

Appendix A
Continuing Improvement 2021-22

Agency Name: Liberty County School District

Project Number: 390-2442B-2CEL1

Program Name: Liberty County School District 21st CCLC

Reason(s) for the change:

Addition of federal funding grants for the 20-21 school year.

This change includes: ☒ Additions ☐ Deletions

Federal grants managed by the IEA during the 2020-21 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, Adult Education ESSER I and ESSER II.

3.3 Needs Assessment:

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

~~Additional recruitment and retention methods will be considered such as: offering five bus stops for 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.~~

~~At this time with COVID, parents remain in cars and don't exit to visit.~~

~~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

~~The Tolar site will use bus transportation for those students in need.~~

Underscore reflects additions to the previous narrative.

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

Cohort 19 (2020-21) ELP RFP Scope of Work/Narrative Addendum

Agency Name: Liberty CSD

Project Number: 390-2441B-1CEL1

Program Name: Liberty County 21st CCLC

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:

3.1 Project Model Description

Include at least three elements for each component selected? The Health and Support Services includes 2 components, please add another element for this component.

- Improve physical and mental health needs

3.2 Applicant's Experience and Capacity

Describe what experience the applicant has in collecting, maintaining, and analyzing and reporting accurate program evaluation data?

- 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 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, 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, 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 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.

Describe what processes are in place to support the evaluation activities required?

- LCSD will use Stufflebeam's CIPP model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.) The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to context, input, process, and products (outcomes). Evaluation questions also follow the requirements of the evaluation report. Context: 1) Are the appropriate students receiving grant-related services 2) How many students are receiving grant-related services 3) What is the average daily attendance of the students receiving services 4) How many students have attended the program for more than 30-days Inputs: 5) Were appropriate programs and activities selected to ensure progress was made toward project objectives 6) Were sufficient resources allocated to ensure progress was made toward project objectives 7) Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period Process: 8) Were activities implemented as intended in the approved grant application to ensure progress was made toward project objectives 9) Were partnerships formed to strengthen the sustainability and implementation of the proposed activities. Products represent progress (formative) or achievement (summative) of goals and objectives as outlined in RFP Measurable Objectives and Assessments form.

Baseline, Mid-Year, and End of Year data necessary to assess program progress towards goals will be collected by the program manager and entered into the required FDOE online data collection system. Individual student data such as report card grades (Reading, Math, and Science), third grade promotion, and Algebra I End of Course (EOC) exam results will be collected electronically from the District's database (FOCUS) in September 2019, December 2019, and May 2020. The same fall, winter, and spring timeline will be utilized for all personal enrichment assessments with information collected to ensure minimal disruption to the afterschool day.

District referral data obtained from the FOCUS database will be utilized to assess evaluation of consequences for Social Emotional Learning. To assess increased physical activity, a pre-mid-post assessment will be collected by center coordinators under the supervision of the program manager. Additionally, the same protocol will be applied to an evaluator created Career and College Readiness (CCR) assessment that examines student engagement in career exploration. Also, center coordinators will utilize an evaluator created parent night exit survey (following each event) to assess parent involvement in student education. Baseline assessments for newly enrolled students will occur on the 15th of each program month to ensure data is recorded promptly. Additionally, the program will utilize parent, teacher, and student survey results provided by the 21st CCLC administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction. Finally, center coordinators will document and submit academic and personal enrichment lesson plans to the program manager weekly to assess appropriate inputs. The selected evaluator, Simmons Consulting, Inc. will have the experience and qualifications needed to conduct on-site program visits (including interviews) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and objectives. The evaluation team will prepare a formative summary (February 2020) to include objective assessment and recommendations for improvement. A summative evaluation will be prepared as required (August 2020) to include all U.S. Department of

Education reporting requirements such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, lessons learned and overall recommendations for improving the program. All evaluation activities including evaluator consultations, evaluator participation in advisory council meetings, and data collection processes will be used to continuously refine, improve, and strengthen the program in order to achieve the stated goals and objectives. Evaluation information will be shared with the 21st CCLC Advisory Committee and disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via email and findings will be posted on the site's website. Feedback and recommendations will be discussed with the Advisory Committee for possible improvements to the project. To further ensure the integrity and accuracy of the data gathered, the program has designated the program manager as the required party responsible for the oversight of data collection process. As required, the program manager will utilize the provided online database to ensure timely deliverable submission. The program manager will act as a liaison with centers to ensure adherence to the evaluation timeline by reviewing (1) entry of attendance data as requested, (2) completion of surveys as requested, and (3) accurately enter all project-related student data, staff data, and project partner documentation.

Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality?

- The agency has approximately 20 years' experience with the afterschool programs to ensure any program quality improvements are noted at mid-year, or before, and acted upon. For example at midyear when reporting, science classes were increased due to scores not meeting goals. The LCSD currently has a district grade of "A" as of 2018.

3.3 Needs Assessment

Describe the demographics of the proposed service areas and targeted population as it relates to risk factors?

- 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% is Black or African American, 1.2% are American Indian and Alaska Native, 0.4% Asian, 1.7% are Two or More Races, and 7.2% are persons 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 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 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.

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 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 exposed 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 social-emotional 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.

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% 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.

Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality?

- The agency has approximately 20 years' experience with the afterschool programs to ensure any program quality improvements are noted at mid-year, or before, and acted upon. The LCSD currently has a district grade of "A" as of 2018.

3.8 Community Notice, Recruitment, and Dissemination of Information

Describe any priority given during enrollment to any specific students, and if so, the priority and how it will be applied; e.g., certain students or certain grade levels?

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

This proposal targets students attending pre-kindergarten through grade eight at Hosford Elementary and Junior High (*identified eligible as Targeted Support and Improvement-TS&I*) and W.R. Tolar K-8 (*identified in need of support as identified by the local LEA.*) Eligible students will be recruited through ParentSquare messages, an electronic messaging system, social media, and flyers. Flyers will be posted in public places such as the public library, retail stores, and the Veteran's Memorial Park Civic Center. Priority preference for participation will be given to students requiring Tier II interventions through the RtI and/or RtIB process, students identified in the needs assessment as performing below grade-level proficiency, and students with disabilities. Students with special needs will be invited and enrolled, provided safe accommodations can be met. If safe accommodations are available, student IEPs will be followed, and the appropriate staff will be assigned.

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

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

Include how students and their adult family members can access the facility(ies)?

- 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.

As mentioned previously, both 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 extra-curricular 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. Both sites are secured with a closed fence. Parents and students enter and exit through the cafeteria door, where they may sign in to visit our campus. At this time with COVID, parents remain in cars and don't exit to visit.

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

Describe a safety plan for emergencies, field trips, etc.?

- 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. Again, 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 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 staff patrols the area, and communication via phone will be available at all sites. 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 all the other leader's phone numbers. When possible, 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.