



P2020-2021 Scope of Work

Agency Name: Liberty CSD

Project Number: 390-2441B-1CEL1

Program Name:

3.1 Project Model Description

Expanded Learning Opportunities (ELOs)

Engaging instructional enhancements

Out of school time programming

College, career and citizenship programming

Health and Support Services

Family support initiatives

Substance abuse prevention programming

Physical and mental health needs

Families and Communities as Assets

Family engagement initiatives

Community arts and cultural programming

Parent engagement in advocacy and school decision making

Liberty County School District provides afterschool programs Monday-Friday for PK-8th grades. Locations are Hosford Elementary & Jr. High, 16864 NE State Rd. 65, Hosford, FL, (3:10-5:40 PM) and Tolar K-8 School, 14745 NW CR 12, Bristol, (2:50-5:20 PM).

Programming serves 84 Hosford students and 100 Tolar students. Program service includes: Expanded Learning Opportunities (ELOs), Health and Support Services, along with Families and Communities as Assets. Afterschool ELOs include engaging



21st Century Community Learning Centers



instructional enhancement, college career, and citizenship programming for student growth. Health and Support covers physical and mental health needs, substance abuse prevention programming also family support initiatives. Families and Communities as Assets provides family engagement initiatives, community arts and cultural programming, along with parent engagement in advocacy and school decision making.

3.2 Applicant's Experience and Capacity

As a rural school district, Liberty County School District (LCSD), a local educational agency (LEA), relies on federal and state funding to institute many of the needed supports for students and families. The significant need is to provide supervision of students after school hours during the school year and the summer months. Through the 21st Century Program, the LCSD has provided this service for over 15 years. The LEA has experience in managing public funding, particularly federal funding, which is quite extensive and ongoing. Federal grants managed by the LEA during the 2019-20 school year include Title I, Title I Delinquent, Title II, Title IV, Title V, IDEA Part B K-12, IDEA Part B Pre-K, Perkins Secondary, Perkins Rural, Perkins Secondary DJJ, and Adult Education.

LCSD has vast experience providing programs for after school hours as well as summer programs that align with the 21st CCLC program. For over 15 years, LCSD has effectively implemented a 21st CCLC program or similar program within the district. Previous evaluation reports submitted to the FLDOE support the successful implementation of services and the achievement of state-mandated goals and objectives. Evaluation of the 21st Century program notes the District's dedication to providing hands-on, engaging activities and responsive management of program operations. Previous success indicates experience using evaluation data to improve program quality. The goals and objectives of the school system fall closely in line with 21st CCLC academic and personal enrichment goals and objectives. Historically the afterschool and summer programs within the District have provided academic enrichment, healthy snacks and meals, as



21st Century Community Learning Centers



well as a safe learning environment. These goals and objectives are all pursued alongside our dedicated partners, which include: 4H, University of Florida IFAS Extension, Liberty Arts Council, and the Liberty County Sheriff's Office. These partners coordinate to provide services for a well-rounded student.

The LCSD has the appropriate administrative capabilities to lead, administer and manage federally funded projects effectively. The LCSD is divided into various departments, all responsible for overseeing their areas of expertise and providing checks and balances for other departments when needed. The Superintendent manages the operation of the school system, therefore, providing authorization as the Agency Head for the 21st CCLC Program. The Assistant Superintendent has direct supervision of the 21st CCLC program and staff. This position is not paid from 21st CCLC grant funds and will serve as the project administrator. The assigned project manager is required to have a master's in education leadership or equivalent experience, and reports directly to the Assistant Superintendent. The project manager will supervise the day to day operations of the staff and program activities. The District's Management Information Department has extensive experience in collecting, maintaining, analyzing, and reporting accurate program evaluation data necessary to support this program. This department supports all the previously mentioned federally funded projects with the required data to support grant reporting activities. The project manager has the needed MIS administrative privileges to access the District's Student Information Systems (Focus) for individual student grades. Also, District access is granted for standardized test scores, referral monitoring, and demographic reporting. The ease of access to the appropriate MIS staff and student databases support all the required evaluation activities.

The Finance Department has the appropriate capacity to provide oversight of all budget and procurement activities. All staff, including the finance director, budget supervisor,



21st Century Community Learning Centers



and invoicing clerk, have comprehensive experience dealing with federal funding. The finance director brings over 33 years of experience to oversight of federal funds. The budget supervisor has twelve years overseeing federal budgets. The fiscal assistant over accounts has 15 years of experience in invoicing, processing POs, and accounts payables. The two payroll fiscal assistants have 19 years of experience that include administration of federal grant payroll funds. An organizational chart is attached that outlines the previously described positions and their relationships within the District. LCSD utilizes Skyward Finance software for financial management. Skyward Business Suite provides strong financial controls that mitigate fraud opportunities and reduce administrative redundancy. Skyward creates an automated approval process for accounts payable, accounts receivable, budgeting, purchasing, and a live general ledger. An example of Skyward's effectiveness is the project manager's ability to enter purchase requisitions directly. Requisitions travel electronically through the approval path, which includes the fiscal assistant, finance director, and the superintendent. Each step in Skyward provides a reliable system of checks and balances based on a user's administrative privileges. Strict district policies and procedures aligning to Uniform Guidance are in place to govern the payment of claims to include invoices and the use of LCSD's credit card. All purchases must have prior approval of the finance department. All purchases over the \$5,000 limit require board approval. The 2018 audit found that LCSD had 1 Finding: Six employees had full update access privileges to information technology (IT) applications or components that allowed them to perform functions incompatible or inconsistent with their assigned job responsibilities. The District agrees with this finding and will ensure IT access privileges restrict employees from performing duties incompatible or inconsistent with their assigned job responsibilities. The District will include appropriate training to educate employees on how to effectively assign access privileges based on employee job responsibilities and periodic evaluations of the continued appropriateness of assigned IT access privileges. The 2019 audit found that LCSD had four employees with IT privileges that were still incompatible or inconsistent with their assigned job



21st Century Community Learning Centers



responsibilities. The District agrees with this finding and will ensure IT access privileges are updated to reflect job duties. For both audit years, results indicated that the District materially complied with the requirements that could have a direct and material effect on each of its major Federal programs.

3.3 Needs Assessment

According to the 2018 American Community Survey (ACS) population estimates conducted by the Census, Liberty County is the least populous Florida county with 8,354 residents. This rural county is located in the panhandle, covering 835.56 square miles of mostly Apalachicola National Forest. Liberty County is surrounded by five other rural counties with the City of Tallahassee to the east. The ACS reveals 77.0% of the population is white, 19.6% Black or African American, 1.2% American Indian and Alaska Native, 0.4% Asian, 1.7% Two or More Races, and 7.2% of Hispanic or Latino origin. In Liberty County, 17.9% of the population is under the age of eighteen, 18.7% of residents do not have a high school diploma or its equivalent, 19.5% of children under the age of 18 live below the poverty level with the median household income at \$37,363 compared to \$60,293 across the United States (2018).

According to the ACS, the average round-trip commute to work for Liberty County residents is over 60 minutes (2018). Therefore, access to quality, reliable childcare is essential for working families in Liberty County. A search on the Department of Children and Families provider database reveals there is one licensed childcare program located at Liberty County High School, which is operated by the Boys and Girls Club. There are no licensed or exempt childcare programs available or accessible for families in Liberty County serving students in grades pre-kindergarten through eighth besides the current targeted 21st CCLC sites noted in this proposal located at Hosford Elementary and Junior High School (Hosford) and WR Tolar K-8 School (Tolar). It should be noted that there is a 21st CCLC program geographically located within Liberty County. However, this program



21st Century Community Learning Centers



only serves adjudicated youth at a secure Department of Juvenile Justice residential facility.

Hosford School (373 students) and W.R. Tolar School (481 students) are Title I schools with 99.62% of Hosford and 100% of Tolar's population considered economically disadvantaged based on free and reduced lunch eligibility. (Priority #1) District-wide, 100% of students receive free lunch based on community eligibility. Research has demonstrated that living in poverty has critical adverse effects on the physical and mental health and well-being of our nation's children. Strong, secure relationships help stabilize children's behavior and provide the core guidance needed to build lifelong social skills. Children who grow up with such relationships learn healthy, appropriate emotional responses to everyday situations. However, children raised in poor households often fail to learn these responses, to the detriment of their school performance (Jenson, 2009). Impoverished children and youth are also at higher risk for poor academic achievement, school dropout, abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays (American Psychological Association, 2014).

The Florida Standards Assessment (FSA) and FCAT Science assessment demonstrate academic achievement in reading, math, and science. The table below indicates that many students are struggling in all subject areas. FSA scores from the 2019 school year show that student proficiency in English Language Arts is as low as 40% in grade 5 at Hosford with the highest results in grades 3 and 4. Math FSA scores show that students in grade 8 at Tolar, along with grades 4 and 5, require additional supports. FCAT science scores at both target schools indicate a need for science supports.



21st Century Community Learning Centers



Hosford Elementary and Junior High

2019 School Percentage Scoring Above 3 (proficient) on FSA & FCAT Testing W.R. Tolar
K-8 School

2019 School Percentage Scoring Above 3 (proficient) on FSA & FCAT Testing

Grade Level ELA (%) Math (%) Science (%) Grade Level ELA (%) Math (%) Science (%)

Grade 3 71 55 * Grade 3 63 72 *

Grade 4 77 55 * Grade 4 54 42 *

Grade 5 40 42 40 Grade 5 62 36 49

Grade 6 58 64 * Grade 6 48 58 *

Grade 7 53 78 * Grade 7 61 54 *

Grade 8 67 * 52 Grade 8 69 15 58

The School Improvement Plan data reflection for Hosford indicated that 6th grade students were lowest in both reading and math during their 5th grade year. They also were significantly lower on the science test. Hosford's 5th grade math score was 18% below state averages, and their reading was 16% below the state averages. Contributing factors included teacher instability over the past two years. Action steps for improving student learning achievement in ELA and math included small learning groups and targeted progress monitoring for students, which the 21st CCLC afterschool program can support. The School Improvement Plan data reflection for Tolar indicated the lowest performance was in 8th grade math. The 8th grade math class is comprised of Level 1 and Level 2 students that are not enrolled in Algebra 1. Data analysis indicates there is a 39% gap between the 8th grade math performance at W.R. Tolar School and the state average. Contributing factors included long-term effects from Hurricane Michael and limited supports provided for students who scored Level 1 and 2 in mathematics the previous year. Action steps for improving student learning achievement included evidence-based instruction and progress monitoring utilizing iReady, STAR, Performance Matters, and Top Score. These strategies could easily be accommodated for students in



21st Century Community Learning Centers



this cohort during 21st CCLC programming. School Year (SY) 18-19 LCSD MIS discipline data reveals 14% of Hosford's students and 29% of Tolar's students were referred to the administration at least once with a majority of infractions for violation of cell phone usage guidelines, classroom disruptions, and disrespect to others. In addition, a small percentage of SESIR events have been reported in the district. Addressing student social and emotional well-being is a district concern.

In the 2018 Florida Youth Substance Abuse Survey (FYSAS), over 30% of Liberty County students reported trying alcohol. LCSD students need to be educated to the dangers of all alcohol, tobacco, and other drugs. According to the FYSAS, 51.2% of students have been socially bullied, 25.2% have been physically bullied, and 24.6% have been cyberbullied. Additionally, 38.9% of students reported feeling depressed or sad on most days in the past year. Also noted within the FYSAS key findings was a higher prevalence rate reported for Getting Suspended (7.5%) and Carrying a Handgun (9.9%.) LCSD students need afterschool programs to intervene in these alarming statistics by providing skills through socialemotional programming that will educate students on how to handle stressful situations, extreme emotions, and risk behaviors.

County health data provided by the Florida Department of Health indicates that Liberty County falls incredibly short in maintaining favorable health outcomes for adults. Liberty County adults report being mostly sedentary (45.1%) compared to 29.8% of the general Florida population. Of these adults, 42.7% compared to 27.4% of Floridians indicate they are obese (FDOH, 2020). These unhealthy outcomes, combined with a lack of preventive healthcare due in part to one of the highest uninsured county rates (18.5%) in the state, set the groundwork for unhealthy children (ACS, 2018). Children must be exposed to healthy behaviors and daily activity. The afterschool programs at Hosford and Tolar will ensure that children are exposed to healthy eating and physical activity through evidence-based practices.



21st Century Community Learning Centers



During the needs assessment process, public school parents were surveyed and interviewed for their crucial input. The needs assessment was completed online by 150 Tolar and Hosford parents. Of the recorded responses, 139 parents with 249 students reported they would enroll their child(ren) in the program. On the needs assessment survey, parents reported the impending lack of afterschool programs to be an extreme hardship. One parent stated:

This program helps so many families in our county. There are really no other options for after school care in our area. And we have so many families that are either single parents or both parents work and are just getting by. Most of them wouldn't be able to pay for after school care. Without this program, some parents might lose their jobs because they have to be home for their children after school. (Anonymous Parent, 4/06/20)

Also, a percentage of Tolar parents indicated that transportation impeded participation in the program. Therefore, transportation is budgeted for 21st CCLC afterschool programs, without which our targeted most needy students could not attend afterschool and summer programming.

Over 75% of parents responding to the needs assessment requested Family Nights provide reading resources, 64% requested math resources, and 42% requested science resources. Therefore, we will continue to offer family events all year long with a focus on these topics. Family Nights focusing on reading resources, such as Baggin' Books, where books are provided free to families, provide a necessary resource. Without this resource, some of our students would not have books available at home. High poverty rates in our area reduce the number of reading resources parents have available at home. This much-needed resource will continue within the program. In addition, parents reported the need for social and emotional development, health education, career and college readiness, and financial literacy. The needs assessment also inquired about scheduling parent night activities. Of those parents responding, 41% reported they did not have a preference, 26% reported Tuesdays were best, followed by 16%



21st Century Community Learning Centers



choosing Mondays. A majority of parents (45%) indicated they would prefer Family Nights be held just prior to the end of the program day, or 28% immediately following the program day. Therefore, we will follow parent guidance and schedule Family Nights according to dates and times that meet their needs.

In addition to public school parents, the only private school in the county was consulted. A consultation meeting with Goldstar Academy was scheduled on April 30, 2020, with administrators to include their input. Goldstar expressed an immediate need and interest in summer and afterschool programming.

3.6 Staffing, Collaboration and Professional Development

3.6.a. Staffing and Collaboration

Liberty County School District is an Equal Opportunity Employer and is recognized as a Local Education Agency (LEA). The 21st CCLC team will consist of a project administrator, a project manager, a family services coordinator, site coordinators, certified teachers, activity leaders, health aides, bus drivers, and student leaders to ensure collaboration across the District. The Project Administrator will be district-level contact for the LCSD 21st CCLC program. This position will be a non-salaried consultative position provided in-kind by the Liberty County School District for oversight and coordination of the program within the District framework. The Project Manager will oversee the day-to-day operations of the 21st CCLC grant, complete financial and evaluative reporting requirements, maintain documentation of objectives of the two approved sites, create curriculum, and submit required program deliverables. The Project Manager must hold a master's degree in educational leadership or related field with prior afterschool management experience preferred.



21st Century Community Learning Centers



The Integrated Services Coordinators will be responsible for the daily operation, coordination and delivery of 21st CCLC services for W.R. Tolar K-8 and Hosford Elementary and Jr. High School for actively participating students and their families. This coordinator will also serve as the collaboration liaison within the school ensuring that active collaboration occurs in program planning and implementation. Duties include the development of schedules, working with adult family members and regular school day teacher. In addition, Integrated Services Coordinators will have oversight of 21st CCLC teachers, activity leaders, student leaders, and health aides. Additional responsibilities include gathering necessary 21st CCLC data and coordinating 21st CCLC substitutes. The coordinator position requires a minimum of a bachelor's degree in education or a related field with experience in afterschool management. The Family Services Coordinator will coordinate training and educational activities for adult family members. This position requires a minimum of a bachelor's degree in social work, social services, or related field with community-based organizations.

Certified teachers will provide direct instruction in reading, math, and science at both sites with assistance in personal enrichment activities as needed. The certified teacher will hold a minimum of a bachelor's degree in education or a related field and maintain a valid, current teacher certification per FLDOE requirements. Activity leaders will provide instructional and administrative support to active 21st CCLC teachers. All activities will directly support the development, implementation, and maintenance of high quality 21st CCLC program at each site. Activity leaders will work solely with actively participating 21st CCLC students during 21st CCLC program hours. Activity leaders will hold a minimum of an associate degree or have passed the Paraprofessional Exam provided through the Liberty County School District with a minimum passing score of 450. Experience as a paraprofessional or afterschool activity leader is preferred.

Health Aides will be hired as needed to assist active 21st CCLC ESE students who qualify for Health Aide during the academic day and will work solely with the 21st CCLC ESE



21st Century Community Learning Centers



students who are eligible for a health aide. All activities of the health aides will directly support the development and maintenance of high quality 21st CCLC programs at each site. Health Aides will be required to complete the health aide training offered by the Liberty County School District. Previous health aide experience is preferred. Bus Drivers will provide daily student transportation (Tolar's students) and transportation for pre-approved educational field trips. Bus drivers will hold a valid, current CDL license. Student Leaders will provide support to active 21st CCLC certified teachers and activity leaders at all sites. All activities of the student leaders will directly support the development, implementation, and maintenance of a 21st CCLC program with high participation. Student leaders must be a high school student with a minimum GPA of 3.0 and two letters of recommendation. Student leaders must also complete the student/teen leader training provided by the University of Florida/IFAS Liberty County Extension Office.

All positions are internally advertised. All staff, as part of the Liberty County School District hiring process, are required to undergo a Level II background check and fingerprinting. This management structure will ensure that the proposed program is implemented with fidelity. The hiring process will be overseen by the project administrator and project manager per federal and state guidelines. Ratios for academic activities will be ten students to one staff member, and personal enrichment ratios will be 20 students to one staff member. An organizational chart is attached to this proposal for review.

Collaboration

Planning and preparation for program activities took place during the 2019-2020 school year. Schools were consulted concerning the activities and curriculum offered through the 21st CCLC After-School Program. The Project Manager, through collaboration with district MIS staff, will have access to academic records to collect information and data



21st Century Community Learning Centers



pertinent to the 21st CCLC program participants. This data will be obtained after parental permission is granted through the application process. Ongoing communication will take place through daily interactions between school-day staff and 21st CCLC staff. Methods will include, but not limited to, grade-level team meetings, newsletters, email correspondence, and collaboration logs. Each certified program teacher and the 21st CCLC administrator will keep their own collaboration log. Staff meetings with school-day teachers will be held each quarter. This collaboration documents ongoing communication of academic grades, behavior, and other risk factors. A review of data indicates that collaboration between home, school, and afterschool will guarantee that the afterschool program will complement the school day educational programs. In addition to the Private School Consultation Meeting, emails have been sent notifying Goldstar Academy that LCSD is applying for the grant. We will provide further notification of the Project Award and any Family Service Activities.

3.6.b. Professional Development

The annual Afterschool Conference conducted by the FLDOE will be held in September. The Project Manager, site coordinators, and family services coordinators will attend to increase their knowledge of their job-specific duties. As training is conducted online and through Regional Meetings, we will make every effort to attend. Orientation training will be held at each site at the beginning of the year, including certified teachers, activity leaders, health aides, and student leaders. This training will be conducted by the Project Manager and Site Coordinator at each site, who have the knowledge to perform the training due to attending the Afterschool Programs Conference. Job-specific skills and duties will be covered, as well as expectations. Needs assessments will be completed on an individual basis; new staff will be trained at the time of employment. The Project Manager will observe staff in the field for the implementation of required skills. During meetings, staff will share best practices that reflect their transfer of knowledge into practice.



21st Century Community Learning Centers



Each year evaluation of staff and certifications are done to ensure someone is always on-site who is trained in CPR and First Aid. The class will be conducted by an independent trainer who is certified to conduct this training. All staff will attend Social-Emotional Learning professional development before the school year begins. Staff will be provided professional development on the fidelity of implementation of the Sanford Harmony SEL Program through Sanford Inspire and Mental Health First Aid by a qualified trainer. Qualifications for this component are attached to this RFP.

Orientation Meeting

Aug 2020 – Open House/ Registration

Proposed Tentative Professional Development Schedule

Aug 2020 – Orientation for Staff

Aug 2020 – Sanford Harmony curriculum training

Aug 2020 – CPR/First Aide for selected staff

Aug 2020 – Reading Competency 5 for selected staff

Sept 1-30 2020- Sanford Harmony Self-paced online course

Feb 2021- Refresher for SEL Training- New Employees

3.8 Community Notice, Recruitment, and Dissemination of Information

Community Notice and Dissemination of Information

Community notice and dissemination of information was facilitated by various avenues. The District notified the community via Facebook on March 30, 2020. Additional community notice was provided during the April 14, 2020 school board meeting, as the grant writing process and community partners were discussed. Schools were informed of the RFP process, and partners were contacted for collaboration immediately following the RFP release. The Goldstar Academy (only Liberty County private school) was notified in a consultation email on March 17, 2020, of the District's intent to



21st Century Community Learning Centers



complete and submit the RFP. Following submission, The Goldstar Academy will be informed of the proposal submission via email. Parents were notified of Liberty County School District's intent to submit a 21st CCLC Request for Proposal (RFP) via Parent Square, Liberty County's 21st CCLC Facebook account, and W.R. Tolar and Hosford School's Facebook accounts.

After the 21st CCLC RFP is completed and submitted (tentatively scheduled by May 1, 2020), the RFP will be made available to the public for download via the Liberty County 21st CCLC website and Facebook page. Once an approved RFP from the Florida Department of Education is secured, the approved RFP will be made available in the same manner of social media and the web, and at LSCD's Open Houses. Flyers, letters, and Parent Square Messages, in English and Spanish, will be disseminated throughout each school and to the community to communicate the importance of the federally funded Liberty County School District 21st CCLC program. Program information will also be sent through local media outlets, and presentations will be made at school open houses to acquaint parents, students, and community members with the programs' location, services, and benefits. The 21st CCLC logo will be used on all media and displayed throughout each site.

LCSD will maintain a 21st CCLC website. The website will include required program documentation, enrollment forms, program notifications, program progress, pictures (with written parent consent), videos, and student work. The website will be updated monthly as required by the FLDOE. Facebook and Parent Square messages will be used to share general program announcements such as program schedule changes, opportunities, activities, and Family Night events. These multiple methods of distribution assure that information is reaching the appropriate audiences. This method is appropriate for our community since Facebook is extremely popular in our parent group. The Project Manager, site coordinators, and family service coordinators will



21st Century Community Learning Centers



maintain and update the 21st CCLC website, 21st CCLC Facebook account, and Parent Square messages through close contact with the schools.

Recruitment

Students are recruited for participation using a variety of methods. Enrolled students at Hosford Elementary & Jr. High and W.R. Tolar K-8 will receive back-pack flyers for parents to view at home with sign-up information on the first day of school. The 21st CCLC program will also run information on how to sign up in the local weekly newspaper before the new school year. The 21st CCLC staff will conduct orientation and enrollment at each of the selected schools' open houses. Teachers and guidance counselors will encourage student referrals during initial school enrollment and throughout the school year. Guidance Counselors will refer students based on progress monitoring data and Child Study Team meetings. The dissemination plan for recruitment saturates the community through all aspects of families' lives - directly through school, where they shop, where they get their news and the social media they consume.

For program retention, parents will be informed of all the services available through the 21st CCLC program. The program will notify parents of current activities such as archery, sewing, and 4H activities (drama, photography, line dancing, team building, Kids in the Kitchen, and Robotics). The program will provide community updates through the local newspaper, the 21st CCLC District website, Parent Square, and social media. Parent and student input will be sought through periodic needs assessments to ensure parent and student needs and interests are being addressed through the program. Parents will be encouraged and supported through engaging family activities requested through surveys. A strategy to promote student participation will include the site coordinator contacting families when students are absent from the program, and open lines of communication to discuss student progress.



21st Century Community Learning Centers



The reporting of program progress to the parents will also assist with the retention of students in the program. The Project-Based Learning (PBLs) Plans will be lessons that build from one day to the next. Regular attendance will be encouraged through the PBLs and engaging personal enrichment activities. Students will want to come every day to participate in the full breadth of the curriculum because it will not feel like the regular school day. Also, students will be enticed to stay for the duration of the program by providing students with exciting and exclusive opportunities in enrichment and academics that occur towards the end of the program day.

Additionally, recruitment and retention will be achieved by offering five bus stops to the W.R. Tolar site. There is an overwhelming need to provide multiple bus stops throughout the community, as evidenced by the Needs Assessment Survey results. The Tolar site results indicated that students would be unable to stay the duration of the program or even attend the program due to family transportation issues. With many caregivers working out of the county with long commutes, bus transportation could alleviate this obstacle. Available transportation will increase enrollment and ultimately provide safe accommodations for the District's students.

3.9 Facilities

Liberty County's 21st CCLC program operates at two sites. Both sites are located at the targeted schools noted in this application. Hosford Elementary and Jr. High School hosts the 21st CCLC after-school and summer program in Hosford, Florida, and W.R. Tolar School hosts the 21st CCLC after-school and summer program in Bristol, Florida. These two target schools serving students in pre-kindergarten through eighth grade serve this cohort for the entire District. The school locations are located in a rural area and not generally close in relation to the students' homes. As previously discussed, many parents participate in long commutes that are further exacerbated by additional commutes from the target school to their homes.



21st Century Community Learning Centers



Both 21st CCLC sites are located on school grounds. W.R. Tolar School (sq. footage 106,053) can accommodate up to 700 students. Hosford Elementary and Jr. High School (sq. footage 98,352) can serve 400 students. Both schools grant the 21st CCLC afterschool and summer programs use of the cafeteria/multi-purpose rooms, multiple classrooms, computer labs, library, gym, and various extracurricular areas. The cafeterias/multi-purpose rooms are the snack area and often serve as additional personal enrichment instructional areas. The school classrooms are used for academic and personal enrichment instruction. Students will have time in the computer lab for PBL research and additional time to complete math and reading activities through participation in research-based computer programs. The library offers quiet areas for silent reading or read-a-loud areas for storytime, both of which have an enormous impact on literacy. The gym and the extra-curricular areas serve as recreational areas to learn about health and nutrition. One point of entry and exit is utilized for students and families arriving and departing the sites.

Programs operated by a public school or LEAs serving children in kindergarten and grades one or above are not deemed to be childcare facilities and, as such, do not need to provide licensing information or documentation. Therefore, no exemption letter or license is required as attached documentation.

3.10 Safety and Student Transportation

Safety and Student Transportation

Keeping students safe is one of the key priorities for both sites. Students are always supervised, and staff members are required to carry hand-held radios continuously to establish their class' location. All classroom and external building doors are locked to ensure the safety of students. One point of entry and exit is utilized for students arriving and departing the sites. For dismissal, both sites will allow parent pick-up and students to walk home with prior permission. The Tolar site will use bus transportation for those students in need. Regardless of the mode of transportation, students must leave and



21st Century Community Learning Centers



arrive through the same exit and entry point. This one entry and exit location, along with sign-in/out sheets, provide staff an accurate count of current site attendance.

All sites have a site coordinator that is responsible for the sign-in and sign-out of all participants. Sign-in sheets are collected daily, and attendance is recorded into the FLDOE student management software. Students sign-in daily on the grade-level clipboard upon entering the 21st CCLC assigned area. The sign in list is verified before students leave the area by 21st CCLC staff. All staff, presenters, contractors, and visitors working with students have level two fingerprint clearance. Level two fingerprint clearance will be monitored and renewed as appropriate. All certified teachers, administrators, and staff are certified per district and FLDOE guidelines. Resource officers or other local sheriff department deputies will patrol the area. In addition, intra-office communication will be available at all sites. All staff members will have a walkie-talkie for use in case of an emergency. During the transition time, students are supervised by 21st CCLC staff from one activity to the next. Students and staff will participate in bi-annual fire and tornado drills. At least one staff member with current certification in First Aid/CPR/AED operation will be present during program hours.

Safety is ensured on approved summer educational field trips with a ratio of at least 15:1 student to adult. This ratio will always be maintained. Bus drivers will meet all state and local requirements to transport students, including holding a CDL License. Each bus is equipped with long-range handheld radios and security cameras. During field trips, students will be counted when they disembark from the bus, when they take breaks, and when they return to the bus. Students with known allergies and medication consents on file will have available to them medications for emergencies. Each cohort leader will carry a cellphone with appropriate contact information. When possible,



21st Century Community Learning Centers



geofencing smartphone software will be utilized to track each cohort's location in the event of an emergency.

All schools are secure campuses with one point of entry and security cameras. All exterior doors except the point of entry will always be locked. Each campus is equipped with a full- service lunchroom/cafeteria, media center, computer labs, and both outside and indoor recreation facilities, which are ADA compliant. Students are picked up and signed out by a guardian or designee from the pick-up list. Student walkers must have a note on file in order to walk home. Walkers must sign out with staff at the end of each day.

3.11 Sustainability

An advisory council comprised of school leadership, staff, a regular school day teacher from each school, students, and parent volunteers will hold at least two meetings per year. The advisory council will gain feedback on program operations and activities; plan for future activities; share program needs, evaluation results, and grant report findings; and actively recruit resources to implement the sustainability plan. Board members will receive timely notification of activities, printed reports, and recognition via the district's website and Facebook. The 21st Project Administrator and Project Manager will seek partners and funding through community organizations and additional funding sources. A list of organizations and businesses that supply in-kind contributions or to whom they are seeking support will be maintained. We will lobby these organizations for no-cost services when funds cease to exist or are diminished. The Project Manager will mail quarterly reports to these organizations to keep them updated on progress. As the budget is reduced for years 3-5, funds will be sought from the community, organizations, and other grant sources. We will continue to reach out to partners and volunteers for donations of time and service. Much of the cost for the program is salaries and cannot be reduced.