District's educational approach. It greatly benefits children, families, and the community alike. Their aligned and comprehensive viewpoint of why VPK matters is showcased in every program technique. Each activity is designed for a child's entrance into "real school." For that reason, Library staff support the District's 21st Century Learners Grant request.

Renae Rountree, Director
Washington County Public Library

SCHOOL DISTRICT OF WASHINGTON COUNTY

JOB DESCRIPTION

DIRECTOR OF FEDERAL PROGRAMS

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
(2) Certification in Educational Leadership or related field.
(3) Minimum of five (5) years successful experience in education.
(4) Supervisory or administrative experience preferred.
(5) In lieu of the above requirements, a combination of training and experience substantially equivalent may be substituted.
(6) Other qualifications as deemed necessary by the School Board.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of current trends and research of all Federal programs. Knowledge of and ability to use student database systems, including but not limited to, FTE reports, suspension information and student records. Ability to provide consultation and advice to teachers, parents, principals and District staff on Title I, II, IV, V, and VI IX, Perkins, Equity, Americans with Disability Act (ADA) and District Food Service policies, procedures, rules, regulations and laws and other Federal programs. Ability to organize and conduct meetings, to provide conflict resolutions, to communicate, plan and disseminate precise information and interpretation of technical issues related to student services, Title I, II, IV, V, IX, Perkins, Equity, ADA, Food Services and other Federal programs.

REPORTS TO:

Superintendent

JOB GOAL

Administer, direct and coordinate the planning, implementation and evaluation of all federal programs to include the development and monitoring of budgets.

SUPERVISES:

Assigned Personnel

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Direct and coordinate the planning, implementation and evaluation of the following programs: Title I, II, IV, V, VI, Drug Free Schools, Even Start, ESOL, WINGS, IX, Perkins, Equity, ADA, Food Services, and others as assigned.
* (2) Develop and monitor budgets of assigned programs.
* (3) Serve as administrator for the development of all state and federal grants related to Homeless and Department of Juvenile Justice (DJJ) student services, Title I and other programs assigned.

DIRECTOR OF FEDERAL PROGRAMS (Continued)

- * (4) Plan with principals in providing appropriate programs and related services for ~~Title I and other~~ all Federal programs.
- * (5) Implement and monitor all Federal ~~the Title I~~ programs according to federal and state guidelines to assure compliance.
- * (6) Develop, implement and oversee monitoring ~~procedures for Section 504 of Food Service Program.~~
- * (7) Assist in the development of administrative guidelines and policies for programs assigned. Monitor and provide oversight and direction of the District's food service contract.
- * (8) Other responsibilities as assigned by the Superintendent.

Inter / Intra-agency Communication and Delivery

- * (9) Establish and maintain a close working relationship with community and governmental agencies to coordinate social, medical, health, to homeless students. Establish and maintain agency and family contact to coordinate efforts of students returning to our District from the Juvenile Justice System. ~~juvenile justice and services to students and families.~~
- * (10) ~~Collaborate with various health agencies in the community, both public and private, in implementing the health services offered to students in the public schools.~~
- * (11) Coordinate and interpret District rules / policies and state laws and rules pertaining to homeless students, Department of Juvenile Justice students health services and other areas assigned.
- * (12) ~~Coordinate the efforts of student services personnel with services provided by various community agencies.~~
- * (13) Serve as a resource person to interpret ~~Student Services and other~~ Federal programs to school personnel and the community.
- * (14) Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.
- * (15) Work closely with federal programs, elementary education and secondary education to ensure coordination of efforts.

Professional Growth and Improvement

- * (16) Keep up-to-date and well-informed about trends and best practices, including changes in statutes, rules and policies related to ~~Title I and other~~ all Federal programs.
- * (17) Maintain a network of peer contacts through professional organizations.
- * (18) Promote and support the professional growth of self and others.
- * (19) Assist principals and other appropriate personnel in keeping abreast of requirements and best practices in ~~Title I and other~~ all Federal programs.

Systemic Functions

- * (20) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
- * (21) Prepare or oversee the preparation of all required reports and maintain all appropriate records.
- * (22) Maintain a budget and provide allocations for assigned staff.
- * (23) Keep the Superintendent informed about potential problems, unusual events or possible opportunities.
- (24) Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership and Strategic Orientation

- * (25) Provide leadership and direction for the planning, implementation and evaluation of ~~Title I and other~~ all Federal programs.
- * (26) Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.
- * (27) Use appropriate interpersonal styles and methods to guide individuals and groups to appropriate task accomplishment.
- * (28) Model and maintain high standards of professional conduct.

DIRECTOR OF FEDERAL PROGRAMS (Continued)

*(29) Contribute to District planning activities, including setting goals and objectives and use of resources.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

~~Job Description Supplement No. 11~~

~~*Essential Performance Responsibilities~~



Thomas Register

Superintendent of Schools

(850) 638-6222

Fax (850) 638-6226

Washington County District School Board

"An Equal Opportunity Agency"

652 Third Street

Chipley, Florida 32428



District 1

Cindy Johnson Brown
P.O. Box 295, Wausau

District 2

Dr. Lou Cleveland
315 Hwy 273, Chipley

District 3

Milton L. Brown
3399 Mallory Road, Vernon

District 4

Will "Tonka" Taylor
730 Sewell Farms Road, Chipley

District 5

Cheryl Ann Williams
1456 Clayton Road, Chipley

ANNOUNCEMENT OF VACANCY

(Pending School Board Approval)

POSTING DATE: December 4, 2024

POSITION (S): **Coordinator of Special Programs *This is a grant funded position***
(READVERTISEMENT)

MINIMUM QUALIFICATIONS:

1. Master's Degree or higher from an accredited educational institution
2. Holds or eligible to hold FLDOE certification.
3. Minimum of five (5) years successful experience coordinating and supervising student services in a school setting.
4. Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

DESCRIPTION OF JOB DUTIES: A copy of the job description is available from the Washington County School Board Office

APPLICATION DEADLINE: Until Filled

ANTICIPATED START DATE: TBD

APPLICATION PROCESS:

1. Go to <http://www.wcsdschools.com>
2. Choose the "Careers" tab at the top of the page, and then click on "Employment Opportunities"
3. Select appropriate search criteria
4. Click "Apply for selected Position(s)" to view and apply for vacancies
5. Create a profile with a username and password, unless you have already completed this process
6. Complete your application for (**CERTIFIED POSITION**) and attach a resume
7. Then you **MUST APPLY** for the position.

PLEASE NOTE: Per WCEA/WCSB Master Teacher Contract 2021-2024, Article XL, 11.3, "Teachers who are already employed in another position within the county when a vacancy occurs, will be given consideration over someone who is not employed at the time, providing their certification and qualifications are equal."

After posting, if a transfer request from within the School District is accepted, at that time, this position would be closed and all applicants would be notified that the position was filled due to a lateral transfer.

"Pre-employment, reasonable suspicion, random (fitness for duty) and follow-up drug testing will be implemented as per the School Board's Drug Free Workplace policy."

Reasonable accommodations are made for applicants as well as employees and are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the District Office at 850-638-6222 for assistance

"An Equal Opportunity Agency"

"Quality Education Today For A Better Tomorrow"



ROULHAC MIDDLE SCHOOL
 1535 Brickyard Road, Chipley, Florida 32428
 Phone (850) 638-6170 - Fax (850) 638-6319



Jennifer Kincaid
Principal

Ryan Collins
Assistant Principal

ANNOUNCEMENT OF VACANCY
(Pending School Board Approval)

POSTING DATE: December 12, 2024

POSITION: ESE Teacher

MINIMUM QUALIFICATIONS:

1. Currently holds a valid Florida Professional Certificate in ESE, or a Core Content Area

OR

2. Holds or eligible to hold valid Florida Temporary Educator Certificate in ESE, or a Core Content Area with a passing score on the subject area exam
3. Reading Endorsement (preferred)
4. ESOL endorsement/certification or willingness to complete certification by the end of the 3rd school year of employment.

SALARY: Based on the current Washington County School District Salary Schedule for Instructional Personnel

APPLICATION DEADLINE: December 17, 2024

ANTICIPATED START DATE: TBD

APPLICATION PROCESS:

1. Go to <http://www.wcsdschools.com>
2. Choose the "Careers" tab at the top of the page, and then click on "Employment Opportunities"
3. Select appropriate search criteria
4. Click "Apply for selected Position(s)" to view and apply for vacancies
5. Create a profile with a username and password, unless you have already completed this process
6. Complete your application for **(CERTIFIED POSITION)** and attach a resume
7. Then you **MUST APPLY** for the position.

PLEASE NOTE: *Per WCEA/WCSB Master Teacher Contract 2021-2024, Article XL, 11.3, "Teachers who are already employed in another position within the county when a vacancy occurs, will be given consideration over someone who is not employed at the time, providing their certification and qualifications are equal."*

After posting, if a transfer request from within the School District is accepted, at that time, this position would be closed and all applicants would be notified that the position was filled due to a lateral transfer.

"Pre-employment, reasonable suspicion, random (fitness for duty) and follow-up drug testing will be implemented as per the School Board's Drug Free Workplace policy."

Reasonable accommodations are made for applicants as well as employees and are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the District Office at 850-638-6222 for assistance.

QUALITY EDUCATION TODAY FOR A BETTER TOMORROW

"An Equal Opportunity Agency"

Kate M. Smith Elementary



ANNOUNCEMENT OF VACANCY

(Pending School Board Approval)

POSTING DATE:

July 1, 2024

POSITION(S):

K-5 Elementary Teacher

MINIMUM QUALIFICATONS:

1. Currently holds or eligible to hold a valid Florida Temporary Educator Certificate in Elementary Education K-6
OR
Holds or eligible to hold a valid Florida Temporary Educator Certificate with certification in Elementary Education K-6 and provide a passing score on appropriate Subject Area Exam for each area assignment.
2. ESOL endorsement/certification or willingness to initiate endorsement/certification by the end of the first year of employment and completed by the end of the third year of employment.
3. Reading endorsement/certification or willingness to initiate endorsement by the end of the first year of employment.

DESCRIPTION OF JOB DUTIES:

A copy of the job description is available from the Washington County School Board Office.

SALARY:

Based on current Washington County School District Salary Schedule.

APPLICATION DEADLINE:

July 6, 2024

ANTICIPATED START DATE:

TBD

APPLICATION PROCESS:

1. Go to <https://wcsdschools.com>
2. Choose the "Careers" tab at the top the page and then click on "Employment Opportunities"
3. Select the appropriate search criteria
4. Click "Apply" for selected Position(s)" to view and apply for vacancies
5. Create a profile with a username and password, unless you have already completed this process
6. Complete your application for CERTIFIED POSITION and attach a resume
7. Then you MUST APPLY for the position.

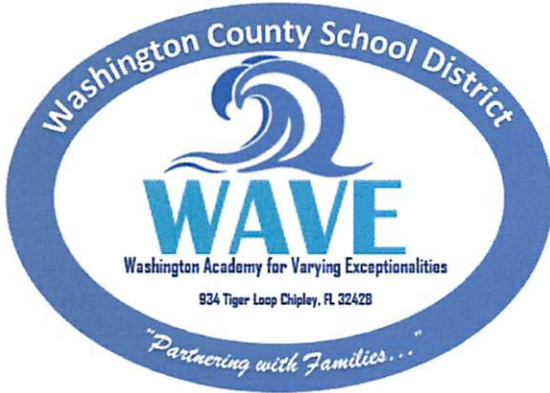
PLEASE NOTE: Per WCEA/WCSB Master Teacher Contract 2021-2024, Article XL, 11.3, "Teachers who are already employed in another position within the county when a vacancy occurs, will be given consideration over someone who is not employed at the time, providing their certification and qualifications are equal." After posting, if a transfer request from within the School District is accepted, at that time, this position would be closed and all applicants would be notified that the position was filled due to a lateral transfer.

"Pre-employment , reasonable suspicion, random (fitness for duty) and follow-up drug testing will be implemented as per the School Board's Drug Free workplace policy"

Reasonable accomodations are made for applicants as well as employees and are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disablilites requesting accomodations under the Americans with Disabilities Act (ADA) may contact the District Office at 850-638-6222 for assistance.

QUALITY EDUCATION TODAY FOR A BETTER TOMORROW

"An Equal Opportunity Agency"



Brenda Basnaw, Teacher on Special Assignment

934 Tiger Loop Chipley, Florida 32428

Phone: (850) 638-6095

Fax: (850) 638-6021

ANNOUNCEMENT OF VACANCY (Pending School Board Approval)

- POSTING DATE:** December 18, 2024
- POSITION (S):** (5) Paraprofessionals 7 hr. – 10 month
- MINIMUM QUALIFICATIONS:**
1. Must have a two-year college degree or a minimum of 60 college credit or proof of a passing score on the Parapro Assessment exam.
 2. High School Diploma or GED
 3. CPR and First Aid preferred
- SALARY:** Based on the current Washington County School District Salary Schedule for Support Personnel
- APPLICATION DEADLINE:** Until Filled
- ANTICIPATED START DATE:** TBD
- APPLICATION PROCESS:**
1. Go to <http://www.wcsdschools.com>
 2. Choose the "Careers" tab at the top of the page, and then click on "Employment Opportunities"
 3. Select appropriate search criteria
 4. Click "Apply for selected Position(s)" to view and apply for vacancies
 5. Create a profile with a username and password, unless you have already completed this process
 6. Complete your application for **(CLASSIFIED POSITION)** and attach a resume
 7. Then you **MUST APPLY** for the position.

PLEASE NOTE: Per WCEAWCSB Master Teacher Contract 2021-2024, Article XI, 11.3, "Teachers who are already employed in another position within the county when a vacancy occurs, will be given consideration over someone who is not employed at the time, providing their certification and qualifications are equal." After posting, if a transfer request from within the School District is accepted, at that time, this position would be closed and all applicants would be notified that the position was filled due to lateral transfer.

"Pre-employment, reasonable suspicion, random (fitness for duty) and follow-up drug testing will be implemented as per the School Board's Drug Free Workplace policy."

*Reasonable accommodations are made for employees and are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the **Americans with Disabilities Act (ADA)** may contact the District Office at [850-638-6222](tel:850-638-6222) for assistance.*

QUALITY EDUCATION TODAY FOR A BETTER TOMORROW
"An Equal Opportunity Agency"

Washington CSD at Kate M. Smith and Vernon Elementary
Professional Development Schedule
2024-2025

Dates	Training
Aug. - May. 2024	AVID Curriculum: Introduction/On-going Training
	Academic State-Adapted Curriculums: Introduction and bi-monthly on-going training as needed
Aug. 2024 Jan. 2025 Mar. 2025	Personal Enrichment: Activities Rotate throughout the year Curriculum Introduction/On-going training (based on annual offerings)
May 2025	Summer Personal Enrichment Curriculum Training (based on annual offering) Academic Curriculum Introduction/On-going training
	Academic State-Adapted Curriculums: Introduction and bi-monthly on-going training as needed

FLORIDA DEPARTMENT OF EDUCATION

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

C) TAPS Number:

Washington County School District

670-2445C-5CG01

25B182

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	Administration Costs	Evaluation Costs	Contractors Costs
6300	110	<p>Salary- Project Director (Director of Federal Programs) Serving as FLDOE's main contact the Project Director is responsible for supervising and working along with the 21st CCLC Site Coordinator and implementation of the daily activities, including ensuring equitable access to programs, effective progress toward achieving project goals at each site, attending the 21st CCLC activities, participation in Advisory Board, collecting and reporting data.</p> <p>Annual Salary: \$</p> <p><i>This position's funding is covered through other sources.</i></p> <p>Administrative: 100%=</p>	.10	\$ -	100%			
5100	210	Retirement 13.57%		\$ -	100%			
5100	220	FICA 7.65%		\$ -	100%			
5100	230	Workers Comp 1.5%		\$ -	100%			
5100	240	<p>Group Insurance 1 employee at \$6,500</p>		\$ 6,500.00	100%			
6300	641	Laptop to support Program Coordinator as she compiles reports for both sites		\$ 1,000.00	100%			

6300	130	<p>Full-time Salaries: Program Coordinator The Program Coordinator will travel to each site weekly to oversee site operations at two sites and ensure the effective implementation of academic and enrichment activities, daily attendance tracking, and the daily schedule. The Program Coordinator ensures regular communication the program schedule is aligned with the day school and accurately followed each day. Under the Supervision of the the Program Director, the Program Coordinator supports staff recruitment and retention, student recruitment, and builds relationships with families. Responsibilities include hiring, training, supervising, and managing enrichment staff at the site, as well as, ensure materials and equipment are properly tracked, inventoried, stocked, and maintained. The Program Coordinator works closely with the Director to deliver staff training, and coordinate adult family member education activities at each site. As the primary liaison for the 21st CCLC program, the Program Coordinator communicates program information to parents and the community. The Program Coordinator is tasked with coordinating program evaluation activities and overseeing the collection of federally mandated student data and is responsible for its submission to the FLDOE. Additionally, the Program Coordinator partners with the Project Director to collaborate with community organizations, secure resources, and address the needs of students and families. The position will also complete the 21st CCLC Annual Summary Evaluation Report at the end of the year.</p> <p>10 month Annual Salary: \$54,480 (Aug. - May) 1 Site Coordinators x \$2,476.36/ biweekly pay period x 22 periods x 1 FTE = \$54,480 x 1 FTE = \$54,480</p> <p>Summer (June - July) 1 Site Coord x \$ 40 /hr x 4hrs per day x 28 days = \$4,480</p> <p>Administration 25% = \$14,740 Evaluation 30% = \$17,688</p>	1	\$ 58,960.00	100%	\$ 14,740.00	\$ 17,688.00	
5100	210	<p>Retirement 13.57% \$58,960 x 13.57% = \$8,001</p> <p>Administration 25% = \$2,000 Evaluation 30% = \$2,400</p>		\$ 8,001.00	100%	\$ 2,000.00	\$ 2,400.00	
5100	220	<p>FICA 7.65% \$58,960 x 7.65% = \$4,510</p> <p>Administration 25% = \$1,128 Evaluation 30% = \$1,353</p>		\$ 4,510.00	100%	\$ 1,128.00	\$ 1,353.00	
5100	230	<p>Workers Comp 1.5% \$58,960 x 1.5% = \$884</p> <p>Administration 25% = \$221 Evaluation 30% = \$265</p>		\$ 884.00	100%	\$ 221.00	\$ 265.00	
5100	240	<p>Group Insurance 1 employee at \$6,500</p> <p>Administration 25% = \$1,625 Evaluation 30% = \$1,950</p>		\$ 6,500.00	100%	\$ 1,625.00	\$ 1,950.00	

5100	120	<p>Site Manager (Certified Teacher) Reporting to the Program Coordinator, the Site Manager provides support to the site and staff is responsible for the daily implementation of all academic and personal enrichment activities to actively participating 21st CCLC students during program hours. The Support Manager prepares both the program activity and the staff schedules; orders participant supplies, coordinates enrichment contractors and assists in planning adult family member activities. Site Support Managers are designated as point guards for emergency protocols as per District protocols. This position is also responsible for ensuring program data, including assessments, are collected, inputted and available to the Program Coordinator for confirmation of completion and submission to the FLDOE. The Support Manager will provide interventions in case of teacher absence or as needed.</p> <p>Site 1 (Kate Smith) <u>Site Manager</u> 1 per site x \$30 x 3.5 hour/day x 147 days = \$15,435</p> <p>Site 2 (Vernon) <u>Site Manager</u> 1 per site x \$30 x 3.5 hour/day x 147 days= \$15,435</p> <p>Evaluation 30% = \$9,261</p>		\$ 30,870.00	100%		\$ 9,261.00	
5100	210	<p>Retirement 13.57% \$30,870 x 13.57% = \$4,189</p> <p>Evaluation 30%: \$1,257</p>		\$ 4,189.00	100%		\$ 1,257.00	
5100	220	<p>FICA 7.65% \$30,870 x 7.65% = \$2,362</p> <p>Evaluation 30%: \$709</p>		\$ 2,362.00	100%		\$ 709.00	
5100	120	<p>PT Salary-Certified Teachers: Certified teachers will be responsible for providing 21st CCLC programming and activities to actively participating 21st CCLC students in the academic areas of Science, Math, STEM, and English Language Arts through hands on learning activities with the use of technology. Teachers will also provide services in the areas of Nutrition/Physical activities, and homework. 21st CCLC teachers will plan, implement, and monitor lessons , recognize and meet developmental needs of students, provide for the needs of student with special needs, provide ongoing adult education opportunities, participate in the Advisory Board as requested, communicate with parents, collaborate with regular school day teachers, request materials as appropriate, follow the approved RFP, participate in all Family Activity Nights, and other duties consistent with the program teacher job description. Additional time worked before and after the program time to account for setup and clean-up.</p> <p>Site 1 (Kate Smith) Afterschool 2 teachers x \$30/hr x 3hrs x 147 days = \$26,460 Summer 2 teachers x \$35/hr x 4hrs x 28 days = \$7,840</p> <p>Site 2 (Vernon) Afterschool 2 teachers x \$30/hr x 3hrs x 147 days = \$26,460 Summer 2 teachers x \$35/hr x 4hrs x 28 days = \$7,840</p>		\$ 68,600.00	100%			
5100	210	<p>Retirement 13.57% \$68,600 x 13.57% = \$9,309</p>		\$ 9,309.00	100%			


5100	220	FICA 7.65% \$68,600 x 7.65% = \$5,248		\$ 5,248.00	100%			
5200	120	Salaries: Exceptional Student Educational (ESE) Support Teachers ESE Certified teachers will be responsible for providing 21st CCLC programming and activities to actively participating 21st CCLC students in the academic areas of Science, Math, STEM, and English Language Arts through hands on learning activities with the use of technology. Teachers will also provide services in the areas of Nutrition/Physical activities, and homework. 21st CCLC teachers will plan, implement, and monitor lessons, recognize and meet developmental needs of students, provide for the needs of student with special needs, provide ongoing adult education opportunities, participate in the Advisory Board as requested, communicate with parents, collaborate with regular school day teachers, request materials as appropriate, follow the approved RFP, participate in all Family Activity Nights, and other duties consistent with the program teacher job description. Additional time worked before and after the program time to account for setup and clean-up. Site 1 (Kate Smith Elementary) <u>Afterschool</u> 2 teachers x \$30/hr x 3hrs x 147 days = \$26,460 <u>Summer</u> 2 teachers x \$35/hr x 4hrs x 28 days = \$7,840 Site 2 (Vernon Elementary) <u>Afterschool</u> 2 teachers x \$30/hr x 3hrs x 147 days = \$26,460 <u>Summer</u> 2 teachers x \$35/hr x 4hrs x 28 days = \$7,840		\$ 68,600.00	100%			
5200	210	Retirement 13.57% \$68,600 x 13.57% = \$9,309		\$ 9,309.00	100%			
5200	250	FICA 7.65% \$68,600 x 7.65% = \$5,248		\$ 5,248.00	100%			
5000	150	Salary: Activity Leader The Activity Leader provides on-site, direct instruction and supervision of actively participating 21st CCLC students and families. Under the supervision of the Site Support Manager, the Activity Leader helps to facilitate lessons, enrichment activities, and is responsible for classroom management and maintaining a safe environment throughout the program. Activity Leaders assist and help facilitate Adult Family Member Education sessions. Additional time worked before and after the program time for after school to account for setup and clean-up. Site 1 (Kate Smith) <u>Afterschool</u> 1 Enrichment Instructor x \$17.50/hr x 3hrs x 147 days = \$7,717.50 <u>Summer</u> 1 Enrichment Instructor x \$20/hr x 4hrs x 28 days = \$2,240 Site 2 (Vernon) <u>Afterschool</u> 1 Paraprofessionals x \$17.50/hr x 3hrs x 147 days = \$7,717.50 <u>Summer</u> 1 Paraprofessionals x \$20/hr x 4hrs x 28 days = \$2,240		\$ 19,915.00	100%			
5000	210	Retirement 13.57% \$19,915 x 13.57% = \$2,703		\$ 2,703.00	100%			

5000	220	FICA 7.65% \$19,915 x 7.65% = \$1,524		\$ 1,524.00	100%			
7800	330	Fieldtrips: Summer Admission fees and other field trip costs are exclusively for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased only from educational centers of the field trip destination. Documentation will be maintained to support the expenditure including lesson or PBL plan, sample student work, and attendance logs for both students and adult chaperones. Site 1 (Kate Smith) 45 Students x \$15 x 3 trips = \$2,025 Site 2 (Vernon) 45 Students x \$15 x 3 trips = \$2,025		\$ 4,050.00	100%			
5100	510	Supplies Cost to purchase necessary items for use exclusively by actively participating 21st CCLC students and staff for each component of the 21st CCLC project. Materials and supplies will be secured daily for use only during the 21st CCLC program. To include: papers, writing and drawing utensils, Flash drives, rulers, colored pencils, pens, glue, scissors, markers, glitter, brushes, paints, journals, poster boards, science boards, notebooks, cleaning supplies and safety supplies. Site 1 (Kate Smith) 120 students x \$26.97 = \$3,236 Site 2 (Vernon) 120 students x \$26.97 = \$3,236		\$ 6,473.00	100%			
5100	590	Materials and Supplies for Enrichment Activities (Curriculum - Instructional) Cost to purchase supplies necessary to provide the proposed enrichment activities as part of the activity design. Materials to be used solely for 21st CCLC afterschool and summer 21st CCLC students and staff, to include the following estimated amounts for items such as, arts supplies (e.g., construction paper, paints, fabric) science supplies (e.g., litmus paper, batteries, toolkits), and recreational supplies (e.g., balls, mats, jump ropes) To include workbooks and other technology related textbooks, curriculum material to support the 21st CCLC Program's problem solving or project based instruction to facilitate learning opportunities that involve STEM. To also include reading material, workbooks, summer reading kits (writing journal, pens/pencils and reading resource holder) and material to support the 21st CCLC Programs. To Support Math, ELA, Science enrichment (items to include; buzzers, white dry erase boards, manipulatives, educational games (head bands), chess, and guesstures) 120 x \$26.525/per student = \$3,183 Physical Fitness Supplies (items to include, balls, jump ropes, cones, and racquets) 120 x \$26.525 = \$3,183 Arts Supplies (items to include, canvases, paint, brushes, paint (water colors, acrylics, charcoal), books (plays, workbooks, smocks) 120 x \$30 = \$3,600 Foreign Language Instruction in Spanish 120 x \$10 per student x 3 sessions = \$1,200 <u>Washington CSD adapted curriculums: No cost to 21st CLLC</u> Readers Theater, Big Ideas - Math Curriculum ,Math (Middle School) - McGraw Hill Math, Houghton Mifflin Harcourt Curriculum, Xello curriculum for career readiness and, the AVID Curriculum.		\$ 11,166.00	100%			

5100	390	<p>Contracted Services: Enhancement/Enrichment Programming Costs of programming provided to actively participating 21st CCLC students that enhances the existing academic and personal enrichment program areas to ensure the highest quality of services. Enrichment Programming includes contracted services. Contractors are vetted and approved by the Washington District.</p> <p><u>Arts Contracted Services</u> Contracted services to support student growth as life-long artists and provide a foundation expanding and scaffolding cultural appreciation in diverse genres of performance. Examples of contracted services include instructors who facilitate instruction in theater, dance, music production, film making, and cultural programs that promote diversity. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>STEM Contracted Services</u> Contracted services to increase engineering and computer programming interest and knowledge. Examples of contracted services include instructors who facilitate students working with robots, drones, coding, gamification, 3D printing, laser cutting, and VR software. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>Foreign Language Instruction (Spanish) Contracted Service:</u> Interactive Spanish lessons designed for 3rd-8th graders to develop basic language proficiency in listening, speaking, reading, and writing. The curriculum incorporates cultural exploration, hands-on activities, and games to foster engagement and enhance learning. Lessons align with state standards for world languages and focus on vocabulary, conversational phrases, and cultural traditions from Spanish-speaking countries. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>Health, Wellness, Sports & Fitness Contracted Services</u> Contracted services to enable students to gain knowledge of healthy habits by participating in physical fitness and persevering through challenges and competitions. Examples of contracted services include instructors who facilitate students to learn healthy habits, increase physical fitness, promote a positive self-image and engage positively with others through activities such as Tennis/Racquetball, Yoga, Zumba, and fitness classes. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>Martial Arts</u> Led by qualified instructors, the curriculum promotes physical fitness, self-discipline, and personal growth through engaging and age-appropriate martial arts training. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>Multi-Media Production</u> Offers students a creative enrichment opportunity by combining academic learning with hands-on exploration of multimedia tools and techniques. The program offers opportunities to engage in video production, audio recording, graphic design, podcasts, videos, and photography. Estimated at \$115/hour x 1hr/session x 2 sessions/week x 21 weeks x 2 sites = \$9,660</p> <p><u>The Culinary Experience:</u> Culinary session supplies will be restricted to raw materials and utensils for instructional purposes only and will be documented at a minimum with a lesson plan, recipe and attendance roster. All culinary class purchases will be reasonable and necessary to achieve program objectives and will comply with all applicable requirements and guidelines established by local, state and federal regulatory agencies regarding safe food preparation, licensing and inspections. Vendor will support Foreign Language and Readers Theater curriculums. The curriculum will include a collaborative culinary instructional component designed to expand upon the curriculum by integrating food instruction and preparation. Estimated at \$150/hour x 1hr/session x 4 sessions x 2 sites = \$800</p>	\$ 58,760.00	100%				\$58,760
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7800	330	<p>Transportation To cover the cost of transportation for three drivers at an estimated rate of \$25/per hour delivering students to and from the 21st CCLC program sites during afterschool and summer programming. From the day schools to the afterschool program site, drivers are covered by the District. From the afterschool sites to the Community Stops, drivers are funded by 21st CCLC funds and the Bureau of Student School Improvement grant at Vernon Elementary School. During the summer, students are provided roundtrip transportation from their locally assigned Community Stops to the program sight.</p> <p>AFTERSCHOOL = \$49,612.50 <u>Day School to 21st CCLC sites</u> Bus Route is part of the District's operations. Transportation from the day school to the program site at no charge to the grant. •Vernon Middle School to Vernon Elementary School (30 students) = \$0.00 •Roulhac Middle School to the Kate Smith Elementary School (30 students) = \$0.00</p> <p><u>21st CCLC site to Community Stops</u> •Kate Smith Elementary School (Transportation secured for 21st CCLC students ONLY) 3 bus drivers x \$25/hr. estimated x 3 hrs x 147 days = \$33,075.00 •Vernon Elementary School [Cost shared with other grant] 3 bus drivers x \$25/hr. x 3hrs x 147 = \$33,075.00 / 50% (Cost shared with BSSI grant) = \$16,537.50</p> <p>SUMMER= \$11,100 Student pick up at Community Stops to Kate Smith Elementary (Roundtrip) 1 driver (1 bus per site) x \$25 x 3 hrs x 28 days = \$2,100 x 2 (Roundtrip) = \$4,200 Student pick up at Community Stops to Vernon Elementary (Roundtrip) 1 driver (1 bus per site) x \$25 x 3 hrs x 28 days = \$2,100 x 2 (Roundtrip) = \$4,200</p> <p>Field Trips -Kate Smith Elementary (45 students) 1 driver (1 bus per site) x \$25/hr. x 3 hrs x 3 Fieldtrips = \$225 x 2 (Roundtrip) = \$450 -Vernon Elementary (45 students) 1 driver (1 bus per site) x \$25/hr. x 3 hrs x 3 Fieldtrips = \$225 x 2 (Roundtrip) = \$450</p> <p>Total = \$60,712.50</p>	\$ 60,713.00	100%			
7800	210	<p>Retirement: 13.57% Pay expenses associated with the bus driver who will be providing transportation for WCSD students who are enrolled in 21st Century. \$60,713 x 13.57% = \$8,239</p>	\$ 8,239.00	100%			
7800	220	<p>FICA: 7.67% Pay expenses associated with the bus drivers who will be providing transportation for WCSDA students who are enrolled in 21st Century. \$60,713 x 7.67% = \$4,657</p>	\$ 4,657.00	100%			
		<p>Professional Development To ensure program quality and compliance with federal, state, and local rules and regulations as well as 21st CCLC program requirements, professional learning addressing the training needs of the staff charged with administering the program and the staff delivering the activities, will be provided. All trainings are clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the RFP application. <i>Cost is In-Kind</i></p>	\$ -	100%			
5100	330	<p>Travel: Local Estimated roundtrip travel for the Program Coordinatore to Vernon Elementary School from Chipley County three times a week. Travel within Chipley will not be claimed. Estimated at: 24.46 miles x 3 times a week x 26 weeks x .445/mileage rate x 2 (roundtrip) = \$1,736</p>	\$ 1,736.00	100%			

5100	750	<p>Registration Fees: Funds to cover staff registration costs to meetings and/or conferences related to 21st CCLC program goals and activities.</p> <p>21st CCLC TA Meeting (per attendee) Registration Fee: Free</p>		\$ -	100%			
5100	330	<p>Travel: Travel to 21st Century Conference Per Diem, Lodging and Transportation costs for staff to attend the 21st CCLC Technical Assistance Meetings</p> <p>21st CCLC TA Meeting (per attendee) Dates: TBD (max of 3 nights) Room Rate: \$225/night Parking: \$15/day Per Diem: \$36/day (\$6 breakfast, \$11 lunch, \$19 dinner) Transportation: \$0.445/mile for mileage OR the cost of a rental car and fuel Tolls: will vary by agency</p> <p>Spring Regional TA Meeting .445/mile x 2 staff x 150 miles (roundtrip) = \$134</p>		\$ 134.00	100%			
5100	643	<p>Technology Equipment The 21st CCLC interventions for Math, ELA and Science require ongoing use of technology to implement the designed plan for student achievement. The tablets will be portable, fast charging, easily shared among students, fast and responsive. Attractive Items, i.e., tangible equipment will be tagged, inventoried and securely locked in the campus library for safety and protection.</p> <p>2 USB Mics: \$8.00 x 2= \$16.00 Chromebooks \$300 x 12 = \$3,600</p> <p>32-Device Charging Cart For Chromebooks And Tablets x 1 per site x \$750 x 2 sites = \$1,500</p> <p>Film Production: GoPros x \$350 x 2 cameras x 2 sites = \$700 TriPods x 5 x \$35 = \$175 Green Screen x \$179 x 2 sites = \$358</p>		\$ 6,349.00	100%			

7200	792	<p>Indirect Costs negotiated at 4.07%</p> <p>The state's negotiated indirect cost rate is at 4.07%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 10% administrative cap.</p> <p>Indirect Cost = Total Amount×Indirect Cost Rate</p>		\$ 23,491.00	100%	\$ 23,491.00		
Total				\$ 500,000.00	--	\$43,205.00	\$34,883.00	\$58,760.00
		Administrative		\$ 43,205.00	8.64%	Administration Costs	Evaluation Costs	Contractors Costs
		Evaluation		\$34,883.00	6.98%	10% CAP	3% CAP	25% CAP
		Contracted		\$58,760.00	11.75%			

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.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	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.	<u>Period: August 1-31, 2024</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, 2024
Provide academic enrichment, a broad array of additional services, family literacy and related educational development as indicated in the narrative scope of work.	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.	<u>Period: September 1-30, 2024</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, 2024

<p>Provide academic enrichment, a broad array of additional services, 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>Period: October 1-31, 2024</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>November 5, 2024</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: November 1-30, 2024</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>December 5, 2024</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: December 1-31, 2024</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>January 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, 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>Period: January 1-31, 2025</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>February 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: February 1-28, 2025</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>March 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: March 1-31, 2025</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>April 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, 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>Period: April 1-30, 2025</u></p> <ul style="list-style-type: none"> • All subrecipients must submit via the department's online system, a monthly • Student attendance count. • Number of hours of programming per student and/or family. • Participant data update. 	<p>May 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: May 1-31, 2025</u></p> <p>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>June 5, 2025</p>
<p>Provide academic enrichment, a broad array of additional services, 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>Period: June 1-30, 2025</u></p> <p>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>July 5, 2025</p>

<p>Provide academic enrichment, a broad array of additional services, 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>Period: July 1-31, 2025</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. • Summative Evaluation Report 	<p>August 5, 2025</p>
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