

## APPENDIX: ADDITIONAL REQUIRED FORMS

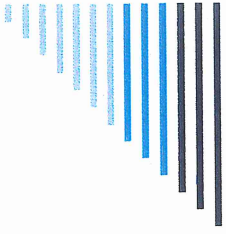
Proposer's MUST submit (in the order shown below) paginated in a useful table contents all of the components listed in the Checklist below. The narrative pages of the proposal should total no more than twenty-two (22) double-spaced pages using a minimum font size no smaller than 12-point standard font with one-inch margins. This does not include any required forms. Handwritten proposals will not be reviewed.

Proposer's Name Brossette Educational Management – Richland Parish

### Checklist

A complete proposal consists of all of the following items submitted in the following order. Proposers will not be allowed to alter or revise application documents after submission.

Required Documents	Checked – proposer
Checklist	<input checked="" type="checkbox"/>
<a href="#">Cover Letter (Section 1.9.1)</a>	<input checked="" type="checkbox"/>
Table of Contents	<input checked="" type="checkbox"/>
<a href="#">Cover Page</a> (with original signatures in blue ink) and Board Resolution	<input checked="" type="checkbox"/>
<a href="#">Funding Priority Points</a> (Form AA)	<input checked="" type="checkbox"/>
Certification Statement (page 60)	<input checked="" type="checkbox"/>
<a href="#">Partnering Agencies Form</a> - Form A	<input checked="" type="checkbox"/>
<a href="#">Memorandum of Understanding (MOU) Form</a> – Form B	<input checked="" type="checkbox"/>
<a href="#">Private School Consultation Form</a> - Form C	<input checked="" type="checkbox"/>
<a href="#">Private School Participating Schools Form</a> - Form D	<input checked="" type="checkbox"/>
<a href="#">Program Summary Forms</a> – Form E	<input checked="" type="checkbox"/>
<a href="#">Fiscal Manager/Bookkeeper Qualifications</a> – Form F	<input checked="" type="checkbox"/>
<a href="#">Budget Forms</a>	<input checked="" type="checkbox"/>
<a href="#">Veteran/Hudson Initiative Form and Documentation</a>	<input checked="" type="checkbox"/>
<a href="#">Program Narrative</a> inclusive of <a href="#">Louisiana 21<sup>st</sup> CCLC Performance Indicators Template</a>	<input checked="" type="checkbox"/>
<ol style="list-style-type: none"> <li>1. Two (2) fully complete originals signed in blue ink (no staple, binders, etc.) <b>Label this original as 21<sup>st</sup> CCLC19-Original.</b></li> <li>2. One (1) electronic copy of the original signed proposal on a USB flash drive. <b>Label this copy as 21<sup>st</sup> CCLC19 original electronic copy.</b></li> <li>3. Four (4) anonymized/blind electronic copies on four (4) individual USB flash drives. Blind copies must be completely blinded electronically. Failure to do so will deem the application ineligible and it will not be reviewed. Please review blind copies before submitting to ensure <u>all identifying information is blinded.</u> <b>Label blind copies as 21<sup>st</sup> CCLC19 blind copy #1, #2, #3 and #4.</b> Examples of redacted information are outlined below.               <ol style="list-style-type: none"> <li>a. XXXXXXXX has more than 17 years of experience providing after-school academic services to more than 130 schools across the country.</li> <li>b. ████████ has more than 17 years of experience providing after-school academic services to more than 130 schools across the country.</li> </ol> </li> </ol>	<input checked="" type="checkbox"/>
<b>FOR LDOE USE ONLY</b>	<input type="checkbox"/> <b>Qualified</b> <input type="checkbox"/> <b>Disqualified</b>



## Brossette Educational Management

15558 HWY 84  
Natchitoches, LA 71457

Phone: (318) 581-0368  
E-mail: [info@brossetteedu.com](mailto:info@brossetteedu.com)

May 5, 2019

Louisiana Department of Education  
Office of Management and Finance  
P.O. Box 94604  
Baton Rouge, LA 70804-9064

To Whom It May Concern:

This is a letter from Brossette Educational Management providing notice of its intent to apply for a 21st Century Community Learning Center with Richland Parish School Board. If approved the four schools to be served are Rayville Elementary School, Rayville Junior High School, Delhi Elementary School, and Delhi Middle School.

Sincerely,

Dr. Alvin Brossette, President  
Brossette Educational Management



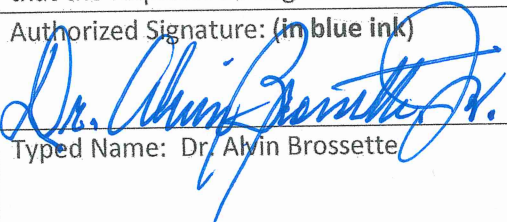
## Table of Contents

Checklist	1
Cover Letter	2
Table of Contents	3
Cover Page and Board Resolution	4-5
Funding Priority Points – Form AA & Priority Points Summary	6-7
Certification Statement	8-9
Partnering Agencies Form – Form A	10
Memorandum of Understanding (MOU) Form – Form B & Accompanying Letters	11-20
Private Consultation Form – Form C	21
Private School Participating Schools Form – Form D	22
Program Summary Forms – Form E	23
Fiscal Manager/Bookkeeper Qualifications – Form F & Supporting Documentation	24-26
Budget Forms	27-50
Veteran/Hudson Initiative Form and Documentation	51-53
Notice to Community (Copy of Newspaper Article)	54
Program Narrative inclusive of Louisiana 21 <sup>st</sup> CCLC Performance Indicators Template	55-78

## 21<sup>st</sup> Century Community Learning Centers Program Proposal Cover Page

**Type of Organization: (Check one only)**

- Local Education Agency (LEA)
- Charter School(s)
- Non-Profit Community Based Organization (CBO)
- Non-Profit Faith-Based Organization (FBO)
- Private School/Faith-Based Organization
- Other: Non-Profit Organization

<b>Name of Proposer</b> Brossette Educational Management		
<b>Address</b> 15558 Highway 84		
<b>City/State</b> Natchitoches, LA	<b>Parish</b> Natchitoches	<b>Zip Code</b> 71457
<b>Contact Person</b> Alvin Brossette		<b>Telephone (318 ) 581-0368</b>
<b>E-Mail Address</b> alvin@brossetteedu.com		<b>FAX ( NA )</b>
<p>I hereby certify that I am the proposer's Superintendent/Chief School/Administrative Officer/Agency Head and that the information contained in this proposal is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, proposal guidelines and instructions, certifications, assurances, and that the requested budget amounts are necessary for the implementation of this project.</p>		
<b>Authorized Signature: (in blue ink)</b> 		<b>Title: President</b>
<b>Typed Name: Dr. Alvin Brossette</b>		<b>Date: 5/8/2019</b>



# Brossette Educational Management

15558 HWY 84  
Natchitoches, LA 71457

Phone: (318) 581-0368  
E-mail: info@brossetteedu.com

**Meeting of the Board of Directors  
OF  
Brossette Educational Management**

A meeting of the Board of Directors of Brossette Educational Management was held on April 14, 2019, whereby a resolution was passed authorizing Alvin Brossette, President, by his signature, to enter into any and all contractual obligations on behalf of this corporation.

*Alvin Brossette*

Secretary and/or Chairman

## 21<sup>st</sup> Century Community Learning Centers Program Funding Priority Page

**FUNDING PRIORITIES**

Place a check in the box of the funding priorities you are seeking. **Additionally, provide a short summary as to how you qualify for each priority selected and attach it to this form. If you do not provide the summary you will not be eligible to receive the funding priority.**

Funding Priority	Priority	Check the box that applies
Proposing a program for middle school students	\$1525 per student cost	<input checked="" type="checkbox"/>
Proposing a program in a parish not served in Cohort 9.	\$1525 per student cost	<input type="checkbox"/>
Proposing a program for high school students	\$1525 per student cost	<input type="checkbox"/>
Proposing a program whose focus is STEAM	\$1525 per student cost	<input checked="" type="checkbox"/>
Proposing a program that targets Louisiana "D" or "F" or "UIR" schools. Click <a href="#">HERE</a> for UIR schools.	\$1525 per student cost	<input checked="" type="checkbox"/>

\* Additional funds distributed for funding priorities are solely based upon funding availability.

**Cohort 9 Parish List**

- |                  |              |             |
|------------------|--------------|-------------|
| Ascension        | Morehouse    | Richland    |
| Caddo            | Natchitoches | Sabine      |
| Concordia        | Orleans      | St. Landry  |
| East Baton Rouge | Ouachita     | St. Tammany |
| Iberville        | Plaquemines  | Tangipahoa  |
| Jefferson        | Point Coupee | Union       |
| Madison          |              |             |



Brossette Educational Management

FUNDING PRIORITY POINTS SUMMARY

Proposing a program for middle school students – Students are proposed to be served from Rayville Junior High School and Delhi Middle School to qualify for this set of priority point funding.

Proposing a program whose focus is STEAM – The proposed program will provide a focus of STEAM activities which includes Science, Technology, Engineering, Arts and Mathematics. The STEAM portion of the program was introduced and supplies purchases and implementation occurred with plans in Cohort 10 to extend these services and supply professional development for STEAM programs and supplies.

Proposing a program that targets Louisiana “D” or “F” or “UIR” schools – This proposal addresses schools that all fall into the category of “D” or “F” schools based on the school report cards. All of the proposed schools are also “CIR” schools which classifies them as Comprehensive Intervention Required.

## ATTACHMENT I: CERTIFICATION STATEMENT

The undersigned hereby acknowledges she/he has read and understands all requirements and specifications of the Request for Proposals (RFP), including attachments.

**OFFICIAL CONTACT.** The State requests that the Proposer designate one person to receive all documents and the method in which the documents are best delivered. The Proposer should identify the Contact name and fill in the information below: (Print Clearly)

- A. Official Contact Name: Dr. Alvin Brossette
- B. E-mail Address: alvin@brossetteedu.com
- C. Facsimile Number with area code: ( )
- D. US Mail Address: 15558 HWY 84 Natchitoches, LA 71457

Proposer shall certify that the above information is true and shall grant permission to the State or Agencies to contact the above named person or otherwise verify the information provided.

By its submission of this proposal and authorized signature below, Proposer shall certify that:

1. The information contained in its response to this RFP is accurate;
2. Proposer shall comply with each of the mandatory requirements listed in the RFP and will meet or exceed the functional and technical requirements specified therein;
3. Proposer shall accept the procedures, evaluation criteria, mandatory contract terms and conditions, and all other administrative requirements set forth in this RFP.
4. Proposer's quote shall be valid for at least 90 calendar days from the date of proposal's signature below;
5. Proposer understands that if selected as the successful Proposer, he/she will have fourteen (14) business days from the date of delivery of final contract in which to complete contract negotiations, if any, and execute the final contract document.
6. Proposer shall certify, by signing and submitting a proposal for \$25,000 or more, that their company, any subcontractors, or principals are not suspended or debarred by the General Services Administration (GSA) in accordance with the requirements in OMB Circular A-133. (A list of parties who have been suspended or debarred can be viewed via the internet at <https://www.sam.gov>.)
7. Proposer understands that, if selected as a contractor, the Louisiana Department of Revenue must determine that it is current in the filing of all applicable tax returns and reports and in payment of all taxes, interest, penalties, and fees owed to the state and collected by the LDR. Proposer shall comply with R.S. 39:1624(A)(10) by providing its seven-digit LDR account number in order for tax payment compliance status to be verified.

8. Proposer further acknowledges its understanding that issuance of a tax clearance certificate by LDR is a necessary precondition to the approval of any contract by the Office of State Procurement. The contracting agency reserves the right to withdraw its consent to any contract without penalty and proceed with alternate arrangements, should a prospective contractor fail to resolve any identified outstanding tax compliance discrepancies with the LDR within seven (7) days of such notification.
  
9. Proposer certifies and agrees that the following information is correct: In preparing its response, the Proposer has considered all proposals submitted from qualified, potential subcontractors and suppliers, and has not, in the solicitation, selection, or commercial treatment of any subcontractor or supplier, refused to transact or terminated business activities, or taken other actions intended to limit commercial relations, with a person or entity that is engaging in commercial transactions in Israel or Israeli-controlled territories, with the specific intent to accomplish a boycott or divestment of Israel. Proposer also has not retaliated against any person or other entity for reporting such refusal, termination, or commercially limiting actions. The State reserves the right to reject the response of the Proposer if this certification is subsequently determined to be false, and to terminate any contract awarded based on such a false response.

Signature of Proposer or  
Authorized Representative

Typed or Printed Name:

Dr. Alvin Brossette

Date:

05/10/19

Title:

President

Company Name:

Brossette Educational Management

Address:

15558 HWY 84

City:

Natchitoches

State: LA

Zip: 71457

FORM A

**PARTNERING AGENCIES FORM (REQUIRED BY FEDERAL LAW)**

**COMPLETE THIS FORM FOR ANY SCHOOL AND COMMUNITY BASED PARTNERSHIPS**

List the name, address and contact person for each partnering agency. Each of these agencies must sign a Memorandum of Understanding (MOU) found on Form B which must be submitted with this proposal. **NOTE:** An individual, agency, organization or other entity that only provides services (usually for a fee) is considered to be a **vendor**, not a **partner**, and would not require a Partnership Agreement.

Name of Agency/School	Address	Name of Contact Person and Email Address
Richland Parish School Board	411 Foster Street Rayville, LA 71269	Sheldon Jones Phone: 318-728-5964 Fax: 318-728-6366
Rayville Elementary School	#1 Learning Place Rayville, LA 71269	Jennifer Eason Phone: 318-728-2029 Fax: 318-728-5277
Rayville Junior High School	225 Hwy 3048 Rayville, LA 71269	Nettie Ranel Phone: 318-728-3618 Fax: 318-728-9374
Delhi Elementary School	509 Main Street Delhi, LA 71232	Joan Rhodes Phone: 318-878-2269 Fax: 318-878-0222
Delhi Middle School	106 Toombs Street Delhi, LA 71232	Shirley McDade Phone: 318-878-3748 Fax: 318-878-3749



FORM B

Memorandum of Understanding

Louisiana 21<sup>st</sup> Century Community Learning Centers Program

Brossette Educational Management

Name of Proposer

And

Richland Parish School Board

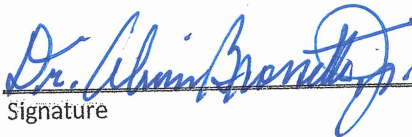
Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive 21<sup>st</sup> Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after-school educational opportunities for youth and their families in

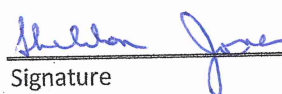
Richland Parish School Board/Richland Parish Schools/Richland Parish

Name of School/ District/Parish

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. The above-named partnering agency pledges to collaborate with the above-named proposer to provide the following specific items/services;

	Alvin Brossette	President
Signature	Typed Name	Title

Brossette Educational Management	5/8/2019
Proposer	Date

	Sheldon Jones	Superintendent
Signature	Typed Name	Title

Richland Parish School Board	5/8/2019
Partnering Agency	Date

The parties mentioned above have agreed to provide the following:

- o Use of school sites provided by district
- o Use of food services
- o Communication of specific school and district goals
- o Access to Student Information System information
- o Access to attendance and performance tracking
- o Transportation Department assistance
- o 21<sup>st</sup> Century Community Learning Center Office space in district

FORM B

Memorandum of Understanding

Louisiana 21<sup>st</sup> Century Community Learning Centers Program

Brossette Educational Management

Name of Proposer

And

Rayville Elementary School

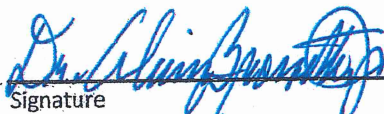
Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive 21<sup>st</sup> Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after-school educational opportunities for youth and their families in

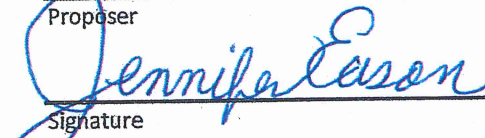
Rayville Elementary School/Richland Parish Schools/Richland Parish

Name of School/ District/Parish

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. The above-named partnering agency pledges to collaborate with the above-named proposer to provide the following specific items/services;

	Alvin Brossette	President
Signature	Typed Name	Title

Brossette Educational Management	5/8/2019
Proposer	Date

	Jennifer Eason	Principal
Signature	Typed Name	Title

Rayville Elementary School	5/8/2019
Partnering Agency	Date

The parties mentioned above have agreed to provide the following:

- Use of school sites provided by district
- Use of food services
- Communication of specific school and district goals
- Access to Student Information System information
- Access to attendance and performance tracking
- Transportation Department assistance
- 21<sup>st</sup> Century Community Learning Center Office space in district

FORM B

Memorandum of Understanding

Louisiana 21<sup>st</sup> Century Community Learning Centers Program

Brossette Educational Management

Name of Proposer

And

Rayville Junior High School

Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive 21<sup>st</sup> Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after-school educational opportunities for youth and their families in

Rayville Junior High School/Richland Parish Schools/Richland Parish

Name of School/ District/Parish

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. The above-named partnering agency pledges to collaborate with the above-named proposer to provide the following specific items/services;

Alvin Brossette

President

Signature

Typed Name

Title

Brossette Educational Management

5/8/2019

Proposer

Date

Nettie Ranel

Principal

Signature

Typed Name

Title

Rayville Junior High School

5/8/2019

Partnering Agency

Date

The parties mentioned above have agreed to provide the following:

- o Use of school sites provided by district
- o Use of food services
- o Communication of specific school and district goals
- o Access to Student Information System information
- o Access to attendance and performance tracking
- o Transportation Department assistance
- o 21<sup>st</sup> Century Community Learning Center Office space in district



FORM B

Memorandum of Understanding

Louisiana 21<sup>st</sup> Century Community Learning Centers Program

Brossette Educational Management

Name of Proposer

And

Delhi Elementary School

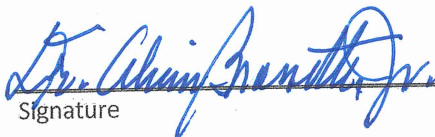
Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive 21<sup>st</sup> Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after-school educational opportunities for youth and their families in


Delhi Elementary School/Richland Parish Schools/Richland Parish

Name of School/ District/Parish

The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. The above-named partnering agency pledges to collaborate with the above-named proposer to provide the following specific items/services;

	Alvin Brossette	President
Signature	Typed Name	Title

Brossette Educational Management	5/8/2019
Proposer	Date

	Joan Rhodes	Principal
Signature	Typed Name	Title

Delhi Elementary School	5/8/2019
Partnering Agency	Date

The parties mentioned above have agreed to provide the following:

- Use of school sites provided by district
- Use of food services
- Communication of specific school and district goals
- Access to Student Information System information
- Access to attendance and performance tracking
- Transportation Department assistance
- 21<sup>st</sup> Century Community Learning Center Office space in district



**FORM B**

**Memorandum of Understanding**

**Louisiana 21<sup>st</sup> Century Community Learning Centers Program**

Brossette Educational Management

---

Name of Proposer

And

Delhi Middle School

---

Name of Partnering Organization Completing MOU

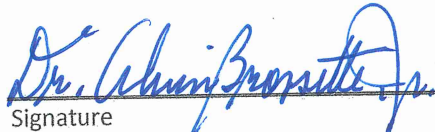
are committed to implementing a comprehensive 21<sup>st</sup> Century Community Learning Center program that provides meaningful, academically based after-school activities and extended learning opportunities for children in the district and their families. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic after-school educational opportunities for youth and their families in

Delhi Middle School/Richland Parish Schools/Richland Parish

---

Name of School/ District/Parish


The collaborators will strive to accomplish 21<sup>st</sup> Century Community Learning Center objectives that are specific to their own area(s) of involvement. The above-named partnering agency pledges to collaborate with the above-named proposer to provide the following specific items/services;

	Alvin Brossette	President
Signature	Typed Name	Title

---

Brossette Educational Management	5/8/2019
Proposer	Date

---

	Shirley McDade	Principal
Signature	Typed Name	Title

---

Delhi Middle School	5/8/2019
Partnering Agency	Date

---

**The parties mentioned above have agreed to provide the following:**

- Use of school sites provided by district
- Use of food services
- Communication of specific school and district goals
- Access to Student Information System information
- Access to attendance and performance tracking
- Transportation Department assistance
- 21<sup>st</sup> Century Community Learning Center Office space in district

OFFICE OF  
**RICHLAND PARISH SCHOOL BOARD**  
SHELDON JONES, Superintendent  
P. O. BOX 599  
RAYVILLE, LOUISIANA 71269

Marie Lewis  
District 6  
President

James Hough  
District 4  
Vice President

Chris Pruitt  
District 9

Eugene Young, Jr.  
District 2

Moses Wilkins  
District 3

Kevin Eppinette  
District 8

Dr. Georgia Ineichen  
District 5

Joe Chapman  
District 7

Billy Calvert  
District 1

April 16, 2019

Sheldon Jones, Superintendent  
PO Box 599  
Rayville, LA 71269

RE: Memorandum of Understanding Confirmation Letter

To Whom It May Concern:

It is my understanding that in preparation to host a 21<sup>st</sup> Century Community Learning Center at my school sites I am responsible for:

- Access to student information
- Use of school sites provided by district
- Food services
- Communication of specific school goals
- Access to attendance and performance tracking
- Transportation department assistance

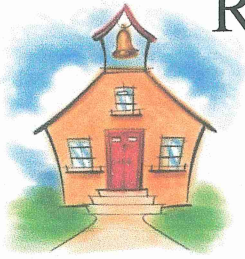
I understand that I am participating in the 21<sup>st</sup> Century Community Learning Center Program as a partner of my proposing entity. This letter will accompany my Memorandum of Understanding and will be submitted as an official document of my request for proposals through the Louisiana Department of Education.

If any additional information is required, please do not hesitate to contact me at (318) 728-5964.

Sincerely,



Sheldon Jones, Superintendent  
Richland Parish School Board



# Rayville Elementary School

#1 Learning Place

Rayville, La 71269

Phone: (318)728-2029 Fax: (318) 728-5227

Principal: Jennifer Eason

---

April 17, 2019

Jennifer Eason, Principal  
#1 Learning Place  
Rayville, LA 71269

RE: Memorandum of Understanding Confirmation Letter

To Whom It May Concern:

It is my understanding that in preparation to host a 21<sup>st</sup> Century Community Learning Center at my school site I am responsible for:

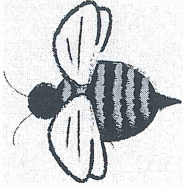
- **Access to student information**
- **Use of school sites provided by district**
- **Food services**
- **Communication of specific school goals**
- **Access to attendance and performance tracking**
- **Transportation department assistance**

I understand that I am participating in the 21<sup>st</sup> Century Community Learning Program as a partner of my proposing entity. This letter will accompany my Memorandum of Understanding and will be submitted as an official document of my request for proposals through the Louisiana Department of Education.

If any additional information is required, please do not hesitate to contact me at 318-728-2029.

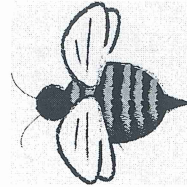
Sincerely,

Jennifer Eason, Principal  
Rayville Elementary School



# Rayville Junior High School

225 Highway 3048  
Rayville, La 71269



Nettie Ranel, Principal

*"Every day is a day of Great Expectations"*

Phone: (318)728-3618

Fax: (318)728-9374

**April 17, 2019**

Nettie Ranel  
225 Highway 3048  
Rayville, La 71269

**RE: Memorandum of Understanding Confirmation Letter**

**To Whom It May Concern:**

It is my understanding that in preparation to host a 21st Century Community Learning Center at my school site, I am responsible for:

- Access to student information
- Use of school sites provided by district
- Food Services
- Communication of specific school goals
- Access to attendance and performance tracking
- Transportation department assistance

I understand that I am participating in the 21st Century Community Learning Center Program as a partner of my proposing entity. This letter will accompany my Memorandum of Understanding and will be submitted as an official document of my request for proposals through the Louisiana Department of Education

If any additional information is required, please do not hesitate to call me at (318)728-3618.

Sincerely,

A handwritten signature in blue ink that reads "Nettie Ranel". The signature is written in a cursive, flowing style.

Nettie Ranel, Principal  
Rayville Junior High School



**DELHI ELEMENTARY SCHOOL**  
**509 Main Street**  
**Delhi, Louisiana 71232**  
*Joan Rhodes, Principal*

**Office: 318.878.2269**

**Fax: 318.878.0222**

April 23, 2019

Joan Rhodes, Principal  
509 Main Street  
Delhi, La. 71232

**RE: Memorandum of Understanding Confirmation Letter**

**To Whom It May Concern:**

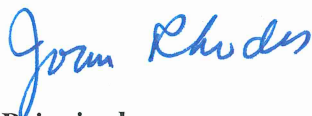
**It is my understanding that in preparation to host a 21<sup>st</sup> Century Community Learning Center at my school site I am responsible for:**

- Access to student information
- Use of school sites provided by district
- Food Services
- Communication of specific school goals
- Access to attendance and performance tracking
- Transportation department assistance

**I understand that I am participating in the 21<sup>st</sup> Century Community Learning Center Program as a partner of my proposing entity. This letter will accompany my Memorandum of Understanding and will be submitted as an official document of my request for proposals through the Louisiana Department of Education.**

**If any additional information is required, please do not hesitate to contact me at 318-878-2269 or Fax 318-878-0222.**

Sincerely,



Joan Rhodes, Principal  
Delhi Elementary School

**Delhi Middle School**  
106 Toombs Street  
Delhi, La. 71232

**Shirley McDade**  
Principal

**Phone: 318-878-3748**  
**Fax: 318-878-3749**

April 23, 2019

Shirley McDade, Principal  
106 Toombs Street  
Delhi, La. 71232

**RE: Memorandum of Understanding Confirmation Letter**

**To Whom It May Concern:**

**It is my understanding that in preparation to host a 21<sup>st</sup> Century Community Learning Center at my school site I am responsible for:**

- Access to student information
- Use of school sites provided by district
- Food Services
- Communication of specific school goals
- Access to attendance and performance tracking
- Transportation department assistance

**I understand that I am participating in the 21<sup>st</sup> Century Community Learning Center Program as a partner of my proposing entity. This letter will accompany my Memorandum of Understanding and will be submitted as an official document of my request for proposals through the Louisiana Department of Education.**

**If any additional information is required, please do not hesitate to contact me at 318-878-3748 or Fax 318-878-3749.**

Sincerely,



Shirley McDade, Principal  
Delhi Middle School

FORM C

**Private School Consultation Form (REQUIRED BY FEDERAL LAW)  
(To be completed by all proposers. Duplicate as needed.)**

Students who attend private schools in the area to be served by the proposed program are eligible to participate (area= attendance zone or within a 3-5 mile radius). If any private schools are located in the area to be served, the proposer is expected to consult with the private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school students.

If private schools are located in the area that could be served by the proposed program, did any decline participation in the program? (Check one)

- Yes. There are private schools located in the proposed program area that declined participation.
- No. All private schools located in the proposed program area have agreed to participate.
- No. There are no private schools located in the proposed program area.

If yes, list all private schools that were consulted but **declined** the opportunity to have their students participate. In the second column, print the name, title and phone number of the school that was consulted. In the third column, provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference) and the reason(s) for declining. Private schools whose students will participate in the program must be listed on the Participating Schools Form.

Private School Name	Print Name, Title & Phone Number of School Official	Date(s) and Type(s) of Consultation and reason (s) for declining to participate.
Riverfield Academy	Sherri Slade Principal, Administrator 318-728-3281	04/16/2019 Telephone Conversation – Spoke to Principal and she declined because she did not want her students traveling to the public school sites Witnessed by Christy Hendrix – Richland Parish School Board

FORM D

Private School  
Participating Schools Form

Proposer's Name: Brossette Educational Management

Please list all schools attended by the students you propose to serve. All information must be provided in full.

School Building Name	(N) Non-public	Total Enrollment Number	Number of Children to be Served by this proposal	Grade Levels to be Served by this proposal	Building Principal's Signature (in blue ink)
Riverfield Academy	NA	NA	NA	NA	NA

FORM E

Program Summary Form (4 sites Max)



Name & Address of each site	Days and times of program operation throughout week							Total number of students to be served at each site	Is this a Title I School? (Y/N)	Student Population to be served	Grade Levels to be served
Rayville Elementary School #1 Learning Place Rayville, LA 71269	Mon	Tues	Wed	Thur	Fri	Sat	90	Y	<input checked="" type="checkbox"/> Elem <input type="checkbox"/> Middle <input type="checkbox"/> High	K-5	
	3-5pm	3-5pm	3-5pm	3-5pm							
Rayville Junior High School 225 LA-3048 Rayville, LA 71269	Mon	Tues	Wed	Thur	Fri	Sat	45	Y	<input type="checkbox"/> Elem <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High	6-8	
	3-5pm	3-5pm	3-5pm	3-5pm							
Delhi Elementary School 509 Main Street Delhi, LA 71232	Mon	Tues	Wed	Thur	Fri	Sat	45	Y	<input checked="" type="checkbox"/> Elem <input type="checkbox"/> Middle <input type="checkbox"/> High	K-5	
	3-5pm	3-5pm	3-5pm	3-5pm							
Delhi Middle School 106 Toombs Street Delhi, LA 71232	Mon	Tues	Wed	Thur	Fri	Sat	45	Y	<input type="checkbox"/> Elem <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High	6-8	
	3-5pm	3-5pm	3-5pm	3-5pm							
<b>Total Number of students to be served: 225</b>											

Services to be provided in this Contract (check all that apply):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Academics Support                     | <input type="checkbox"/> Physical Fitness, Wellness            | <input type="checkbox"/> Health                    |
| <input type="checkbox"/> Academic Enrichment                   | <input checked="" type="checkbox"/> Technology, Video or Media | <input type="checkbox"/> Nutrition                 |
| <input checked="" type="checkbox"/> Mathematics                | <input type="checkbox"/> Library Services                      | <input type="checkbox"/> Youth Development         |
| <input checked="" type="checkbox"/> Science                    | <input checked="" type="checkbox"/> Family Literacy            | <input type="checkbox"/> Drug/Violence Prevention  |
| <input checked="" type="checkbox"/> English Language Arts      | <input type="checkbox"/> Other Family Education                | <input type="checkbox"/> Counseling                |
| <input checked="" type="checkbox"/> Art, Music, Dance, Theater | <input checked="" type="checkbox"/> Tutoring/Mentoring         | <input type="checkbox"/> Character Education       |
| <input type="checkbox"/> Entrepreneurial Education             | <input checked="" type="checkbox"/> STEM/STEAM                 | <input type="checkbox"/> Service Learning          |
| <input type="checkbox"/> Expanded Learning Time                | <input type="checkbox"/> ACT Prep                              | <input type="checkbox"/> End of Course Test (EOCT) |
| <input type="checkbox"/> Credit Recovery                       | <input type="checkbox"/> Advance Placement Test Prep           |  |

FORM F

Fiscal Manager/Bookkeeper Qualifications Form

Candidate Full Legal Name: Ashley Keller Montz  
First Middle Last

Please indicate which **ONE** of the three minimum qualifications the candidate meets and **attach** the appropriate verified supporting documentation.

Baccalaureate degree with a minimum of 24 hours of business related courses, such as accounting, finance, or management.

➤ Attach **official transcript(s)** from accredited college(s) with qualifying courses and degree details

Certified Public Accountant licensed in Louisiana.

➤ Attach an up to date copy of CPA license


Masters degree in Accounting, Business Administration, Business Management, Finance, or Public Administration.

➤ Attach **official graduate transcript** and concentration certificate if it's not specified on the transcript.

Verified by: Ashley K. Montz  
Contractor Representative

Approved by: \_\_\_\_\_  
LDOE Representative



State of  Louisiana

State Board of Certified Public Accountants  
OF LOUISIANA

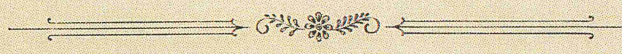
(( BE IT KNOWN THAT ))

Ashley Keller Montz

*Has passed all examinations and met all other requirements prescribed by law and by the State Board of Certified Public Accountants of Louisiana to be certified as a*

**Certified Public Accountant**

*and is therefore entitled to all the privileges of such certification.*



*In Witness Whereof, the State Board of Certified Public Accountants of Louisiana grants this Certificate No. 28291 under its seal, at New Orleans, this 17 day of February 2017*



State Board of Certified Public Accountants of Louisiana

Lynn V. Hutchinson  
CHAIRMAN

Alex Aljard  
SECRETARY



State Board of Certified Public Accountants of Louisiana State Board of CPAs of Louisiana

## Lookup Detail View

### Name and Location

Name	City	State
Ashley Keller Montz	Lutcher	LA

### Current Status

Certificate / Permit	Type	Expiration Date	Status
CPA.0028291	Licensed / Active Certificate	12/31/2019	Registered

Generated on: 4/30/2019 9:28:39 AM



## Louisiana Department of Education Budget Summary


Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457  
 Source of Funds:  Federal  State

Program: 21st CCLC  
 Program Fiscal Year: 2019 - 2020  
 Project Number: \_\_\_\_\_  
 Submitted by: \_\_\_\_\_  
 Telephone #: 318-581-0368

Object Code	Expenditure Category	Amount
100	Salaries	\$124,800
200	Employee Benefits	\$0
300	Purchased Professional/Tech Svcs.	\$165,240
400	Purchased Property Services	\$0
500	Other Purchased Services	\$35,696
600	Supplies	\$14,194
800	Other Objects	\$0
	<b>Subtotal - Operating Budget</b>	<b>\$339,930</b>
	Indirect Costs (if applicable) Approved _____ %	\$3,195
700	Property	\$0
900	Other Uses of Funds	\$0
<b>GRAND TOTAL</b>		<b>\$343,125</b>

### GRANTEE INFORMATION

### STATE DEPARTMENT OF EDUCATION

 5/14/19  
 Representative of the entity: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Division Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Ed. Finance Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

## Louisiana Department of Education Budget Detail

Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457

Program: 21st CCLC  
 Program Fiscal Year: 2019 - 2020  
 Project Number: 0  
 Submitted by: 0  
 Telephone #: 318-581-0368

Source of Funds:  Federal  State

Object Code	Expenditure Category	Amount
<b>100</b>	<b>SALARIES</b>	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % Full Time.	
	2. For part-time employees, provide applicable rates.	
	3. Attach a job description for all new positions.	
	Officials/Administrators/Managers	
EXEMPT	FT Program Director \$7,500 X 12 months	\$90,000.00
SY/SM	Data Entry \$25.00 per hour X 480 hours	\$12,000.00
Admin	Education Liaison \$1,900 X 12 months/2 (50% Admin.)	\$11,400.00
SY/SM	50% facilitating linkage between school day & after school & 50% instructional assistance to students & staff	\$11,400.00
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	

	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Other Salaries (Specify below and include similar description as classes above.)			
	<b>TOTAL SALARIES</b>			<b>\$124,800.00</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>			
	Health Insurance			
	FICA (7.65%) - Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	7.7%	\$0.00
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	1.45%	\$0.00
	Teacher Retirement (28.4%)- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	28.4%	\$0.00
	School Employees ( 30.2% )- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	30.2%	\$0.00
	Unemployment Comp. ( %)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	%	\$0.00
	Worker's Comp. ( 1%)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	1.000%	\$0.00

	Tuition Reimbursement	
	Other Benefits (Specify and provide description of benefits/salary amounts and rates.)	
	<b>TOTAL BENEFITS</b>	<b>\$0.00</b>
<b>300</b>	<b>PURCHASED PROFESSIONAL &amp; TECHNICAL SERVICES</b>	
	For every service budgeted, provide the following:	
	1. Name of vendor or consultant	
	2. Rate of Pay	
	3. Topic covered or service provided	
EXEMPT	External Evaluator (program evaluation) - SY 2020 (12 months)	\$1,000.00
Admin	Fiscal Manager \$3,500 per month X 12 months	\$42,000.00
	School Year 2019/2020	
	8 Teachers @ 240 hours X \$25/Hr.	\$48,000.00
	7 Paras @ 240 hours X \$13/Hr.	\$21,840.00
	1 Lead Site Coordinator X 240 hours X \$30/Hr.	\$7,200.00
	3 Assistant Site Coordinators X 60 hours X \$30/Hr.	\$5,400.00
	1 Transportation Coordinator @ \$30/Hr. X .5 hours per day X 120 days	\$1,800.00
	Summer 2020	
	8 Teachers @ 60 hours X \$25/Hr.	\$12,000.00
	7 Paras @ 60 hours X \$13/Hr.	\$5,460.00
	1 Lead Site Coordinator X 60 hours X \$30/Hr.	\$1,800.00
	3 Assistant Site Coordinators X 6 hours X \$30/Hr.	\$540.00
	1 Transportation Coordinator @ \$30/Hr. X .5 hours per day X 12 days	\$180.00
	4 Drivers X \$20 per day X 120 days SY 19/20	\$9,600.00
	4 Drivers X \$40 per day X 12 days Summer 2020	\$1,920.00



	Rokenbok Professional Development On-Site Training for Rokenbok Rok Blocks, Rokenbok	\$4,500.00
	Engineering Pathways, Rokenbok 3-D Printing @ \$1,125 per session X 4 sessions	
	Parental Involvement Toolbox - Project Appleseed	\$1,000.00
	Skype Professional Development Online Training with Powerpoint presentations on parent	\$1,000.00
	engagement success - 2 sessions X \$500 per session	
	<b>TOTAL PURCHASED PROF/TECH SERV.</b>	<b>\$165,240.00</b>
<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>	
	For every service budgeted, provide the following:	
	1. List sites.	
	2. List applicable rates.	
	Repairs/Maintenance (List types - e.g. equipment, etc.)	
	Rental of Equipment (List types - e.g. copier, computer, etc.)	
	Other Purchased Property Services (Specify below.)	
	<b>TOTAL PURCHASED PROPERTY SERVICES</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>	
	For all services budgeted, provide the following:	
	1. List sites	
	2. List applicable rates	
	For all travel costs budgeted provide the following:	
	1. Positions of employees to travel	
	2. Conferences to be attended	
	3. Mileage rates as applicable for local travel	

	Liability Insurance - (Annual Premium)	\$1,500.00

	Telephone -	
	Postage -	
	Printing -	
	Travel - In-State (List position title and conference to be attended and/or applicable mileage.)	
	Mandatory Trainings, Workshops, Conferences (Project Director and/or Education Liaison)	\$500.00
	Travel - Out-of-State (List position title and conference to be attended.)	
	Other (Specify below.)	
	4 Buses X 35 miles per day @ \$1.55 per mile X 120 days SY 19/20	\$26,040.00
	4 Buses X 70 miles per day @ \$1.55 per mile X 12 days Summer 2020	\$5,208.00
	Mileage - Travel - In-District	
	1 Program Director X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	1 Education Liaison X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	<b>TOTAL OTHER PURCHASED SERVICES</b>	<b>\$35,696.00</b>
<b>600</b>	<b>SUPPLIES</b>	
	<b>Provide several examples of the Materials and Supplies to be purchased</b>	
	Instructional Materials and Supplies - paper, writing instruments, educational games, headphones/earbuds for computers & iPads, printer ink, books, workbooks, notebooks, stickers, student planners, calendars, loose leaf paper, student folders, composition tablets, reading/math materials, Eureka Math Materials - modules, color paper, student binders, labels, toner, etc.	\$12,193.66
	Enrichment Supplies - Art Supplies, radios, wireless bluetooth speakers, recreational equipment, board games, basketballs, footballs, etc.	\$2,000.00





## Louisiana Department of Education Budget Summary

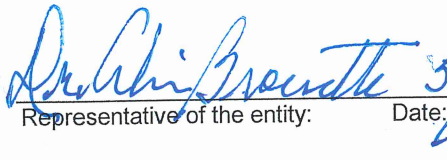
Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457  
 Source of Funds:  Federal  State

Program: 21st CCLC  
 Program Fiscal Year: 2020 - 2021  
 Project Number: \_\_\_\_\_  
 Submitted by: \_\_\_\_\_  
 Telephone #: 318-581-0368

Object Code	Expenditure Category	Amount
100	Salaries	\$124,800
200	Employee Benefits	\$0
300	Purchased Professional/Tech Svcs.	\$165,240
400	Purchased Property Services	\$0
500	Other Purchased Services	\$35,696
600	Supplies	\$14,194
800	Other Objects	\$0
	<b>Subtotal - Operating Budget</b>	<b>\$339,930</b>
	Indirect Costs (if applicable) Approved _____ %	\$3,195
700	Property	\$0
900	Other Uses of Funds	\$0
<b>GRAND TOTAL</b>		<b>\$343,125</b>

### GRANTEE INFORMATION

### STATE DEPARTMENT OF EDUCATION

 5/14/19  
 Representative of the entity: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Division Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Ed. Finance Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

## Louisiana Department of Education Budget Detail

Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457

Program: 21st CCLC  
 Program Fiscal Year: 2020 - 2021  
 Project Number: 0  
 Submitted by: 0  
 Telephone #: 318-581-0368

Source of Funds:  Federal  State

Object Code	Expenditure Category	Amount
100	SALARIES	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % Full Time.	
	2. For part-time employees, provide applicable rates.	
	3. Attach a job description for all new positions.	
	Officials/Administrators/Managers	
EXEMPT	FT Program Director \$7,500 X 12 months	\$90,000.00
SY/SM	Data Entry \$25.00 per hour X 480 hours	\$12,000.00
Admin	Education Liaison \$1,900 X 12 months/2 (50% Admin.)	\$11,400.00
SY/SM	50% facilitating linkage between school day & after school & 50% instructional assistance to students & staff	\$11,400.00
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	

	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Other Salaries (Specify below and include similar description as classes above.)			
	<b>TOTAL SALARIES</b>			<b>\$124,800.00</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>			
	Health Insurance			
	FICA (7.65%) - Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	7.7%	\$0.00
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	1.45%	\$0.00
	Teacher Retirement (28.4%)- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	28.4%	\$0.00
	School Employees ( 30.2% )- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	30.2%	\$0.00
	Unemployment Comp. ( %)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	%	\$0.00
	Worker's Comp. ( 1%)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	1.000%	\$0.00





	Rokenbok Professional Development On-Site Training for Rokenbok Rok Blocks, Rokenbok Engineering Pathways, Rokenbok 3-D Printing @ \$1,125 per session X 4 sessions	\$4,500.00
	Parental Involvement Toolbox - Project Appleseed	\$1,000.00
	Skype Professional Development Online Training with Powerpoint presentations on parent engagement success - 2 sessions X \$500 per session	\$1,000.00
	<b>TOTAL PURCHASED PROF/TECH SERV.</b>	<b>\$165,240.00</b>
<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>	
	For every service budgeted, provide the following:	
	1. List sites.	
	2. List applicable rates.	
	Repairs/Maintenance (List types - e.g. equipment, etc.)	
	Rental of Equipment (List types - e.g. copier, computer, etc.)	
	Other Purchased Property Services (Specify below.)	
	<b>TOTAL PURCHASED PROPERTY SERVICES</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>	
	For all services budgeted, provide the following:	
	1. List sites	
	2. List applicable rates	
	For all travel costs budgeted provide the following:	
	1. Positions of employees to travel	
	2. Conferences to be attended	
	3. Mileage rates as applicable for local travel	

	Liability Insurance - (Annual Premium)	\$1,500.00

	Telephone -	
	Postage -	
	Printing -	
	Travel - In-State (List position title and conference to be attended and/or applicable mileage.)	
	Mandatory Trainings, Workshops, Conferences (Project Director and/or Education Liaison)	\$500.00
	Travel - Out-of-State (List position title and conference to be attended.)	
	Other (Specify below.)	
	4 Buses X 35 miles per day @ \$1.55 per mile X 120 days SY 19/20	\$26,040.00
	4 Buses X 70 miles per day @ \$1.55 per mile X 12 days Summer 2020	\$5,208.00
	Mileage - Travel - In-District	
	1 Program Director X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	1 Education Liaison X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	<b>TOTAL OTHER PURCHASED SERVICES</b>	<b>\$35,696.00</b>
<b>600</b>	<b>SUPPLIES</b>	
	Provide several examples of the Materials and Supplies to be purchased	
	Instructional Materials and Supplies - paper, writing instruments, educational games, headphones/earbuds for computers & iPads, printer ink, books, workbooks, notebooks, stickers, student planners, calendars, loose leaf paper, student folders, composition tablets, reading/math materials, Eureka Math Materials - modules, color paper, student binders, labels, toner, etc.	\$12,193.66
	Enrichment Supplies - Art Supplies, radios, wireless bluetooth speakers, recreational equipment, board games, basketballs, footballs, etc.	\$2,000.00





## Louisiana Department of Education Budget Summary

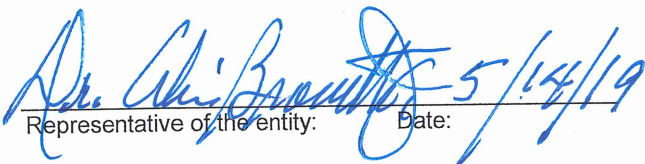
Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457  
 Source of Funds:  Federal  State

Program: 21st CCLC  
 Program Fiscal Year: 2021 - 2022  
 Project Number: \_\_\_\_\_  
 Submitted by: \_\_\_\_\_  
 Telephone #: 318-581-0368

Object Code	Expenditure Category	Amount
100	Salaries	\$124,800
200	Employee Benefits	\$0
300	Purchased Professional/Tech Svcs.	\$165,240
400	Purchased Property Services	\$0
500	Other Purchased Services	\$35,696
600	Supplies	\$14,194
800	Other Objects	\$0
	<b>Subtotal - Operating Budget</b>	<b>\$339,930</b>
	Indirect Costs (if applicable) Approved _____ %	\$3,195
700	Property	\$0
900	Other Uses of Funds	\$0
<b>GRAND TOTAL</b>		<b>\$343,125</b>

### GRANTEE INFORMATION

### STATE DEPARTMENT OF EDUCATION

  
 Representative of the entity: \_\_\_\_\_ Date: 5/14/19

Approved Division Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Approved Ed. Finance Director/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

## Louisiana Department of Education Budget Detail

Name of Eligible Recipient: Brossette Educational Management  
 Mailing Address: 15558 HWY 84  
 City, State, Zip: Natchitoches, LA 71457

Program: 21st CCLC  
 Program Fiscal Year: 2021 - 2022  
 Project Number: 0  
 Submitted by: 0  
 Telephone #: 318-581-0368

Source of Funds:  Federal  State

Object Code	Expenditure Category	Amount
<b>100</b>	<b>SALARIES</b>	
	Under each salary heading, provide the following:	
	1. Denote # of full-time employees in each group and % Full Time.	
	2. For part-time employees, provide applicable rates.	
	3. Attach a job description for all new positions.	
	Officials/Administrators/Managers	
EXEMPT	FT Program Director \$7,500 X 12 months	\$90,000.00
SY/SM	Data Entry \$25.00 per hour X 480 hours	\$12,000.00
Admin	Education Liaison \$1,900 X 12 months/2 (50% Admin.)	\$11,400.00
SY/SM	50% facilitating linkage between school day & after school & 50% instructional assistance to students & staff	\$11,400.00
	Teachers	
	Clerical/Secretarial	
	Aides/Paraprofessionals	

	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.)			
	Daily Rate:	\$0.00	X 0	\$0.00
	Hourly Rate:	\$0.00	X 0	\$0.00
	Other Salaries (Specify below and include similar description as classes above.)			
	<b>TOTAL SALARIES</b>			<b>\$124,800.00</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>			
	Health Insurance			
	FICA (7.65%) - Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	7.7%	\$0.00
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	1.45%	\$0.00
	Teacher Retirement (28.4%)- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	28.4%	\$0.00
	School Employees ( 30.2% )- Provide Total Salary Amount used to determine benefit cost.			
	\$0.00	X	30.2%	\$0.00
	Unemployment Comp. ( %)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	%	\$0.00
	Worker's Comp. ( 1%)-Provide Total Salary Amount and Rate used to determine benefit cost.			
	\$0.00	X	1.000%	\$0.00





	Rokenbok Professional Development On-Site Training for Rokenbok Rok Blocks, Rokenbok	\$4,500.00
	Engineering Pathways, Rokenbok 3-D Printing @ \$1,125 per session X 4 sessions	
	Parental Involvement Toolbox - Project Appleseed	\$1,000.00
	Skype Professional Development Online Training with Powerpoint presentations on parent	\$1,000.00
	engagement success - 2 sessions X \$500 per session	
	<b>TOTAL PURCHASED PROF/TECH SERV.</b>	<b>\$165,240.00</b>
<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>	
	For every service budgeted, provide the following:	
	1. List sites.	
	2. List applicable rates.	
	Repairs/Maintenance (List types - e.g. equipment, etc.)	
	Rental of Equipment (List types - e.g. copier, computer, etc.)	
	Other Purchased Property Services (Specify below.)	
	<b>TOTAL PURCHASED PROPERTY SERVICES</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>	
	For all services budgeted, provide the following:	
	1. List sites	
	2. List applicable rates	
	For all travel costs budgeted provide the following:	
	1. Positions of employees to travel	
	2. Conferences to be attended	
	3. Mileage rates as applicable for local travel	

	Liability Insurance - (Annual Premium)	\$1,500.00

	Telephone -	
	Postage -	
	Printing -	
	Travel - In-State (List position title and conference to be attended and/or applicable mileage.)	
	Mandatory Trainings, Workshops, Conferences (Project Director and/or Education Liaison)	\$500.00
	Travel - Out-of-State (List position title and conference to be attended.)	
	Other (Specify below.)	
	4 Buses X 35 miles per day @ \$1.55 per mile X 120 days SY 19/20	\$26,040.00
	4 Buses X 70 miles per day @ \$1.55 per mile X 12 days Summer 2020	\$5,208.00
	Mileage - Travel - In-District	
	1 Program Director X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	1 Education Liaison X 40 miles per day X \$.51 per mile X 60 days	\$1,224.00
	<b>TOTAL OTHER PURCHASED SERVICES</b>	<b>\$35,696.00</b>
<b>600</b>	<b>SUPPLIES</b>	
	<b>Provide several examples of the Materials and Supplies to be purchased</b>	
	Instructional Materials and Supplies - paper, writing instruments, educational games, headphones/earbuds for computers & iPads, printer ink, books, workbooks, notebooks, stickers, student planners, calendars, loose leaf paper, student folders, composition tablets, reading/math materials, Eureka Math Materials - modules, color paper, student binders, labels, toner, etc.	\$12,193.66
	Enrichment Supplies - Art Supplies, radios, wireless bluetooth speakers, recreational equipment, board games, basketballs, footballs, etc.	\$2,000.00





## 21<sup>st</sup> Century Community Learning Centers Program Veteran/Hudson Initiative Page

### Instructions

Place a check in the box(s) of the initiative and subcontractor status that your organization qualifies. Additionally, provide the documentation to support the boxes chosen. NOTE: If a box has been checked and the proposer does not provide documentation the proposer will receive zero (0) points in this area. The proposer will only receive a maximum 12 ( twelve points in this area).

	Points	Check the box that applies
Veteran-Owned and/or Service-Connected Disabled Veteran-Owned Small Entrepreneurship (LaVET)	12	<input type="checkbox"/>
Hudson Initiative Small Entrepreneurship (SE)	10	<input checked="" type="checkbox"/>
Proposer NOT SE but partners/engages <b>with more than one</b> SE as a subcontractor or distributor.	8	<input type="checkbox"/>
Proposer NOT SE but partners/engages <b>with one</b> SE as a subcontractor or distributor.	4	<input type="checkbox"/>
SE that serves as the subcontractor has <b>at least</b> 10 years of experience with positive results.	3	<input type="checkbox"/>
SE that serves as the subcontractor has <b>at less</b> 10 years of experience with positive results.	2	<input type="checkbox"/>
SE that serves as the subcontractor has anticipated earnings of 30% of the total contract.	3	<input type="checkbox"/>
SE that serves as the subcontractor has anticipated earnings <b>less than</b> 30% of the total contract.	2	<input type="checkbox"/>
<b>TOTAL POINTS</b>	10	



# LOUISIANA DEPARTMENT OF EDUCATION

## Addendum #5 for RFP 678PUR-3000012102 Responses to Second Set of Proposer Inquiries Posted May 8, 2019

Page 90 of the RFP, the Veteran/Hudson Initiative Page, is revised to read as follows:

### Veteran/Hudson

### 21<sup>st</sup> Century Community Learning Centers Program Veteran/Hudson Initiative Page

#### Instructions

Place a check in the box(s) of the initiative and status for which your organization qualifies, or if Proposer is NOT SE (Hudson) or LaVET certified, but has engaged one or more SE or LaVET certified subcontractors, proposer shall provide the information regarding certified subcontractors in order to obtain any applicable Hudson/Veterans initiative points. Additionally, provide the documentation to support the boxes chosen.

NOTE: If a box has been checked and the proposer does not provide documentation the proposer will receive zero (0) points in this category. The proposer will only receive a maximum of 12 (twelve points in this category). It is mandatory to include this information in order to obtain any allotted points.

	Points	Check the box that applies
Veteran-Owned and/or Service-Connected Disabled Veteran-Owned Small Entrepreneurship (LaVET)	12	<input type="checkbox"/>
Hudson Initiative Small Entrepreneurship (SE)	10	<input checked="" type="checkbox"/>

If the Proposer is **NOT** a certified small entrepreneurship, but has engaged one (1) or more Veterans Initiative or Hudson Initiative certified small entrepreneurship(s) to participate as subcontractors, the Proposer shall provide the following information for each certified small entrepreneurship subcontractor in order to obtain any applicable Veterans Initiative or Hudson Initiative points:

- i. Subcontractor's name;
- ii. Compensated Subcontractor's Veterans Initiative and/or the Hudson Initiative certification;
- iii. A detailed description of the work to be performed; and
- iv. The anticipated dollar value of the subcontract for the three-year contract term. (As verified in your required budget forms)



DIVISION OF SMALL BUSINESS SERVICES

This certification acknowledges that

**Brossette Educational Management**

is Certified-Active as a Small Entrepreneurship with  
Louisiana Economic Development's Hudson Initiative.

This certification is valid from 4/29/2019 to 4/29/2020.

Certification No. 18439

A handwritten signature in black ink, appearing to read "John W. Matthews, Jr.", is written over a thin horizontal line.

John W. Matthews, Jr.,  
Executive Director, Entrepreneurial Services



## Malkin

From Page 4

their toll. Moreover, our constitutionally mandated decennial count has become a full-employment program for ideologically driven liberal interest groups cashing in on the census-gathering process and reshaping the electoral landscape. During the last census under President Barack Obama, with \$300 billion in federal funding at stake, social justice groups from Soros-funded ACORN to Soros-funded Voto Latino to the Soros-allied SEIU were enlisted to count heads and help noncitizens feel "safe."

The Census boondoggle has become a tax-subsidized national future Democratic voter outreach drive. Soros' operations, along with 77 other liberal foundations, have invested \$30 million to make illegal immigrants count. The Open Society Institute's grantees and partners on coopting the Census for Democrat gains include the Southern Coalition for Social Justice, Miami Workers Center, Mexican American Legal Defense

and Educational Fund, Southwest Workers Union, New York Community Trust, New York Foundation, Center for American Progress, People for the American Way and the Funders Census Initiative. A recently leaked internal board document revealed that the Soros network has coordinated efforts for the past four years to "influence appropriations for the Census Bureau" and add new racial and ethnic categories.

The Census Bureau will need 500,000 temporary workers to conduct the count in what will already be a hyperpolarized election year. However the Supreme Court rules on the citizenship question, the Trump administration must ensure that Open Borders Inc. does not co-opt the enumerator corps. As SorosWorld well understands: Power lies not just with who is being counted, but who's doing the counting.

Michelle Malkin's email address is writemalkin@gmail.com.

## Gardes

From Page 4

Trump, who pledged to drain the swamp of fraud and waste. What are the chances he will end this 'Seam' before the 2020 election?

Steve Gardes is a Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) with over 40 years of public accounting experience.

## Honor Roll

### Delhi High School

Delhi High School principal Ramona Drungo is proud to announce the honor roll students for the fifth six-week grading period.

#### Banner Roll (All A's):

- Tenth grade: Shaterian Hedgemom and Aerial Quarles.
- Twelfth grade: Dezire Parker.

#### Honor Roll (A's and B's):

- Ninth grade: Dedric Candler, Ayiana Dorsey, Tassja Grady and Jantyah Williams.
- Tenth grade: Jakyra Al-

len, Aaliyah Brown, Sherry Burrell, Dannya Carroll, Candace Carson, Sameron-te Humes, Tyler Jones and Mukaylah Lynch.

- Eleventh grade: Emmanuel Anderson, Anthony Craig, Shanya Kelly, Jessica Tullies.
- Cashmerian Vaughn and Camharan Washington.

- Twelfth grade: Ladayia Cleveland, Aquasia Dixon, Drake Tierra, Gray Aniyah, Shereeka Grimes, Island Da'Shun, Armani Jackson, Cameron McDowell, Tyra Powell, John Smith, Markiya Tucker-Williams and Morgan Tucker-Williams.

**Brossette Educational Management**, a non-profit organization in conjunction and in partnership with Richland Parish Public Schools intends to submit a proposal in response to the Request for Proposals for the 21st Century Community Learning Centers through the Louisiana Department of Education. The proposal is for the learning centers to provide: Mathematics, Science, English Language Arts, Art-Music-Dance-Theater, Technology-Video-Media, Family Literacy, Tutoring and STEAM. The final version of the proposal will be available on the district website after May 8, 2019 when the final proposal version has been submitted.

## The Richland Parish School Board

is currently accepting applications for:

### PRINCIPAL

Assigned to Mangham High School, Mangham Junior High School, & Start Elementary School

Applicant must have at minimum:

- 5 years of successful teaching experience
- Educational Leadership or Principal certification
- Master's degree in Education

Leadership experience is preferred.

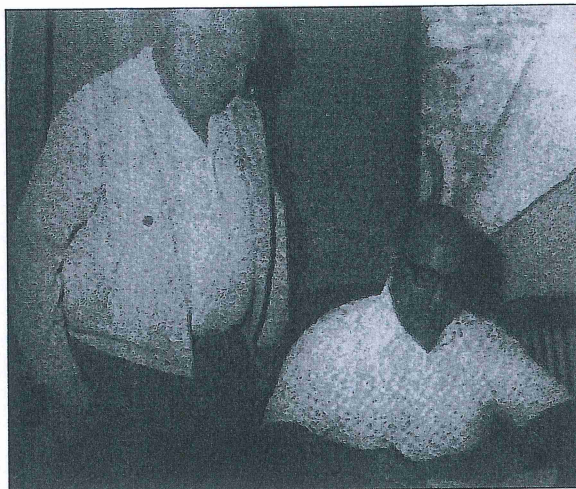
Applications can be requested by telephone by calling (318)728-5964; from the school district website [www.richland.k12.la.us](http://www.richland.k12.la.us); or by visiting the central office complex.

Application should be directed by mail to Director of Personnel, Richland Parish School Board, 411 Foster Street, PO Box 599, Rayville, LA 71269; by email to [personnel@richland.k12.la.us](mailto:personnel@richland.k12.la.us); or by visiting the central office complex.

Applications must be received no later than 4:00 p.m. on Monday, May 6, 2019.

## Over 100 Years of Community Banking

### Remembering our past...



### Beef Month

Frellson Reese of the Richland Parish Cattleman's Association looks on as Rayville Mayor Joe Kallil signs a proclamation naming May 1976 as Beef Month in the town.



1902

Richland State Bank

2019

Member FDIC

## Holly Ridge Happenings

Every once in a while, an ewe will give birth to a lamb and reject it.

There are many reasons she may do this. If the lamb is returned to the ewe, the mother may even kick the poor animal away.

Once an ewe rejects one of her lambs, she will never change her mind. The little lambs will hang their heads so low that it looks like something is wrong with its neck. Their spirit is broken.

These lambs are called "bummer lambs." Unless the shepherd intervenes, that lamb will die, rejected and alone.

So, do you know what the shepherd does? He takes that rejected little one into his home, hand-feeds it and keeps it warm by the



Shirley Thompson

fire. He will wrap it up in blankets and hold it to his chest so the bummer can hear his heartbeat.

Once the lamb is strong enough, the shepherd will place it back in the field with rest of the flock, but that sheep never forgets how the shepherd cared for him when his mother rejected him.

When the shepherd calls for the flock, guess who runs to him first? That's right, the bummer sheep. He knows his voice intimately the ones who love it. It's not that it is loved more, it just believes it because it has experienced that love once on one.

So many of us are bummer lambs, rejected and broken. But He is the good Shepherd. He cares for our

every need and holds us close to His heart so we can hear His heart beat. We may be broken but we are deeply loved by the Shepherd.

It was my privilege to be invited to go to the surprise birthday party for my little great, great niece, Riena Rawls last Tuesday for Taco Tuesday at the La Fonda Mexican Restaurant in Delhi. She was surprised and we did enjoy with food, fellowship and fun!

The Tanja Thompson family enjoyed Easter on the Saturday before at the home of Kyle and Mara Browns in Monroe. Those sharing and enjoying the grilling and all the trimmings were Tonja, Mara and Kyle, Juri, Maria, Aubre Thompson of Monroe, Nike, Tiernan and Teigan Thompson of Vicksburg.

Minko, Seth, Jacob, Carl, Peyton and Lauran Thompson from Goodwill. Unable to attend was Sarah and Christian Thompson. Had a great day!

Listen up! All you swimmer pool owners, check your skimmers before you slick your hand in it. For some 39 years we did ours like that but Wednesday late evening, my Greg was gonna clean it and a little copper head snake didn't like that so he bit him on the inside of his hand. Two nights in Glennwood and several vials of anti venom later, he is home and very observant even of the little sticks, Hat Thanks for all your prayers!

The Bible is meant to be Bread for daily nourishment, not cake that is taken out for special occasions!

Happenings, Page 8

## PUBLIC NOTICE

The Richland Parish School Board is currently accepting applications for

### PRINCIPAL

assigned to Rayville High School and Rayville Elementary School

Applicant must have at minimum:

- 5 years of successful teaching experience
  - Educational Leadership or Principal certification
  - Master's degree in Education
- Leadership experience is preferred

Applications can be requested by telephone by calling (318)728-5964, from the school district website [www.richland.k12.la.us](http://www.richland.k12.la.us) or by visiting the central office complex.

Application should be directed by mail to: Director of Personnel, Richland Parish School Board, 411 Foster Street, PO Box 599, Rayville, LA 71269; by email to [personnel@richland.k12.la.us](mailto:personnel@richland.k12.la.us); or by visiting the central office complex.

Applications must be received no later than 4:00 p.m. on Monday, May 13, 2019.



**Abstract** – The contact name and telephone number for this proposer is Alvin Brossette, 318-581-0368. The proposal is valid for a time period of at least ninety calendar days from the date of submission. Brossette Educational Management will comply with the terms as set forth in the sample contract included in this Request for Proposal. Brossette Educational Management's proposed mission for the 21<sup>st</sup> Century Community Learning Center is to provide high quality instruction and enrichment with the goal of increasing student achievement through a redesign of the current composition of learning time for students and their families which in turn will demonstrate a sustainable positive impact for all stakeholders. This redesign of learning time will include intensive interventions during after school hours through an extension of the instructional school day and year with summer school to be included. English Language Arts and Mathematics Tier 1 interventions will be delivered to students at achievement level based on the current curriculum areas being addressed in the classroom at the current time. A partnership with the school district to provide state recommended training to teachers through TNTP Good to Great will assist in the planning of and the delivery of effective Tier 1 interventions to all students participating. Proper techniques based on four qualities of great teachers including thoughtful planning, relationship building, and community focused teaching and dedication to exceptional results are all benefits of the Good to Great program. All of the schools applying for services through this opportunity are schools labeled CIR (Comprehensive Intervention Required) or UIR (Urgent Intervention Required). The community to be served in this project is Richland Parish Public Schools with the specific communities of Rayville and Delhi being the focal point on concentration for the proposal. The

projected number of participants is two hundred and twenty five (225) students. Rayville Elementary School will have an enrollment of two hundred and sixty one (261) students with thirty percent (35%) or ninety (90) students of the enrollment targeted for participation. Rayville Junior High School has a projected enrollment of one hundred forty one (141) students with thirty two percent (32%) or forty five (45) students of enrollment targeted for services. Delhi Elementary School has a projected enrollment of one hundred fifty (150) students with thirty percent (30%) or forty five (45) students targeted for participation. Finally Delhi Middle School has a projected enrollment of one hundred thirty four (134) students with thirty four percent (34%) of the total enrollment targeted to receive services. The grade levels being served in this proposal for Rayville Elementary School will be grades Kindergarten through fifth grade. Students attending and participating in the school site at Rayville Junior High School will be grades sixth through eighth. Delhi Elementary School will be serving students in this proposal that attend grades kindergarten through fifth and students attending Delhi Middle School will be served in grades sixth through eighth. These school sites will be partners and will be providing "in kind" use of facilities and access to teachers, paras, transportation workers and food service personnel with access to make the program implementation seamless. Use of subcontractors will remain under the allocated allowable amount of thirty five percent (35%). No subcontractor in this proposal would make up greater than or equal to thirty five percent of the proposed budget.

**Demonstration of Need** - Keeping in mind the Principles of Effectiveness and based on an examination of student needs, four sites have been selected for this 21<sup>st</sup> Century Proposal. The four sites are AUS schools and include Rayville Elementary School,

Rayville Junior High School, Delhi Elementary School, and Delhi Middle School. School Of the third graders tested at Delhi Elementary School eighty-one percent were not proficient in English Language Arts and forty-seven percent were not proficient in Mathematics. Of the fourth graders tested at Delhi Elementary School sixty-six percent were not proficient in English Language Arts and seventy percent were not proficient in Mathematics. The literacy rates at Delhi Elementary School are measured by DIBELS. At Delhi Elementary School at the beginning point of the year for the current school year forty seven percent (47%) of students in grades Kindergarten through third grade required Intensive Intervention. Eighteen percent (18%) required Strategic Support and thirty five percent (35%) required Core Support. Delhi Elementary End of Year DIBELS assessments showed that thirty one percent (31%) of students required Intensive Support, eleven percent (11%) required Strategic Support and fifty eight percent (58%) required Core Support. This demonstrates the critical need for support programs for this community. At Delhi Middle School sixty percent of students were not proficient in English Language Arts and 62.2 percent were not proficient in Mathematics. Rayville Elementary School had a school performance score of 44.1 with fifty-nine percent of students not proficient in English Language Arts and seventy-one percent not proficient in Mathematics (Louisiana Department of Education, School Report Cards, 2017-18). At Rayville Elementary School, fifty-one percent of students across grades Kindergarten through Third Grade required intensive intervention strategies to begin the current school year. (University of Oregon Center on Teaching and Learning, 2015). Rayville Junior High School had a school performance score of 50.3. Fifty-five percent of students attending Rayville Junior High School were not proficient in English Language



Arts. Seventy-one percent were not proficient in Mathematics. The overall population for Richland Parish is twenty thousand one hundred ninety two (V2018). Richland Parish had a -2.6% growth percentage of population since the last census. The unemployment rate is 7.6 percent. The per capita personal income is nineteen thousand nine hundred seventy five dollars. The median household income is thirty-four thousand seven hundred forty five dollars. The poverty rate is 27.8 percent. 79.4 percent of adults twenty-five years of age or over have a high school diploma or more. 15.4 percent of adults twenty-five years of age or over have a Bachelor's degree or more (U.S. Census Bureau, 2017). Truancy and violence are not considered to be major problems in the schools. Results from parent and student surveys will be utilized in the planning and implementation of instructional and enrichment activities for all participants. All of the schools are Title I schools. Needs have been identified based on LANA and will be addressed, in collaboration with the school district and community, to include the following: questionnaires, focus groups, surveys, faculty needs assessments, administrative interview and school and class observation summaries. All schools are also CIR (Comprehensive Intervention Required) schools. Literacy challenges tend to impact learners in all endeavors of their educational journey. Character skills are going to be a focus of this proposal as the interaction with your community members must be organized and effective and these are qualities that all of our proposed participants need assistance and focus placed accordingly. Family literacy is an objective of this program being proposed as the achievement level of students the district and schools receive generally are not at grade level as demonstrated by beginning of the year DIBELS assessments. The achievement gap for



these students begins prior to their enrollment in the district and schools of Richland Parish. One of the great risk factors for participants in these schools is exposure which in turn creates awareness and learning opportunities that are not solely related and reliant on school activities. One remedy the proposed program seeks to provide is the exposure to college opportunities which reside twenty miles away. All of these four year universities provide well rounded opportunities for the students who will participate in our program. The realization that involvement and participation on the entire families part along with encouragement to come to expect great outcomes for one's success cannot begin early enough for our population of participants in order to make this a reality. Field trips will be provided through the program in order to expose participants to the availability and proximity of opportunities along with the encouragement and expectation to take full advantage of everything available. To address the need for improvement in literacy the program will work with families to begin to address literacy needs at an early age to provide the school district and schools with a more advantageous starting point at which they receive students. This will be done through family literacy nights and the availability of learning opportunities to families. Enrichment opportunities such as STEAM, technology and character development (SEL) will also play an integral role in providing these additional learning opportunities which at different intervals in the student learning process the involvement of the family in supporting and making the learning process, which at times is challenging, also needs to have an enjoyable connotation to encourage the involvement and interaction with all stakeholders. Tier 1 interventions will be delivered to the whole class body while Tier 2 interventions will be delivered in small groups and individual interventions on the

level of Tier 3 will be done by the regular school day. After school tutoring will be in connection to the regular day efforts as learning communities are divided into three groups while state approved 21<sup>st</sup> Century Community Learning Centers curriculum is utilized. The curriculum selected is the same curriculum as is used by the school district in the areas of English Language Arts and mathematics to provide the exact and immediate alignment of resources. The familiarity of these learning resources is key as they are state approved tier intervention materials and personnel have been trained on the proper use and implementation. All of the listed sources have been retained and studied in the development of this proposal to address the needs that have been identified by the participating entities. The entire parent component consisting of the parent's participation in school activities supporting their student's educational endeavors is lacking involvement based on the Louisiana Needs Analysis (LANA) instrument of assessing the area of parental involvement in all four sites. Academic interventions provided by the proposer in the areas of English Language Arts and Mathematics will be the main avenue for improving student achievement with all the research based strategies and practices that have consistently demonstrated academic increases for students and their families. One strategy will be to, along with teachers working within the program, analyze student state assessment data, group students and identify and deliver appropriate instruction at achievement level. Instruction shall be based on two sets of criteria; one being the current achievement level of the student due to research showing that students must be addressed at their current level of understanding in a given curriculum area and advance to the level the student should be performing at which in most if not all cases is grade placement level. The proposal

will also integrate homework assistance that will address content at grade placement level with this portion delivered by a certified teacher as additional instruction is sometimes required. This will address a specific request of families in Richland Parish.

Communicating – Communication between the home and school is regular, two way and meaningful. 21<sup>st</sup> CCLC Welcome Night will set the stage for our program year. It will provide an opportunity to meet parents, explain policies and procedures, answer questions and assure parents of our commitment to their children and the community. Parenting skills are promoted and supported. It is important to provide training for parents, we think of parenting skills as ways to nurture and help children develop. Parents play an integral role in assisting student learning. A typical classroom teacher may spend several minutes a day providing individual instruction to students. Encouraging parents to spend twenty to thirty minutes per night with their children will amplify the amount of individual attention that child receives. Parents are full partners in the decisions that affect children and families. When parents feel they have input, attitudes toward the school and student learning process improves. Our parent advisory board will serve to communicate and involve the parent in this aspect. Community resources are used to strengthen schools, families and student learning. Utilize all available community resources and allow the school to be a resource to the community. When parents are involved, students achieve more, regardless of socio-economic status, ethnic or racial background or their parent's education level. Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education. In programs that are designed to involve parents in full partnerships, student achievement for at-risk students improves significantly.



“Collaboration with families is an essential component of a reform strategy, but it is not a substitute for high quality education programs or comprehensive school improvement.” (National PTA, 2006). Good to Great trained teaching personnel will implement front loading of content where content is introduced and students are exposed to material that is upcoming in the schedule of instruction. Initially, BEM staff will meet with instructors to establish baseline assignments for students based on the most current state and district assessments. In each setting, a group of fifteen students is assigned to one instructor. Group activities or possibly individual activities are more appropriate for meeting the needs of the students. Instruction will begin at Tier 1, and then based on the outcomes the data will immediately determine when Tier 2 is necessary as well as the need for Tier 3. 21<sup>st</sup> CCLC’s proposed program will concentrate on the connection to the regular school day in delivering Tier 1 interventions by trained personnel and key on the introduction and exposure to instructional content through the front loading of assignments in a methodical fashion.

**Community Notice and Private School Consultation** - The applicant in this proposal set meetings with the school district and planned the submission of this proposal with the relevant school goals communicated to the district superintendent and staff. Once this meeting had taken place then the four principals of the school sites were met with and communicated with in order to take suggestions as to what would be most beneficial for their school site. Building principals were met with again along with PTO participants to provide the community the information that the proposal was going to be submitted along with the intentions of the proposal and what would be provided. The person who will serve as the educational liaison also made personal phone calls to



parents discussing the submission of the proposal. The private school in Richland Parish that would qualify a private school eligible to receive funds was notified through telephone conversation and declined to participate in the 21<sup>st</sup> CCLC RFP submission for services to be provided to their school. The community is notified of the intent to submit a proposal in response to this RFP through three sources. The first initial source was face to face contact with parents and telephone conversations the educational liaison had with families. The second source is posting the intent to submit a response to this RFP on the school district's website. The third and final source of notification that the RFP will be responded to is through the parish newspaper, The Richland Beacon. The posting of this information to the district website will provide the community with a copy of what has been submitted in reference to the RFP, as well as, will give the proposer the ability to provide the community with updates as to the progress of the RFP as well as all pertinent documentation once the RFP response has been submitted.

**Community Collaborations** - The partnerships that have been developed with the applying proposer are with the school district of Richland Parish along with the four participating school sites. The proposer of this grant has extensive experience in working with schools in need of improvement and has a proven track record in making the desired outcomes a reality. With the challenges that face schools and families in Richland Parish the proposer has worked with the school district in being a part of the redesign efforts with a plan as to how to connect with the regular school day for 21<sup>st</sup> Century Community Learning Center in Richland Parish to be a successful part of their efforts. The initial impact comes from planning for the partnership with Richland Parish to supply teachers and paraprofessionals that are trained on the quality delivery of Tier

1 interventions to students. This partnership with the school district in providing assistance with use of school buildings, access to professionally trained teaching personnel, food services and very importantly with access to student test scores and district evaluation data will greatly assist in the sustainability measures for the program. Evaluations will be performed and communicated in conjunction with the school district personnel as they are a key stakeholder in the proposed efforts. In support of the extensive instructional program student recreational time and movement is very important. Field days will be planned targeted activity twice per year in an attempt to provide exposure to physical fitness opportunities and also to family time. This will be a twice per year opportunity outside of work time for families to participate in the program with their student. Based on the district needs assessment parent participation is a constant goal of improvement and the attempt to provide a setting at the school site with a non-threatening and positive atmosphere such as field day will prosper the outreach to students and their families. Parents in the after school setting will also be welcomed to attend their students after school setting along with them to learn with their student the skills being taught during 21<sup>st</sup> Century Community Learning Centers so that they may encourage and participate with their student(s) during out of school time. The key partnership in this proposal is the one with the school district where services are being proposed. This partnership provides the 21<sup>st</sup> Century program with access to safe school facilities where students are already housed at the beginning of the after school program. Time is allowed to be used most effectively because the partnership allows services to begin immediately after school and will require 21<sup>st</sup> CCLC to provide one way transportation during the school year. This key partnership also provides access

safe and nutritional snacks for students to be provided through the food services portion of the school district. During summer school food services also provides breakfast and lunch for participants of 21<sup>st</sup> CCLC. Upon implementation of the 21<sup>st</sup> CCLC program and in conjunction with the school district BEM will seek to develop partnerships with University of Louisiana at Monroe, Louisiana Tech and Grambling State University to offer exposure to 21<sup>st</sup> CCLC students to college experiences and expectations. Partnerships developed with the four participating schools along with the buy in from principals allows access to school goals for the regular day and evaluation data from classroom teachers to connect 21<sup>st</sup> CCLC to the regular day successes and outcomes. Smart Bodies is an innovative three part program of nutrition and physical activities which is integrated into core curriculum academics to prevent children from becoming overweight or obese. This program targets children Kindergarten through fifth grade and consists of four components. Also included will be the Take Ten Movement Program. The students to be served through this proposal will be an overall total of two hundred twenty five students (225) from the four school sites proposed. Rayville Elementary will account for ninety (90) students, Rayville Junior High School will account for forty five (45) students, Delhi Elementary School will account for forty five (45) students and Delhi Middle School will be represented by forty five (45) students. All participating schools are CIR schools and all schools participating are Title I schools. Students for the program will be notified that the program will be offered to students of their school. Information regarding the program will be advertised and information and enrollment forms will be sent home with students in beginning of the school year student information packets. BEM Project Director and Educational Liaison will attend Back to



School events to inform in another form the participation by the school and availability of the 21<sup>st</sup> CCLC program to their students. Student enrollment forms will be taken in and students will be selected based on the greatest need and attendance policies will be shared with families as a waiting list for attendees will be developed. Technology in the form of iPads and laptop computers will be taken advantage of to deliver training to families on the use of technology through scheduled family participation events in the form of Technology Night for Families. Family literacy will be embedded in these activities as literacy refers to English Language Arts and Mathematics literacy. Tutoring is another key element of the program and will take place in relation to English Language Arts and Mathematics. Science will be addressed through STEAM activities with Rokenbok Education STEM labs that are used to instruct students on robotics development. The times of the day that have been identified to be most effective for the students, school and district are after school beginning at the time students are released from the regular day at three o'clock in the afternoon until five o'clock in the evening. The days of the week the program will be available will be Monday, Tuesday, Wednesday and Thursday of each week on the calendar to offer the proper number of days, weeks and hours required. The times of the year for program operation will begin in September through December for the fall semester and January through May so that the program is offered throughout the school year to give families opportunity to receive services at all times the school buildings being utilized for services are available. Based on the schedule of the school district a Summer Institute will be held during the month of June each year of the proposal. This will serve to keep families involved with 21<sup>st</sup> CCLC



throughout the year and will allow for BEM personnel to have July for training and planning opportunities for upcoming services to be well planned.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
3:07 – 3:15 Duty Dispense snacks and bathroom @ snack	3:07 – 3:15 Duty Dispense snacks and bathroom @ snack	3:07 – 3:15 Duty Dispense snacks and bathroom @ snack	3:07 – 3:15 Duty Dispense snacks and bathroom @ snack
Tutoring ELA Group 1	Tutoring ELA Group 2	Tutoring ELA Group 3	Tutoring ELA Group 1
Tutoring MATH Group 2	Tutoring MATH Group 3	Tutoring MATH Group 1	Tutoring MATH Group 2
Enrichment Group 3 Switch @ 4:15	Enrichment Group 1 Switch @ 4:15	Enrichment Group 2 Switch @ 4:15	Enrichment Group 3 Switch @ 4:15

Enrichment is also key in their learning process and will incorporate technology and STEAM activities for a well-rounded daily experience. Family literacy will also be incorporated as parents will be invited to attend after school activities to be a part of the learning process with their student. The staff to student ratio for the proposed program will be 15:1, which allow for Tier 1 interventions to be delivered and students divided into learning communities of three five student groups for more individualized learning to be delivered to students. To ensure the program will coordinate with the student's school day the educational liaison will play a very important role. The education liaison is a person who is from the school district, served as a teacher and principal in the school district and has a relationship with the families, current principals and district personnel. The educational liaison frequently meets with the district superintendent and his staff in discussing current academic goals of the school district and future expectations for all students. Teachers are trained and through professional

development provided to this staff through the partnership with the program the school goals, objectives and expected outcomes are identified. Participation in this professional development by the educational liaison will provide the program instant knowledge of the expectations in creating continuity desired by the program. After school efforts we believe should be in direct support of the regular day and should work in conjunction with and not in an isolated effort. Regular meetings with the education liaison and the school principals and site coordinators will provide continuity and communication of the expectations and academic goals we are all working toward mastery of. The coordination of joint use of the facility will occur with the project director, educational liaison and school building principal. The school sites will be available to the program from the time of the end of the regular day until the close of the program at the end of after school services. During the summer the schools will be available to 21<sup>st</sup> CCLC programming for the Summer Institute. This will give families comfort in knowing their student is in a familiar and safe setting. The setting where the program will be housed for all three years of the grant are school sites of Richland Parish schools which are all safe and in compliance with the American Disabilities Act requirements and regulations for all of their students. Students will travel safely to and from sites on Richland Parish buses that the program is granted access to through its partnership with the school district. This ensures safe and equitable access to facilities and transportation to and from 21<sup>st</sup> CCLC sites. Notification to families of location of services and services offered will regularly be placed in student bulletins that go home with students. In addition to this information going home in student packets, signage will be placed in the district board office and in the offices of each school site. Further

notification will be placed on the school district website and also on each individual school webpage. Promoting relationships with churches in the community, offering programs such as Technology Night and Family Night where services are offered to the community in conjunction with their student will promote time spent with the 21<sup>st</sup> CCLC program during times that are convenient for parents who are working. Families will be encouraged to support the efforts of awareness in aforementioned plans to facilitate relationships with nearby universities to make families as well as students cognizant of the fact that the possibility of college is well within their reach. This seeks to assist in improving the census statistic that 15% of Richland Parish residents above twenty five years of age have a bachelor's degree. Brossette Educational Management feels strongly that all stakeholders be held accountable for the same standards as our participating schools and opportunities be provided to these stakeholders to play a role in the process. The success rate of the proposer has been demonstrated as having spent a career of successfully playing a role in school improvement efforts. This has been accomplished consistently through working with disadvantaged students in after school programs in many capacities. Teachers are required during monthly staff development to plan for the upcoming weeks of instruction by identifying goals for English Language Arts and Mathematics. A list of three to five goals in each area are identified for the month of instruction to provide the program with the ability to monitor groups by the educational liaison and for data driven decision making to be able to be a reality. Progress on previously identified work drives whether a redirection of instruction is needed or if the group is ready to move to new challenges. With the learning process being sequential human learning tells us that we must master skills in order to be



successful. Success related positive educational learning plays the largest role in the confidence and success rates for youth. Success rates for schools that have been served: Delhi Middle School showed fifty four percent of students who participated increased in achievement in relation to Louisiana State Assessments. Delhi Elementary showed increased student achievement by seventy six percent of 21<sup>st</sup> CCLC participants. Rayville Junior High School demonstrated growth on Louisiana State Assessments by fifty one percent of 21<sup>st</sup> CCLC participants. Rayville Elementary School and the grades served at this site set their baseline scores in relation to Louisiana State Assessments in the previous school year. Assessment data was always represented in relation to Louisiana State Assessments to cause the focus of the program to stay connected with district and school goals related to participants involvement as well as connecting the after school efforts to the school day goals and objectives. The proposer always identified the common assessment tools that the school was responsible for and made the 21<sup>st</sup> CCLC program responsible for growth in relation to the same goals and standards. Recruitment of students was done largely based on the need of academic improvement needed and families have consistently participated to make their student a part of the improved academic success rates. The dynamic approach to scheduling plays a positive role in encouraging regular student attendance as the balance of academic intervention instruction along with enrichment activities encourages students to want to attend.

**Family Engagement** - Family engagement will be systematically embedded throughout the program by following National Standards for Parent/Family Involvement standards. These standards have been researched and developed as being the most impactful



ways to facilitate family involvement. Communication between the home and school is regular, two way and meaningful. 21<sup>st</sup> CCLC Welcome Night will begin this process. It will provide the opportunities to meet parents, explain policies, answer questions and assure parents of the program's intent and commitment to their student. Parenting skills are promoted and supported. It is important to provide training for parents; we think of parenting skills as ways to nurture and help children develop. When we teach parents how to become active partners in their children's education we are teaching parenting skills. Modeling of instruction is also important and is we invite parents to join our activities. Parents play an integral role in assisting student learning. Encouraging parents to spend twenty to thirty minutes per night with their children will amplify the child's individual attention. Parents are welcome in the school and their support and assistance are sought by the program. Families are full partners in the decisions that affect children and families. When parents have involvement their attitude toward school improves. Community resources are used to strengthen schools, families and student learning. Resources such as 4-H and the public library will be utilized. Social and emotional learning is an important factor for this to be successful. Our proposed program will implement self-awareness, self-management and social awareness. All of which are necessary for our students to be successful in school. This will be made a part of parental and family involvement as these strategies should be implemented consistently for students and not only during school hours.

**Performance Measures and Indicators:**

<b>Performance Goal 1: Participants in the program will demonstrate increased academic achievement in reading and mathematics.</b>
--

<b>Performance Indicator 1: Participants will show statistically significant progress in reading</b>
--

and mathematics scores as measured by the State Identified Assessment. (Academic Performance – LA Framework)		
<b>Program Objective 1:</b>		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Tutoring: Intensive academic interventions in the areas of Mathematics and English Language Arts	Fifty percent (50%) of participating students will show an increase on district and state assessments	State Assessments: Louisiana State Student Assessments DIBELS
<b>Performance Goal 2: Participants will demonstrate improved homework completion and class participation in other subject areas such as technology, arts, music, theater, and sports.</b>		
<b>Performance Indicator 2:</b> Students participating in the program will have a higher attendance rate and a change in their attitudes toward school as measured by after-school attendance data and student program surveys. (Stakeholder Satisfaction and Attendance – LA Framework)		
<b>Program Objective 2:</b>		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
Positive SEL growth in relationship building with peers  Quality Enrichment	Eighty percent (80%) of students will have attendance rates of no less than eighty percent from the school day and no less than eighty percent for 21 <sup>st</sup> CCLC program	Regular Classroom Attendance 21 <sup>st</sup> CCLC Sign in Sheets Student Surveys Teacher Surveys
<b>Performance Goal 3: Participants in the program will demonstrate positive behavioral changes.</b>		
<b>Performance Indicator 3:</b> Students participating in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors as measured by SIS data, student program surveys, teacher surveys and focus groups. (Stakeholder Satisfaction and Attendance – LA Framework)		
<b>Program Objective 3:</b>		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
<b>Students will demonstrate a positive attitude toward interacting with peers and all staff members</b>	Eighty percent (80%) of students will have attendance rates of no less than eighty percent from the school day and	Teacher Surveys Student Sign in Sheets

	no less than eighty percent for 21 <sup>st</sup> CCLC program	
<b>Performance Goal 4: The 21st CCLC program will provide services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.</b>		
<b>Performance Indicator 4:</b> The centers will offer enrichment and other support services for families of participants as measured by program sign-in sheets, partnership surveys, and the state annual performance report.		
<b>Program Objective 4:</b>		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How It Will Be Measured
After school homework completion	Grade level completion on time	Teacher/Student Surveys Grade Progression by Students on time

**Capacity of Program Leadership** - The program leadership for the proposed program is a key element this proposal. The program director has spent a career instructing disadvantaged youth through Title I. Through this experience with Title I it is a natural fit to operate a program that coincides with support of regular day instruction, the communication of those goals from the regular day and the reporting and analyzing of the data produced to allow for proper decisions to be made in maximizing student time on task. Observations will be required by staff to effectively monitor program time with students as the planning that is done by teachers at the beginning of the month is monitored and progress is accessed and communicated with the district to prosper proper communication with schools and families as to the current achievement goals and levels of their student. The education liaison is a person from the school district who served as a principal, teacher and coach in Richland Parish. He has a Masters of Education from University of Louisiana – Monroe in Administration and Supervision. All site coordinators are certified teachers in the school sites proposed. The fiscal manager



has all required course completion and verification is provided. The data analyst has two years' experience in working with the entry of data related to 21<sup>st</sup> CCLC programming. From the level of Project Director all facets of monitoring the program are included from recruitment, enrollment, scheduling, transportation, food services, hiring of personnel. The educational liaison monitors the activities and assists the site coordinators in monitoring of planning of activities. The fiscal manager oversees all financial obligations of the program and ensures that budget is adhered to. Data Analyst ensures that all APR information and attendance is entered in a timely manner for the state managers to be able to easily maintain compliance in relation to pertinent aspects of the program. The Project Director for the proposed program is full time. The reliance of the district on the success of the 21<sup>st</sup> CCLC program provides retention and a complete buy-in from the district to assist in supporting the efforts of 21<sup>st</sup> CCLC. Regular staff meetings will come in the form of planning meetings to discuss current school goals. These meetings will identify what is taught for the upcoming three week period and provides a guide for site coordinators to monitor on an on-going basis. At these regular staff meetings there will be an opportunity for input from the teachers and paras which are regular day employees. Professional development will come in the form of district professional development in relation to Tier 1 interventions. STEAM products that are on hand will come with professional development on the implementation of STEM labs to enhance the enrichment portion of the program. Site coordinators along with the educational liaison will facilitate Observation Monitoring in order to supply overall staff evaluations. Evaluations will be conducted in a way that is positive for the personnel in the same manner that we expect their instruction to



participants to be. Evaluation data will be covered with stakeholders to improve on an on-going basis. Planning forms will be maintained by the educational liaison along with observations of staff.

**Internal Controls** - The proposed programs internal controls are evaluated and strategically managed. Brossette Educational Management mitigates in order to lessen the loss of property by reducing the impact of disasters. Procedures are imperative to ensure effective mitigation and are currently in place in order to diminish human and financial repercussions. To lessen loss of Federal Funds, Brossette Educational Management will: secure unused and date checks, reconcile monthly checks, pre-number and date checks, provide and invoice for each check, stamp and initial invoices to eliminate duplicate payments, sign checks by authorized financial staff, ensure correctness of checks for correct documentation, signatures and dates. Brossette Educational Management will employ a fiscal manager to maintain fiscal accountability. Brossette Educational Management will secure all personal information in a locked safe/cabinet that only authorized personnel has access to. Brossette Educational Management has no pending litigation. Brossette Educational Management will maintain an electronic inventory of all purchased supplies that are not considered dispensable. All inventories will be tagged on the item and will correlate with the electronic inventory and maintained on the 21<sup>st</sup> CCLC office computer at the Richland Parish 21<sup>st</sup> CCLC office at the Richland Parish School Board.

**Project Evaluation** - The external evaluator selected by Brossette Educational Management for the evaluation of program outcome to be delivered to the state is Dr. Gerald Keller, Level A Evaluator. Dr. Keller has worked as a local district

superintendent in Louisiana and has served on a local school board and as board president. He has spent thirty plus years involved directly with public schools in Louisiana. His evaluation experience is that of a trained Level A Program Certification Evaluator which provides to the ability to sign evaluations and certify them once complete. The cost of the evaluation performed for each year will be one thousand dollars. Performance Indicator 1 will be measured by outcomes of state assessments. The partnership with the school district will allow access to scoring achieved by students that will be charted and +/- gains will identified on an individual basis with comprehensive results tallied for all participants. Performance Indicator 2 will be measured in the evaluation by the use of surveys that will be shared with stakeholders and results will be tallied and charted as part of the evaluation and signed off on and delivered once per year to the state 21<sup>st</sup> CCLC office. This will measure increased homework completion and participation in other classroom areas. Performance Indicator 3: Students participating in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors as measured by SIS data, student program surveys, teacher surveys and focus groups. These results of the surveys will be tallied, charted and placed in the comprehensive yearly evaluation. Performance Indicator 4: The centers will offer enrichment and other support services for families of participants as measured by program sign-in sheets, partnership surveys, and the state annual performance report. This will include homework completion and will be measured and charted by responses to surveys which will be tallied and included in the comprehensive year end evaluation. From the instructional standpoint assessment will occur on a daily

and weekly basis as instructors are working with students in Tier 1 interventions and as soon as mastery occurs the next skill is implemented to achieve maximum growth for students and schools. Evaluation results will be made available for public access and public notice will be given as to where the information can be accessed.

**Sustainability** - Sustainability of the program is addressed primarily through the partnership with the school district in which it is proposed. The partnership is providing on an in-kind basis access to school sites, buses and personnel. In the proposal the Richland Parish School Board is also providing professionally trained teachers by a state recommended intervention program. In kind efforts on the part of the school district allow for food service and transportation access which will provide additional sustainability. The proposed advisory board includes the School District Superintendent, Title I Director, Title I Coordinator, Principals and family members of participants. A consolidated effort to make the program a part of or an extension of the regular day once programming has ended will be in place. The sustainability plan will be to garner support for the program from community relations already developed to supply the resources that the district is not already supplying on an in kind basis to sustain the program once funding has ended.

**Project Cost** – There is no pending litigation against Brossette Educational Management. The proposer does not have any personnel, agents, independent contractors or sub-contractors that have been convicted of please guilty to or nolo contendere to any felony.

## Works Cited

Louisiana Department of Education, School Report Cards, 2017-18.

United States Census Bureau, U.S. Department of Commerce, 2013-2017.

University of Oregon Center on Teaching and Learning. DIBELS End of Year Report, Spring 2018.

National PTA, 2006

Mitchell, R. (2006) Front End Alignment Using Standards to Steer Educational Change