



**Empowered
Parents
University**

Ready Set Grow Academy

**FAMILY-SCHOOL
PARTNERSHIPS**

DJJ PRODUCTIONS & COMMUNICATIONS, L.L.C.

P.O. Box 63 • Raritan, New Jersey 08869

THE READY SET GROW ACADEMY & EMPOWERED PARENTS UNIVERSITY

School-Based Mentoring, Leadership & Family Engagement Program for At-Risk (At-Promise) Students

Single-School Implementation Proposal 2026 – 2027 School Year

Prepared for

TOWNSHIP OF UNION PUBLIC SCHOOLS

Union High School

2369 Morris Avenue, Union Township, New Jersey 07083

Submitted by

Dr. David Jefferson Jr.

Founder & Chief Executive Officer

Ready Set Grow Academy • Empowered Parents University



August 4, 2026

Dr. Gerry Benaquista
Superintendent of Schools
Township of Union Public Schools
2369 Morris Avenue
Union Township, New Jersey 07083

Re: READY SET GROW ACADEMY & EMPOWERED PARENTS UNIVERSITY — SINGLE-SCHOOL PROPOSAL, 2026–2027

Dear Dr. Benaquista:

Thank you for the opportunity to present to your district — to you, and to Assistant Superintendents Marissa McKenzie and Dr. Rodriguez — on behalf of the Ready Set Grow Academy and Empowered Parents University. I am grateful for the time and for the questions your team raised.

This letter and the attached proposal follow that conversation. Enclosed is a single-school implementation plan pairing the Ready Set Grow Academy (RSGA) student mentoring and leadership curriculum with Empowered Parents University (EPU), our family engagement academy, delivered here in a hybrid configuration of four in-person anchor sessions and four online sessions.

We have scoped this proposal deliberately. Rather than propose a district-wide rollout, we recommend beginning at Union High School — building an evidence base within your own buildings before any conversation about scale. Two options are presented. Option A funds the mentoring program alone at \$45,000. Option B adds a scaled family engagement component for \$51,500. Both fall below the Public School Contracts Law bid threshold for the full 2026–2027 school year, structured so that every dollar is traceable to an allowable federal funding source and a defined unit of service.

Union's publicly reported chronic absenteeism rate of approximately 14.9% is the challenge this proposal is designed to address. Chronic absenteeism is an accountability indicator under New Jersey's ESSA state plan, and it is a challenge that families move more effectively than staff alone can. That is precisely why we propose mentoring and family engagement together rather than separately.

I have spent my career as an advocate for at-risk youth in school districts, and that is the posture I bring to this partnership. This proposal is scoped to Union High School. We are glad to align it with the priorities already identified in your Comprehensive Needs Assessment, and to work with your business office and grants staff on whichever funding pathway fits best.

Respectfully submitted,

Dr. David Jefferson Jr.

Founder & Chief Executive Officer
Ready Set Grow Academy | Empowered Parents University
DJJ Productions & Communications, L.L.C.



1. Executive Summary

The Ready Set Grow Academy (RSGA) is a student leadership and mentoring program serving students who are in danger of failing to perform according to expectation as a result of working below their potential. The curriculum offers structured, alternative support to teachers in the academic setting, assisting them in reaching students who possess significant potential but who — for a range of reasons — have not yet demonstrated it through academic performance.

Empowered Parents University (EPU) is the family-facing half of the model: a hybrid family engagement academy of four in-person anchor sessions and four online sessions, designed to keep families connected to the school, informed about their child's academic standing, and equipped to reinforce at home what students are building in the mentoring cohort.

The Request

Option A — \$45,000. Mentoring only: 75 sessions of three hours each, serving a cohort of 20–30 students.

Option B — \$51,500. Mentoring plus a scaled family engagement component: 60 mentoring sessions, four in-person parent anchor sessions, four online parent sessions, and bilingual delivery, serving 20–30 students and up to 40 families. Both options fall below the applicable bid threshold. The District may elect either.

Measurable Objectives

- Decrease the number of participating students failing academic courses by ten percent (10%).
- Decrease student discipline referrals and suspensions among participants by twenty percent (20%).
- Reduce chronic absenteeism among participating students against their own prior-year baseline.
- Achieve a minimum 70% family participation rate across the EPU session series.
- Increase student self-efficacy, civic awareness, and student-teacher interaction as measured by pre- and post-program instruments.

Federal Funding Alignment

Every component of this proposal is an allowable use of federal education funds. The mentoring component aligns to Title I, Part A schoolwide program authority (ESSA §1114); the family engagement component aligns to the Title I, Part A parent and family engagement reservation (ESSA §1116). The staff professional development embedded in the model is separately allowable under Title II, Part A, and the social-emotional learning and school climate components are allowable under Title IV, Part A should the district prefer to blend sources. Section 9 sets this out in detail.

These services supplement, and do not supplant, services the district would otherwise provide with State or local funds.

2. Statement of Need — Township of Union

Township of Union Public Schools serves approximately 7,970 students across ten schools. Roughly 26% of students are economically disadvantaged, and the district reports a chronic absenteeism rate of approximately 14.9% across all schools.



The District has already named the priority this proposal addresses. The mission of the Township of Union Public Schools is to empower and inspire every student, every day. Its vision commits the District to providing accessible, tailored learning opportunities and robust support systems so that all students reach their full potential — driven, in the District’s own words, by a commitment to excellence, equity, and the holistic development of its students.

This proposal is written against that language rather than against an external statistic. “Every student, every day” is, in practice, an attendance commitment: a student who is not in the building cannot be empowered or inspired, and a chronic absenteeism rate near fifteen percent is the measure of how often that commitment goes unmet.

Structured mentoring is a robust support system delivered to the students least likely to seek one out, and it is addressed to holistic development rather than to a single subject. A year-long parent academy extends that same support system into the home, where the decision to attend school is actually made. Neither introduces a new priority to the District; both operationalize one the District has already committed to.

Why Absenteeism Is the Right Entry Point

Chronic absenteeism is a New Jersey ESSA accountability indicator, which means it carries reporting consequences as well as instructional ones. It is also a leading indicator: students who are chronically absent in a given year are substantially more likely to fail courses, accumulate discipline referrals, and disengage from school entirely in subsequent years.

Attendance, however, is rarely improved by attendance policy alone. It responds to relationship — a consistent adult who notices, a family that understands what is at stake and how to respond, and a student who has a reason to be in the building. RSGA supplies the first and third. EPU supplies the second. That is the argument for funding them together.

The Cost of Doing Nothing

The downstream costs of unaddressed disengagement — intervention services, remediation, disciplinary infrastructure, and out-of-district placement — substantially exceed the cost of early relational intervention. A single out-of-district placement typically exceeds the entire cost of this proposal.

3. Organization Background

DJJ Productions & Communications, L.L.C. (DJJ P&C) is a New Jersey educational consulting and services advocacy firm dedicated to expanding and improving the lives of at-risk youth. DJJ P&C funds and operates the Ready Set Grow Academy and Empowered Parents University.

Where the Conviction Came From

The Ready Set Grow Academy was created and organized in the Hillside School District in 2016 and launched there in the fall of 2017, under the leadership of Principal Christine Sidwah. Her charge to us was simple, and it has not changed since: if we can reach even one at-risk student, we are investing in that student’s promise.

There is promise in every at-risk student.



That sentence is the operating premise of both programs. It is why RSGA works with a cohort rather than a caseload, why the curriculum is built around leadership rather than remediation, and why Empowered Parents University exists at all — because a student’s promise is easier to reach when the adults at home can see it too.

Named in Hillside’s State Performance Narrative

The Ready Set Grow Academy is named by Hillside High School in the Performance Narrative of its 2024–2025 New Jersey School Performance Report. The Performance Narrative is the section of the state report that the district authors itself, describing what it considers most significant about the school.

Under Highlights, the school lists the Ready, Set, Grow Mentoring Program alongside Leaders of the 21st Century, College Mentoring for Access and Persistence (CMAP), and Ernst & Young.

This is a district’s own account, submitted to the New Jersey Department of Education, of a program it considers among the school’s defining supports — and it is verifiable by any reader at njschooldata.org.

Source: New Jersey School Performance Report, Hillside High School (39-2190-050), 2024–2025, Performance Narrative — Highlights.

Documented Capacity at District Scale

RSGA's ability to operate across an entire school district is a matter of public record.

In the 2018–2019 school year, the City of Newark's Department of Water and Sewer Utilities established the Newark Watershed Science and Leadership Academy (NWSLA) in partnership with the Newark Board of Education — the first program of its kind in the city. Ready Set Grow Academy served as the consultant facilitating the program, and Dr. Jefferson served as its Program Director.

In its inaugural year, fifty schools and more than 1,300 Newark students participated. Elementary, middle, and high school students completed a science curriculum combining classroom instruction with monthly fieldwork at the Newark Pequannock Watershed, covering water infrastructure, chemistry, treatment, biology, ecology, and engineering.

Two features of that program bear directly on this proposal. First, every student who came through NWSLA participated in mentoring and leadership training — the same core practice proposed here. Second, participating students completed a learning-style assessment: the identical intake instrument used in the RSGA curriculum today and described in Section 4. Students who completed the full cohort curriculum became eligible to apply for paid internships with the Department of Water and Sewer Utilities.

The inaugural closing ceremony and awards dinner was held June 17, 2019 at the Vince Lombardi Center of Hope, attended by students, parents, and school administrators. The program was announced publicly by Mayor Ras J. Baraka and Acting Director Kareem Adeem.

Source: “Newark Students Learn Real-World Science Via Watershed Pilot,” Newark Patch, June 20, 2019.

Dr. David Jefferson Jr. — Founder & Program Facilitator

Dr. Jefferson has been a community partner in New Jersey education since 2001, beginning with the creation of the DJJ Back to School Weekend. He subsequently served as Chief of Staff to Dr. Zachary Yamba, then President of Essex County College, and as executive director of the Mary Burch Theater at Essex County College.



In October 2014, Dr. Jefferson was appointed by Mayor Ras J. Baraka as founding Program Director of the City of Newark's My Brother's Keeper City Challenge, launching the program publicly in January 2015. He created and organized the Ready Set Grow Academy in the Hillside School District in 2016, and launched it there in the fall of 2017.

Dr. Jefferson co-founded Dreams4Youth, a nonprofit providing educational programming and scholarship assistance to inner-city youth. In 2011, Congressman Donald Payne recognized the Dreams4Youth "School's in Session Tour" for its youth educational curriculum. In 2013, the Newark Municipal Council recognized Dr. Jefferson for his work motivating and inspiring the youth of Newark.

Dr. Jefferson is a cum laude graduate of Morehouse College. He earned a Master of Divinity with honors from Princeton Theological Seminary and a Doctorate of Education in educational leadership with honors from Saint Elizabeth University.

He is a professor of the performing arts, filmmaking, African American and Africana Studies, Theology and Philosophy, and serves as Director of the Center for Africana Studies at Kean University.

4. Ready Set Grow Academy — Scope of Work

RSGA is an in-school mentoring and leadership curriculum delivered during a designated period identified by the building principal. The facilitator is on site one hour before and after the designated period, for a total of three hours per session.

Goals & Objectives

Goal 1 — Serve Union High School, its parents, and identified students.

- Objective: Operate the program within Union High School on a schedule set with the principal.

Goal 2 — Provide key academic assistance, including a supplemental college-preparatory experience.

- Objective A: Provide academic assistance and homework support.
- Objective B: Provide a diverse array of academic enrichment activities.
- Objective C: Ensure student understanding of Grade Point Average and its consequences.
- Objective D: Review student academic records and inform students of academic and non-academic support services (parental consent documentation required).

Goal 3 — Provide students an opportunity to understand self, past and present societies, and the future, increasing self-esteem.

- Objective A: Provide students a historical understanding of themselves in relation to the world.

Goal 4 — Prepare students for leadership roles and youth development.

- Objective A: Assist students in mastering essential skills including problem-solving, conflict resolution, self-control, time management, and leadership through structured activities, lectures, and field experiences.

Goal 5 — Support the professional growth of staff related to the mentoring process.

- Objective A: Work with teachers on best practices in mentoring at-risk students. (Allowable under Title II, Part A.)
- Objective B: Conduct staff development related to the RSGA model. (Allowable under Title II, Part A.)

**Goal 6 — Active interaction with community representatives.**

- Objective A: Introduce students to positive role models.
- Objective B: Provide expanded opportunities for volunteering, community service, and service learning.

Goal 7 — Provide outreach and support to families. (Delivered through EPU; see Section 6.)**Program Components**

- Homework Help & Academic Support — structured, supervised time to complete work, assess academic standing, and practice communicating with guidance counselors and teachers.
- S.T.E.A.M. Exposure — Science, Technology, Engineering, Arts and Culture, and Mathematics enrichment.
- Career & Life Skills Development — career exploration and 21st-century workforce readiness.
- Civic Leadership, Volunteerism & Service Learning — community service and service-learning projects reinforcing both academic and leadership instruction.

Program Design Standards

- Cohort size of 20–30 students.
- Regular attendance expectations and low student-to-staff ratios.
- A dedicated site facilitator present for the full three-hour block.
- A learning-style assessment administered at intake, with results shared with the student's teachers so instruction can be individualized.
- An RSGA student workbook used throughout the year to build organizational habits.
- Oversight by an assigned RSGA officer, with professional development coordinated by the RSGA Director of Professional Development.

5. The RSGA Curriculum

The curriculum is a structured Young Leaders Guide series. Units are sequenced across the year and selected in consultation with the building principal based on cohort need.

Unit	Focus
Who You Are, Is All Right	Self-awareness
I'm One of a Kind	Human uniqueness
Mine and Yours	Rights and responsibilities
Meaning What You Say	Communication skills
The Power of My Body	Physical needs and health
Dealing With My Ups and Downs	Controlling emotions
We Need Each Other	Understanding relational needs
You've Got a Friend	Developing social skills



Unit	Focus
Me and My Family	Living in a family
Overcoming Fights With Your Brothers and Sisters	Sibling rivalry
How to Manage Money	Money management and financial literacy
The Media and Me	Understanding social media
My Thinking Cap	Effective thinking and learning
Dealing With Fear and Danger	Handling fear and dangerous situations
Yes Sir and Yes Ma'am	Manners and respect
Controlling Time	Time management
Creator or Consumer	Entrepreneurship and wise consumption
Honor Thy Mother and Thy Father	Parent-child relationships
Dealing With Tough Stuff	Trauma and incarceration
I Made It	Creativity
Handling Disagreements	Differences of opinion
It's Not Right But It Exists	Prejudice and discrimination
One or the Other	Human sexuality and respecting others
I Work	Workforce readiness
Life-Long Learner	Learning for life



6. Empowered Parents University — Scope of Work



Empowered
Parents
University

Ready Set Grow Academy

**FAMILY-SCHOOL
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Empowered Parents University (EPU) operates as a standalone family engagement academy, typically running twelve to fifteen workshops per year across a school district. For this single-school engagement it is delivered in a hybrid configuration: four in-person anchor sessions at the school site and four facilitated online sessions across the year.

The hybrid structure is a deliberate response to the problem EPU exists to solve. The families a district most needs to reach are the ones for whom an evening at the school building is hardest to attend — shift work, transportation, younger children at home, a second job. In-person anchors build the relationships. Online sessions keep those relationships active in the months between, at a fraction of the barrier.

Structure

Session	Format	Purpose
Opening	In person	Kick-off at the school site. Enrollment, intake, parent input collected, and the year mapped out with families.
Online 1	Virtual	Reading your child's academic record; attendance and why chronic absence compounds.
Mid-year	In person	Timed to report card release. Data review with families, mid-year parent input, and a family gathering.
Online 2	Virtual	Navigating the school; supporting learning at home without teaching the content.
Spring	In person	Course selection and post-secondary planning night, including FAFSA awareness.
Online 3	Virtual	Adolescent development, digital life and social media, recognizing distress.
Online 4	Virtual	Discipline and family rights; household financial literacy; building parent leadership.
Closing	In person	End-of-year celebration and student showcase; exit input and next-year planning.

- Four in-person anchors: opening, mid-year, spring, and closing — held at the school site at times set with the principal.
- Four online sessions delivered between the anchors, recorded and made available to families who cannot attend live.



- Target enrollment of up to 40 families, prioritizing the families of enrolled RSGA students.
- Parent input gathered at the opening and mid-year anchors, consistent with the §1116 requirement that families participate in decisions about how engagement funds are used.
- Bilingual delivery and translated materials across all eight sessions, itemized separately in Section 8 so the district may fund that portion from Title III if it prefers.

Why Hybrid Rather Than Monthly In-Person

A twelve-session in-person series produces high attendance in September and a thinning room by February. The hybrid configuration front-loads the relationship-building where physical presence matters most — enrollment, report cards, course selection, and closing — and uses the online sessions to hold contact through the stretches when attendance historically collapses. Recording the online sessions means a parent working a night shift is not excluded from the content.

The standalone EPU model of twelve to fifteen workshops remains available for districts seeking a broader, multi-school family engagement program.

Why EPU Is Funded Separately

EPU is presented as a distinct scope with its own deliverables, cost basis, and outcome measures. This is deliberate: it allows the district to fund EPU from its Title I parent and family engagement reservation under §1116 while funding the mentoring component from schoolwide funds under §1114. Districts receiving more than \$500,000 in Title I, Part A funds are required to reserve not less than one percent for parent and family engagement, of which not less than 90 percent must be distributed to schools.

7. Implementation & Timetable

Period	Activity
August 2026	Scope confirmed with district leadership; target school identified; funding pathway determined with the Business Office.
Late August 2026	Notice to Proceed. Planning meeting with the building principal — cohort criteria, session schedule, and space confirmed.
September 2026	Staff orientation to the RSGA model; student identification and family recruitment; parental consent documentation.
Early October 2026	Program launch. RSGA cohort begins; learning-style assessments administered and results shared with teachers. EPU kick-off ceremony.
Oct 2026 – Jan 2027	Phase 1: mentoring sessions two to three per week (38 under Option A, 30 under Option B); under Option B, the EPU opening anchor, two online sessions, and the mid-year anchor.
January 2027	Mid-year data review with district leadership; mid-year family gathering; parent input collected on second-half programming.
Feb – June 2027	Phase 2: mentoring continues (37 under Option A, 30 under Option B); under Option B, the EPU spring anchor, two online sessions, and the closing anchor.



Period	Activity
June 2027	Closing ceremony and student showcase with families.
July 2027	End-of-year outcome report delivered to the district, formatted for its federal programs documentation.

The project will commence upon issuance of a Notice to Proceed from the District and will continue through the last day of school in June 2027.

8. Budget

Two options are presented below for one school for the 2026–2027 school year. All costs are built from defined units of service at fixed rates. There are no separate administrative, travel, or materials charges — professional development, technical assistance, curricular materials, student workbooks, fiscal monitoring, and RSGA’s cash match toward field trips and activities are included in the session rate.

Option Comparison

	Option A — Mentoring	Option B — Mentoring + Family Engagement
Total	\$45,000	\$51,500
Mentoring sessions	75 (225 contact hours)	60 (180 contact hours)
Students served	20–30	20–30
Parent sessions	Kick-off, mid-year and closing gatherings	4 in-person anchors + 4 online, delivered bilingually
Families served	Families of enrolled students	Up to 40
Primary funding	Title I §1114	Title I §1114 and §1116
Bid threshold	Below — no formal bid required	Below — no formal bid required

Option A is the mentoring program at full strength. Option B holds the total below the bid threshold by trading fifteen mentoring sessions for a scaled family engagement component funded from a separate Title I line. The District may elect either, and either may be adjusted session by session.

Option A — Cost Detail

Component	Unit	Rate	Units	Total
Mentoring — Phase 1 (Oct–Jan)	Session (3 hrs)	\$600	38	\$22,800
Mentoring — Phase 2 (Feb–June)	Session (3 hrs)	\$600	37	\$22,200
TOTAL			75	\$45,000



At a cohort of 25, Option A costs \$1,800 per student for 225 contact hours across the school year — approximately \$8.00 per student contact hour.

Option B — Cost Detail

Component	Unit	Rate	Units	Total
RSGA Mentoring — Phase 1 (Oct–Jan)	Session (3 hrs)	\$600	30	\$18,000
RSGA Mentoring — Phase 2 (Feb–June)	Session (3 hrs)	\$600	30	\$18,000
EPU — In-person anchor sessions	Session	\$2,000	4	\$8,000
EPU — Online sessions	Session	\$1,000	4	\$4,000
Bilingual delivery & translated materials	Full year	\$3,500	1	\$3,500
TOTAL			69	\$51,500

Phase Summary

Phase	Period	Amount
Phase 1 — 30 mentoring sessions + 2 EPU anchors + 2 online	Oct 2026 – Jan 2027	\$25,750
Phase 2 — 30 mentoring sessions + 2 EPU anchors + 2 online	Feb 2027 – June 2027	\$25,750
TOTAL		\$51,500

Cost Per Participant

Component	Cost	Participants	Cost Each
RSGA Mentoring	\$36,000	25 students	\$1,440
EPU Parents Academy	\$15,500	40 families	\$388
Combined	\$51,500	65 participants	\$792

For context, \$1,440 per student for a full year of in-school mentoring is a fraction of the annual cost of a single out-of-district placement, and comparable to or below the per-student cost of most contracted tutoring services.



Scope Flexibility

Should the district prefer a different total, the model scales cleanly at the unit level: each mentoring session is \$600, each EPU in-person anchor is \$2,000, and each EPU online session is \$1,000. Additional mentoring sessions may be added to Option A at \$600 each, and the family engagement component may be reduced or expanded session by session, provided the total remains below the applicable bid threshold. We are prepared to discuss the configuration that best fits the district's available allocation and procurement posture.

9. Federal Funding Alignment & Compliance

This section is provided to assist the Business Office and the Office of Federal Programs in coding and documenting the expenditure.

Recommended Funding Structure

Component	Amount	Funding Source	Authority
RSGA Mentoring	\$36,000	Title I, Part A — schoolwide program	ESEA §1114
EPU Parents Academy	\$12,000	Title I, Part A — parent & family engagement reservation	ESEA §1116
Bilingual delivery & materials	\$3,500	Title III, or Title I §1116	ESEA §1116 / Title III
TOTAL (Option B)	\$51,500		

Alternative and Blended Sources

Should the district prefer to distribute the cost across multiple programs, the following are also available:

- Title II, Part A — the staff professional development and mentoring-practice training described under Goal 5 is separately allowable.
- Title IV, Part A — the social-emotional learning, school climate, and student support components are allowable under the Well-Rounded Education and Safe and Healthy Students provisions.
- 21st Century Community Learning Centers — applicable if any portion of the programming is delivered outside the regular school day.
- Title I School Improvement funds, where the target school is identified for improvement and mentoring or family engagement appears in the improvement plan.

Targeted Assistance Schools

If the target school operates a targeted assistance program rather than a schoolwide program, services will be delivered only to students identified as failing, or most at risk of failing, to meet the State's academic standards, consistent with ESEA §1115. RSGA will work with the school to document the identification criteria and maintain participation records accordingly.



Compliance Assurances

- Supplement, not supplant. These services supplement services the district would otherwise provide with State or local funds. RSGA does not replace any existing district staff position or contracted service.
- Reasonable, necessary, and allocable. Costs are built from fixed unit rates tied to defined deliverables, consistent with 2 CFR §200.403–405.
- Needs-assessment alignment. Program objectives will be mapped to priorities identified in the district's Comprehensive Needs Assessment and incorporated into the school's plan prior to the Notice to Proceed.
- Procurement. DJJ P&C, L.L.C. is a for-profit New Jersey corporation. The District's Business Administrator should determine the applicable procurement pathway under the Public School Contracts Law. As of July 1, 2025, the bid threshold is \$53,000 for contracting units with a Qualified Purchasing Agent and \$39,000 without one. Both options presented here fall below that threshold: Option A at \$45,000 and Option B at \$51,500. RSGA will supply any documentation required, including quotations, W-9, certificate of insurance, business registration, and Public Works or affirmative action certifications as applicable.
- Records and monitoring. RSGA will maintain attendance records, session logs, participant rosters, and outcome data available for district and State monitoring, and will cooperate fully with any single audit review.

10. Evaluation, Data & Reporting

Achievement of the stated goals will be measured against real-time data drawn from available quantitative metrics, supplemented by qualitative information gathered through sustained interaction with participants, families, and school staff. The program is designed to be data-driven, using available information to inform interventions based on actionable knowledge and present capacity.

Measures

Outcome	Measure	Source
Course failure reduction (10% target)	Marking-period grades, participants vs. own baseline	District SIS
Discipline reduction (20% target)	Referrals and suspensions	District SIS
Attendance improvement	Chronic absenteeism rate among participants	District SIS
Family engagement (70% target)	EPU attendance across in-person and online sessions	RSGA rosters
Self-efficacy and civic awareness	Pre- and post-program student instruments	RSGA
Staff perception	Teacher feedback on participating students	RSGA / school staff



Reporting Schedule

- Monthly session logs and attendance summaries to the building principal.
- Mid-year data review with district leadership in January 2027, including a written interim report.
- End-of-year outcome report delivered in July 2027, formatted for inclusion in the district's federal programs documentation.
- Regular parent meetings to coordinate processes and align interventions, consistent with §1116 requirements.

Access to student-level data will be governed by a data-sharing agreement executed with the district and will comply fully with FERPA. Parental consent documentation will be obtained for any review of individual academic records.

11. Sustainability & Path to Scale

This proposal is deliberately scoped to one school. That reflects a conviction that a district should see evidence within its own buildings, with its own students, before committing to scale.

- Year One (2026–2027): Single-school implementation. Establish baseline, deliver the full model, produce a documented outcome report.
- Year Two: Co-facilitation. RSGA trains designated district staff to deliver portions of the curriculum alongside our facilitator, building internal capacity and reducing per-school cost.
- Year Three: Expansion to additional schools based on Year One results, with the district retaining trained internal facilitators.

The objective is not permanent dependence on an external vendor. It is a district that owns the practice, with RSGA providing curriculum, training, and quality assurance.

12. Summary of the Request

Item	Detail
Requesting organization	DJJ Productions & Communications, L.L.C. — Ready Set Grow Academy & Empowered Parents University
District	Township of Union Public Schools
Site	Union High School — one school
Term	October 2026 through the last day of school, June 2027
Total request	Option A — \$45,000 · Option B — \$51,500
Services	Option A: 75 mentoring sessions. Option B: 60 mentoring sessions plus 4 in-person and 4 online parent sessions, delivered bilingually
Students served	20–30



Item	Detail
Families served	Up to 40
Funding sources	Option A: Title I \$1114 (\$45,000). Option B: \$1114 (\$36,000) and \$1116 (\$15,500); bilingual line (\$3,500) also Title III-allowable
Contract start	Upon Notice to Proceed

We thank you in advance for your consideration and look forward to partnering with Township of Union Public Schools.

Respectfully submitted.

Dr. David Jefferson Jr.

Founder & Chief Executive Officer

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