

Leon County Schools and the communities of R. Frank Nims Middle School are requesting support for after-school, weekend and summer programming.

5.1 PROJECT ABSTRACT

R. Frank Nims Middle School is located in Tallahassee and accommodates almost 480 students grades 6-8. The 21st CCLC program proposed will provide for an enriched academic and career development environment that builds upon the school day. The program will operate 40 hours per week for 36 weeks during the after-school hours and 30 hours per week for seven weeks during the summer.

The project has four major goals: (1) To provide dropout prevention strategies and exploration of career opportunities through opportunities for industry certifications and entrepreneurial programs; (2) To offer a range of high-quality services to students and their families, including core educational services, character education, service learning, and enrichment/support activities through community partnerships; (3) To increase family literacy and involvement in education; and (4) To improve the physical health of students.

5.2 NEEDS ASSESSMENT

The collaborative partnership of Leon County Schools (LCS) and the 21st Century Community Learning Centers Program brings research-based afterschool programming with the needed infrastructure to identify, coordinate and mobilize community organizations to provide a wide variety of services to meet the unique and specific needs of students and school communities. R. Frank Nims Middle school administrators have requested to operate this program based on parent and community interest in having an academic component to summer and afterschool programming. The school communities have actively participated in all planning stages of this proposal. Initially LCS conducted a survey to assess what afterschool programs existed, and where 21st Century programs may be needed. Meetings were held for all schools

to review the parameters and objectives of the program. This selection of schools is based on serving students with significant need for academic services outside of school hours.

The administrators' and communities' requests are some of the multiple factors identified that demonstrates the need for an afterschool program. To assess the need for the support of the 21st CCLC project we have also identified (1) student demographics, (2) academic performance data and trends, (3) community violence and drug-related offenses, (4) student behavior and referrals, and (5) gang-related areas.

1) Student Demographics. 100% of the students at R. Frank Nims Middle School receive the Federal Free and Reduced Lunch Program under the US Department of Agriculture's Community Economic Option. The poverty rate of this school exceeds 50%.

2) Academic Performance Data and Trends. Students performing below grade level will be specifically recruited to participate in the 21st CCLC program. According to Florida Department of Education School Academic Performance data, R. Frank Nims Middle School has the lowest proficiency rating for high schools in Leon county at 22% proficient in ELA, 31% proficiency in Mathematics and 39% proficiency in science.

3) Community Violence and Drug-Related Offenses. The instances requiring local police intervention within a mile of the schools have been reviewed. According to local law enforcement databases, in the past two months (April – May 2017) reported incidents include: 152 incidents of violent acts such as assault, battery and burglary, 58 incidents of theft and criminal mischief, over 13 incidents involving drugs and homicide.

4) Student Behavior and Referrals. R. Frank Nims Middle School has a higher percentage of instances related to defiance than the district average. According to Leon County School discipline database at R. Frank Nims Middle School, there were 449 incidents that resulted in out-of-school suspensions. There were 183 students who had more than three referrals before March 2017. Almost 1,800 instructional days have been lost at R. Frank Nims Middle School due to discipline.

5) Other notable points of data. The school zone represented is within established gang territories, which highly influences out of school activities of youth.

5.3 PROGRAM EVALUATION

5.3A Evaluation Plan. The evaluation will use an objectives-based approach that will include monitoring of student/family member progress and tracking of program implementation to help each site make continuous progress towards achieving its goals and objectives. The evaluation activities will utilize mixed-method techniques, employing both quantitative and qualitative data to address these evaluation questions: 1. Are the components of the grant being implemented as intended? 2. Are students improving in achievement in meeting high academic standards at the targeted levels and are family members increasing their literacy skills? 3. Are students improving in enrichment areas; such as health and behavior? 4. Based on the evaluation results what adjustments need to be made?

The measurable program objectives that will guide the evaluation activities are included on the online portion of this proposal. The specific evaluation activities and their timeline to address the evaluation questions are detailed below.

Evaluation Activity	Timeline		
	Beginning	Mid-Year	End-of-Year
Collect 1 st baseline data for enrichment activities	Within first 2 weeks of program	Nov. – Dec. 2017	April – May 2018
Obtain report card data (grades, behavior, career prep)	1 st 9-week (10/17)	2 nd 9-week(12/17)	4 th 9-week (6/18)
Prepare and submit DOE Data	Baseline Data (10/17, 12/17)	Midyear Data and Report 3/18);	End-of-Year Data/Report (7/18)

		Formative Summary (4/18)	Summative Evaluation (8/18)
Verify monthly attendance	Monthly		
Administer Status Survey to check student/family progress and program implementation	November 2017	April 2018	
Make on-site visitations	Monthly		
Administer Stakeholder surveys (parents, students, teachers)	April 2018		
Obtain and analyze FSA results	June 2018		
Prepare and submit APR data	Summer 2017 Term (4/18); Fall 2017 Term (6/18); Spring 2018 Term (10/18)		

For the most part, all formative and summative data will be analyzed by calculating the percentage meeting the program objectives. Additionally, for the academic data (grades and FSA), the results will be compared with a matched-group of students not participating in the after school program. The accuracy of the data collected will be checked for errors or outliers by the external evaluator by examining descriptive data for each data set. Each site will have a secure network folder, which is password protected, for uploading documents to program staff or the evaluator. All data collected will be maintained by the external evaluator in files that are password protected. Coordination of evaluation activities among all stakeholders (staff, students, family members, and partners) will be the responsibility of the Project Manager. Site coordinators will attend an orientation session about the evaluation requirements of the grant, as they will be responsible for most of the data collection. At every data collection session, staff

will make sure that students and parents understand the purposes of the evaluation and how the data will be utilized to make the program stronger. An independent evaluator will be contracted to manage the objectives-based evaluation and to make sure that all evaluation deliverables are uploaded as scheduled. The evaluator has high academic credentials in evaluation and more than 20 years of experience in working with school-based evaluations related to Title I program and has been evaluating 21st CCLC programs for several years.

The evaluation activities will allow for examining the impact of the program at two levels: formative and summative. Evaluation results will be used formatively while the grant is in progress to assess if students/family members are making adequate progress towards meeting the grant's objective and to see if program activities need to be modified. Based on the results, adjustments will be made to strengthen the delivery of program activities and to ensure that activities are being implemented as outlined in the grant. Using formative information, program staff will be better able to examine the impact of the program when analyzing end-of-year summative data. The following chart shows the documentation to evidence the completion of tasks for the DOE deliverables by the required dates.:

DOE Reports	Due Date
Attendance Data	Monthly
Baseline Data	October 15
Baseline Data Update	December 15
Mid-Year Data, Mid-Year Data Report	March 15
Formative Evaluation Summary	April 15
Evidence of Modification Based on Formative Evaluation	May 15
End-of-Year Teacher, Students, and Adult Family Members Survey Data	May 15
End-of-Year Data, End-of-Year Data Report	July 15

Summative Evaluation Report	August 15
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Stakeholders will complete a self-evaluation, based on the Florida Standards for Quality Afterschool Programs (e.g., teachers, parents, partners, managers). Information from USDOE, FLDOE and Leon County Schools outlined above will be shared with school/program staff and the site coordinators during monthly meetings. The formative and summative reports will also be posted on the grant's website. All reports will be made available to the public.

5.3.b. See attached Measurable Objectives and Assessment Tables

5.4 APPLICANTS EXPERIENCE AND CAPACITY

LCS provides secure school sites, qualified teachers and over 10 years' experience providing quality 21st Century afterschool programs that complement and enhance the academic performance of targeted students. The summative reports for the 2015 programs show that current programs at the district has structured are overwhelmingly successful. Our model works. Student surveys indicate that 94% of the students like the program and 95% of the students like the homework assistance. Parent surveys indicate that 100% of the parents like the program. This is the statistic we all strive to achieve. 96% of the parents like the variety in activities and 94% of the parents feel that the program reaches out to and gets parents more involved. Mid-year academic results for the 15-16 program year show that we have already exceeded 60% of our annual academic standards and are close to meeting 78% of the students' academic standards only mid-way through the year. Support for the program from the community is evidenced by more than 18 letters and more than two dozen community developed project-based plans to add to the catalog of PBLs the district has available.

The program operation is such that every component (the daily activities, finances and collaboration with the school day) engages multiple individuals. If any component is performing below standards, it is evident to multiple parties and is immediately addressed. The program manager is a certified ESE teacher that provides administrative oversight and community

coordination of the 21st Century program. Supporting her are three staff members that are engaged directly within the afterschool programs daily. Additionally, a district bookkeeper is assigned to ensure compliance with district policies, procedures and the grant as budgeted. The school principal and bookkeeper addresses all human resource and payroll issues at the school site. An advisory committee and a team of district administrators provide support including finance, human resources, curriculum development and school improvement. Bi-weekly meetings are held with both Assistant Superintendents to update them on progress and operation of grant programs.

A 21st Century Community Learning Center Advisory committee will be established unique to R. Frank Nims' program, based on the existing LCS 21st CCLC Advisory Committee structure, which includes a student, a parent, the CEO of the Florida Afterschool Network, the Director of Education Strategies at the United Way of the Big Bend, and the CEO of Boys and Girls Clubs of the Big Bend. The Advisory Committee will help ensure the students and parents have a voice, that the community is fully engaged in serving the youth, and the program services are viewed as a community responsibility, not simply a district responsibility to ensure youth are given a safe place to continue their personal education.

A Florida certified teacher will lead each program site and modify curriculum as needed for each student. In addition, LCS brings the resources of a team of curriculum developers for each subject that will review project-based learning (PBL) activities based on the needs of the school and students, and LCS ensures alignment with classroom curriculum. The entire 21st CCLC team includes managers, bookkeepers, district resources, an Advisory Team, external evaluator, school administrator, site coordinator, teachers, teacher aides, committed community partners and tutors as needed. The Site Coordinator will prepare the program activities, coordinate with vendors and community partners, and adjust for issues such as youth interventions, identifying substitutes as needed and ensuring time is maximized when students are present. Teachers provide daily academic instruction and confer with the student's teachers

regarding Florida Standards to address and the specific data-based needs of each student. Aides and activity leaders setup, clean up, and assist teachers. The site coordinator will work with teachers to ensure that the academic instruction and enrichment activities of the program parallel regular school day instruction; student academic records are available; participants are in attendance during the regular school day; information is shared on students' progress at school and in the program.

LCS will be represented at the annual Florida Afterschool Conference. In the past LCS has presented at the state and national conferences for their best practices and accommodation of students with disabilities. The site coordinator and staff members will attend recommended FLDOE regional technical assistance trainings scheduled throughout the year.

5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY

5.5A Community Notice. Leon County Schools posted the intent to apply for 21st CCLC on the school district's 21st Century website. School sites emailed the intent to apply to their parents through listserve and shared the intent to apply with their faculty and staff during staff meetings. During School Advisory Committee Meetings and Parent Advisory Committee meetings, school administrators provided parents, students, teachers and community stakeholders with information pertaining to program requirements, the scope of work, budget, and evaluation contents.

The Grants Department presented to the District Advisory Council (DAC), a group of parents that meet monthly and include representation from every school. The presentation specifically stated R. Frank Nims Middle School's intent to apply. Additionally, a summary of the DAC meeting, noting the disclosure of the intent to apply, is a standard School Board Agenda item. The School Board meetings are televised and available online. LCS has a centralized Grants Department to facilitate coordination of federal, state and local programs. The development of this proposal included the school administrator, site coordinator, and staff from federal entitlement grant offices.

Community partners and vendors were asked to provide feedback and input to the 21st Century Grant Proposals in early March. Partners and vendors provided feedback via email and conference calls respectively. Follow-up correspondence was sent out to vendors and partners via email to document collaboration and input. The 21st CCLC program has existing Advisory Council Committees consisting of parents, students, staff, community stakeholders and other key members. The Advisory committee meetings are advertised and are open to all within the community. During these meetings information pertaining the intent to apply was provided. Advisory council members as well as community members provided input.

The 21st CCLC Program will provide the community access by posting the proposals online and maintaining a copy in the front office of each school site. Additionally, the 21st CCLC District Program Office will be available to answer any questions and to provide the community with information. If funded, notification to the community will be provided through email and listserve, school marquee's and parent letters. The 21st CCLC Program Manager will be responsible for the upkeep of the 21st CCLC website. Upon being funded the website will include the grant award, start times, as well as other pertinent information regarding the program. Certified teachers from the school are hired to facilitate the 21st CCLC Program, this provides ongoing collaboration. The 21st CCLC Program is added as a key member of the Site Committee a governing body of school level leaders that collaborate to ensure that the School Improvement Plans goals are being met. The 21st CCLC Program will be instrumental in helping to close the academic achievement gap. Site Coordinator will meet with regular day teachers to help support students' academic and behavior needs. When requested, the Site Coordinator will attend parent teacher conferences. Each month the Site Coordinator will communicate with regularly day teachers. This collaboration will be seen in Faculty and Staff Meetings Agendas, collaboration and communication logs, and emails.

5.5B Partnerships. The 21st Century team, school site, Boys & Girls Clubs of the Big Bend, United Way of the Big Bend, WFSU Radio, LCS leadership and community stakeholders

participated and met multiple times in March in order to provide program suggestions, revisions, priorities for collaboration and to finalize the extensive collaborative agreements. In all, more than a dozen meetings were held to gather input and align the strategies of the partner organizations. This is truly a community program. It is critical that stakeholders (School Advisory Councils, Parent Teacher Organizations) will continue to provide program information. Similarly, the Nims Middle School Advisory Committee will meet at least twice each year to review progress on program goals and at least once prior to funding renewal to identify further collaboration and dissemination plans.

Project Based Learning (PBL) activities incorporate community partners. In partner planning meetings, community partners were asked to detail their services and structure their plans in accordance with the PBL form provided by Florida Department of Education. In addition to the reference books of PBLs already available to the school administrator and site coordinator, PBLs submitted by community partners will be distributed. Some community partnerships are simply contractual; a vendor relationship, but most community partnerships are collaborative. The partners have committed to helping sustain their services knowing there is a reduction in funding to the program in future years. These partnerships, both contractual and collaborative, provide support and address the unique needs of this school. The site coordinator will be provided the resources to help recruit additional community partners as individual student and family needs may arise.

To highlight a few of the key partnerships: Leon County Schools (LCS) will provide a safe and secure site to host afterschool activities and provide snacks through the Federal School Lunch Program. The Boys & Girls Clubs of the Big Bend will finance two activity leaders for the program. This will allow the program to maximize its resources and to further promote the collaboration of community partnership. The LCS Grant Coordinator, dedicated to the program, will provide the oversight and administration of the program, provide support the Extended Day Program Manager, and to the site coordinator and the infrastructure to identify

additional community resources as needed. In addition to the facilities, snacks and administration, LCS has established an on-line infrastructure for ease of reporting and sharing documentation of daily program activities and deliverables between the site coordinator, principals, and evaluator. The Partners Table and letters of support provided identifies significant support where value is not indicated. The site coordinator will document the value of in-kind contributions provided by partners in the Documentation Notebook. Collaborative partners will also be invited to the school and district volunteer celebration where they will be recognized for their contributions to the program. Partners will also have the opportunity to be nominated for awards. The program coordinator will frequently engage partners and maintain a positive relationship to ensure partners stay in good standing.

5.5C Collaborations with the Regular School Day. The school administrators, The Boys & Girls Clubs of the Big bend and the site coordinator at Nims Middle School is familiar and have managed 21st Century Community Learning Centers in the recent past. At Nims Middle School, the Site Coordinator will be an active teacher employee that has experience with innovative academic and enrichment after school activities for middle school students. The school administrators have requested to operate this program and have actively participated in all planning stages of this proposal. Based on the unique needs of the schools, selected programs will focus to support reading, math and science, recreational activities, parental involvement, career opportunities, college readiness, entrepreneurial, service learning, character education, health and nutrition, and enrichment activities.

To support the school and data-driven decisions, the district utilizes online assessment software programs allowing for ready access to student academic records and school-wide data. This information will be available to the program manager and site coordinators for the use of identifying student academic and social weaknesses and strengths. This allows structured and targeted PBLs based on the student's academic and social needs. Parents have immediate access to student attendance, disciplinary records, assignments and grades.

The program will reinforce what students learn during the regular school day. PBL units will be selected by school administration to ensure each activity reinforces core academic subjects and provide personal enrichment that specifically address the school need. The program manager will be responsible for working with administrators, site coordinator, teachers and teacher aides in implementing the PBL units. PBLs will be structured to support academic subject areas (reading, writing, math, science) within fun, student-driven projects. In addition, students will engage in Science, Technology, Engineering/Experiment, Art/Agricultural and Music/Math (STEAM) projects. Each subject area will focus on grade level standards. A Science standard will be introduced through videos, websites, and teacher-led instructions. Students will continue working on the same topic/standards through Technology, using computers, robots, drones, simulations, etc. to further student understand of the topic discussed. Students will engage in Engineering/Experiments to build, create, and perform experiments/scientific investigations regarding the standards/topics. Art/Agriculture activities will be used to help strengthen the standards/topics by practicing horticulture, drawing, painting, and creating videos, and poetry regarding the standards/topics. Math/Music activities will also be used to help strengthen the standards/topics implemented earlier in the STEAM project. These projects will offer engaging, academic and personal enrichment activities that will support student's development of persistence, critical thinking, decision-making, and behavior necessary to improve academic achievement. In addition, by engaging the approval of the school administration PBLs and activities that are conducted at each 21st CCLC school site will be aligned with the school's Improvement Plan. Certified teachers from the school are hired to facilitate the 21st CCLC Program. This provides ongoing collaboration. The 21st CCLC Program is added as a key member of the Site Committee a governing body of school level leaders that collaborate to ensure that the School Improvement Plans goals are being met. The 21st CCLC Program will be instrumental in helping to close the academic achievement gap. Site Coordinator will meet with regular day teachers to help support students' academic and

behavior needs. When requested, the Site Coordinator will attend parent teacher conferences. Each month the Site Coordinator will communicate with regularly day teachers. This collaboration will be seen in Faculty and Staff Meetings Agendas, collaboration and communication logs, and emails.

5.5D Sustainability. The budget provided is sufficient to operate the 21st CCLC and utilizes the funds in an effective and efficient manner. Administrative costs are below the limit of 6% of 21st CCLC programs funds to ensure funds are primarily for the direct services provided to students. The district adheres to a strict supplement, not supplant ideology and has waived the indirect cost rate. The activities and budget are written with sustainability in mind. The services will be sustained through the 5-year operation, even with the reduced funding in years 3-5. At the partner planning meetings, in preparation for proposal development, partners were asked to consider their own sustainability efforts. We asked if the partners could help share the burden and reduce their own costs over time through improved efficiency and other funding sources. Partners that provide free services will be utilized as to help sustain the programs. The Grants Office of Leon County Schools is contributing services for grant writing and grant seeking assistance to partners in their efforts to identify alternative funding. The Grants Office will assist in writing and grant seeking for teachers. Transportation, janitorial, facilities and management are all cost expenditures that the Board of Education currently assumes for the project and could continue in the future. The food service is provided by the United States Department of Agriculture's child nutrition program and will be easily continue the after-school snack and summer food program for the students. The professional development required for the successful operation will be funded through federal entitlements of Title I and Title II.

The Advisory Council will have a significant percentage of members representing local businesses and community organizations. Committed Advisory Council Members include the Director of Content and Community Outreach of WFSU PBS and NPR Radio; Tallahassee

Humane Society; Leon County Health Department, and Leon County Schools Foundation an excellent resource as we implement the sustainability plan.

5.6 PROGRAM PLAN

The 21st Century Community Learning Centers are designed to meet the Gold Standards of the Florida Afterschool Network. Leon County Schools was a participant in the discussions to establish the Gold Standard Practices. The Gold Standard Practices were to represent the core principles and best practices that lead to the delivery of quality programming for children and youth in afterschool programs. A significant focus of the 21st CCLC program will be industry certifications and entrepreneurship (what you can do with the certifications).

5.6A Target Students. Students are eligible on a first come - first served basis with priority provided to students performing below grade level in core subjects and those recommended by teachers. Siblings of priority participants will also receive priority as historically this has significant impact on the ability for those students to participate. Adult family members and guardians of participating students will receive specific information on activities and 21st Community Learning Center services. Students who are at-risk of dropout will be targeted and encouraged to enroll in the program. Preference will also be given to students in need of assistance for behavioral, social or guidance programs. Planning times will be held for regular day and extended day staff to coordinate services and to facilitate the integration of the program with the regular school day. Guidance counselors will also be instrumental in recommending students who are in need of academic and enrichment instruction beyond the school day. Families of students enrolled in the program will be provided with information about training opportunities through flyers, brochures, newsletters and district's educational TV station.

5.6B Recruitment and Retention. 21st CCLC has a phenomenal reputation in the Leon County community for being a well-structured and supportive after-school program. Recruitment has not historically been an issue within school-based programs. Regularly

reminding parents and guardians of mandatory participation hours directly reduces the number of students picked up prior to the end of the program. School centers will host a mandatory orientation for parents to provide them with the expectations of the 21st CCLC Program. Orientations will be flexible in time and in nature. For parents that are unable to physically attend the meetings, parents can meet via conference call or skype. Providing fun, interactive activities that engage youth, and having students want to be at the program, is an effective strategy for retention. As a middle and high school program, time will be allowed for credit retrieval during homework help time to assist with students overcoming their academic deficits. Both programs will offer a focus on transitioning students to the next level middle to high, and high to career and college programs. The program will also allow students to complete specialized projects during homework help time to work specifically on skills that they are lacking. Special opportunities for the parents to volunteer and become involved in Service Learning projects with their students will provide parents with the opportunity to encourage daily attendance. Contactor services will be tailored to meet each student's needs. This will help enhance student's academic and social needs and facilitate retention of students.

Additional strategies that will be used to attract and sustain students in the program include ensuring that the program is offered at times that meet parent's needs, reaching out directly to students and parents, offering students and parents opportunities for leadership, community service, hiring energetic and experienced staff. Offering a wider variety of relevant program options, visual and performing arts opportunity options will be provided to students, coordinating all efforts to support effective service delivery and lastly to ensure that all programs will be of high quality. If retention is directly impacting a program site's performance, parent and student surveys will be reviewed to identify additional services that may be provided. If needed, a survey focused on parents of disengaged youth will be issued to help assess what needs are not being met. We have found this approach to be highly-effective.

5.6C Student Program Activities. PBLs and lesson plans will be closely aligned with current activities, themes, and/or learning objectives a student is working on during the regular school day. To ensure that the middle school schedules will provide targeted students within each group to participate in the 21st CCLC Program. This also ensures that the 21st CCLC supplements the school day activities. Students will begin the 21st Century Community Learning Center at 3:55pm and end at 6:00pm. Each group of students will be active participants in the program for 2.08 hours each day.

Nims Middle School's 21st Century after school program will begin at 3:55pm. Students will receive snacks and targeted homework academic assistance (25 minutes). Parents have indicated their biggest concern with implementing PBL activities is a reduction of homework and tutoring assistance. In response, academic and tutoring assistance will be provided during snack time. Academic and tutoring assistance is based on the individual students needs and does not supplant the academic activities. Students who are failing in one or more classes will have the opportunity to work on credit retrieval assignments during homework time. At 4:15p students will then group for their focused academic activities for 60 minutes. Monday, Tuesday, Wednesday will be focused on hands-on STEAM activities aligned with state standards. Thursday will be focused on entrepreneurship opportunities and Industry Certification Programs to include Word Processing, Database, Communications, Web Design, Spreadsheet, and Programming and Logic Essentials. These certifications address critical local economic need and are approved on the FDOE Industry Certification list. These certifications align with state standards. Friday will be focused on nutrition and wellness aligned with the state standards.

Nutrition and wellness will include activities that focus on drug and violence prevention. Our local law enforcement agencies, school resource officers, victim advocates, and local community leaders will provide seminars and activities to students during this time. Students will participate in Service Learning Projects that expand into the school day and local communities. After the academic component, activities will focus on social skills that build youth resilience,

social connections, and cognitive and social emotional competence for 60 minutes. These activities will foster character education, increase self-confidence, self-esteem, collaborative groups and innovations in financial, economic, business literacy and global awareness. The program will dismiss at 6:00pm.

At the request of the Nims community and administration, the 21st CCLC Program is available to students at Nims for ten (10) Saturday's during the academic school year and during the summer. The program will begin at 9:00am and end at 1:00pm. From 9:00am-9:30am students will eat breakfast. Breakfast is provided at no cost to students by the Leon County Schools Food Service Department. From 9:30am-10:30am students will participate in PBL and academic instruction. Students will work on credit retrieval activities or industry certifications or FSA practice from 10:30am-11:30am. Students will eat lunch from 11:30am-12:00pm. Lunch is provided at no cost to students by the Leon County Schools Food Service Department. After lunch students will spend an hour engaging in high quality activities that focus on drug and violence prevention (12:00pm-1:00pm). Our local law enforcement agencies, school resource officers, victim advocates, local community leaders will provide seminars and activities to students during this time. Students will participate in Service Learning Projects that expand into the school day and local communities.

Summer program activities at Nims Middle School will be structured as such: the program will begin at 8:30am and end at 4:00pm. From 8:30am-9:15am students will eat breakfast and sign in. Breakfast is provided at no cost to students by the Leon County Schools Food Service Department. From 9:15a-11:30am students will work on PBLs and academic enrichment projects that focus on financial, economic, business and entrepreneurship. Students will develop business plans, marketing plans, problem solve, goal setting, market research, business startup stimulations. Their service learning project will consist of developing ideas for entrepreneurship activities within the school setting and utilizing those activities to better our community. Each week during the summer, students will develop a culminating project that will

give back to a community organization. Students will utilize their Industry Certifications during this process. Students will also work on Industry Certifications and/or credit retrieval acquisition. Lunch will be provided at no cost to students by the Leon County Schools Food Service Department (11:30am-11:55am). From 12:00pm until 1:00p students will work on high quality activities that focus on drug, violence and gang prevention. Our local law enforcement agencies, school resource officers, victim advocates, local community leaders will provide seminars and activities to students during this time. Students will participate in Service Learning Projects that expand into the school day, feeder schools and our local communities. From 1:00p-2:00 students will work on credit retrieval and career readiness. From 2:00-4:00pm students will engage in Science, Technology, Engineering, Arts/Agriculture, Music/Math (STEAM) activities. Student will dismiss from 3:50-4:00pm.

Academic Enrichment. Research-based activities will be included as an integral program component through Project Based Learning (PBL) activities and instruction by highly qualified teachers using differentiated instruction techniques. PBL supplemental materials will be used to reinforce the materials from the regular day program and provide re-teaching or additional teaching to students according to their needs. All instruction will support the core programs to enable students to reach proficiency levels. The mastery of Florida Standards will be monitored on a routine basis by the school principal and site coordinator through the Data Director Progress Monitoring System. Formatting activities through project-based learning plans supports problem-solving, communication, teamwork and character education activities incorporated into the process of increasing academic proficiency. Accommodations will be provided to students with special needs. These accommodations are included in the students Individualized Education Plan. Examples of supplemental programs and activities may include: Leon County Virtual School, ICT Essentials, Microsoft and Adobe Industry Certifications, Just Read Florida!, CPALMS, Edutopia, Challenger Learning Center, Florida Shines, LCS Sheriff's Office Drug and Gang Prevention, Champions Health and Fitness, and Entrepreneur In the

Classroom. PBL topics include Real World Math, Youth Scientist Challenge, Future City, Discover Engineering, High Tech High School, We Can Change the World Challenge, Media Literacy: Creating Media Products, Reading Scholars, All About Health and Wellness, Global Awareness, The GREAT Stock Exchange, Civic and Community Helpers, Leadership, Life and Career Skills, Leadership and Responsibility. Additional topics are selected based upon student interests identified through student interest survey and data collected on students' progress.

Additionally, Nims Middle School is an AVID school. The College Board, to engage students and encourage students to pursue a post-secondary education, designed the AVID curriculum. The AVID curriculum has a service-learning component that is focused on civic engagement. This component cannot be implemented during the regular school day. This will be a key component of the afterschool program for the Nims Middle School.

Enrichment Activities: Character, college and career readiness, entrepreneurship, global awareness, environmental awareness and health education are infused within hands-on PBL activities. Specific PBLs infuse health education within activities that promote healthy lifestyles, obesity awareness, drug and violence prevention and nutrition education. Students will be encouraged in a fun, positive environment and they will become likely to lead healthy, active and positive lifestyles. Character education is incorporated within each PBL activity. Through small group instruction and one-to-one mentoring relationships, students will have the opportunity to discuss the application of character education values, such as teamwork, respect, caring, cooperation, courage and honesty in their own lives. Students will also learn how to set goals, become self-directed learners, adapt to change, and learn how to work effectively in diverse teams. Service learning will be embedded within PBL activities and students will be able to adopt and conduct community service projects within our local community.

Proposed PBL Activities: Project based learning (PBL) activities will vary by site and scheduling of key partners. Project selections are based on student interests, as well as, needs identified in the needs assessment and School Improvement Plan. Identified needs are focused

on reading, math, science proficiency and positive behavior support. Monthly trainings allow site coordinators and teachers to assess PBL activities and define effective practices. Site Coordinators also receive hands on training with utilizing Youth (Y4Y) which is an adopted curriculum by the United States Department of Education; CPALMS will be used to identify adopted and approved learning topics that meet Florida's state standards; Weather STEM which focuses on incorporating science, technology, engineering and math within the classroom will be used as well. To add every site coordinator receives copies of all PBLs submitted by community partners (over 25 PBLs). Daily activities will be scripted through an approved PBL.

With the implementation of Project-Based Learning (PBL) activities, each PBL unit provides an opportunity for the students to disseminate what they learned to their family members, school, and local community. This direct engagement of parents correlating with their child's work will be conducted in unison with workshops and trainings for family members. Regularly scheduled parent workshops will be based on Joyce Epstein's research based six types of parent involvement model, which includes: Communicating, Collaborating with the Community, Decision Making, Learning at Home, Parenting and Volunteering. Homework assistance is one of the most significant issues for parents. In addition to regularly scheduled parent workshops, most PBLs have activities for parents and a few require parent involvement. These activities foster collaboration with the students and their parent.

5.6D Adult Family Member Program Activities. Six workshops will be held throughout the program year. A survey of parent needs will be conducted at the beginning of the program year. The parent needs survey may bring forward the need for additional workshop sessions which the 21st Century Program will conduct. We will bring together various community organizations and companies to help support our endeavors in providing meaningful Adult Family Member Program Activities. Past workshops included information on Financial Literacy provided by the following entities: Florida Commerce Credit Union, Prime Meridian Bank, Envision Credit Union and Capital City Bank, and the Florida Department of Financial Services.

These workshops will focus on helping parents to track their personal expenses and identifying a monthly budget, creating strategies for saving money and paying off debt, explaining how to establish or reestablish a good credit record, balancing a checkbook, and other related topics. Health and Wellness Literacy workshops are provided by Ageless Health and Wellness, Leon County Health Department, and UF-IFAS Extension Office. Parent Workforce Education workshops conducted by Goodwill Industries and Career Source Capital Region are geared towards parent's learning employability skills, writing resumes, job seeking and learning interviewing techniques. Academic Enrichment, Entrepreneurship, College and Career opportunities will also be workshop topics offered to parents. Computer Education workshops will be provided to teach parents how to utilize word processing, spreadsheets, database and the Internet software programs. These opportunities will not only assist parents in their endeavors but will also provide students with the opportunity to educate parents on the topics they are learning and can benefit from as well. We will conduct one financial literacy workshops, one health and wellness workshop, two academic enrichments, entrepreneurship, college and career workshops, one computer education and one workforce education workshop. Parent workshops will be held monthly and will be scheduled during flexible times during the afterschool program. When available, they will coincide with already scheduled school events.

Additionally, the 21st CCLC Program at Nims Middle School will embed the Florida Parent Checklist disseminated by the Florida Department of Education, Bureau of Family and Community Outreach. This checklist is based on the Family and School Partnership for Student Achievement Act, section 1002.23, Florida Statutes (F.S.). 21st CCLC family member services will support the child's academic progress, especially in the area of reading; strengthen the child's citizenship, especially social skills and respect for others; strengthen the child's realization of high expectations and setting lifelong learning goals; and emphasize communication between the school and the home.

5.6E Staffing Plan and Professional Development. Teacher aides will be responsible for supporting the teachers by supervising students, directly engaging students in hands-on activities and ensuring parents check out their child in accordance with procedures. The ratio is 1:10, one adult to ten students, during the academic activities. Certified teachers will provide the academic instruction for one hour per day. The program will ensure that each academic class has 10-12 students per adult. Activity Leaders will be assigned to classrooms to further reduce class size and to meet ratios. The 1:20 ratio will be utilized during enrichment activities. The Site Coordinator will be directly responsible for the administrative tasks and the daily operations of the program.

The LCS program manager will engage the site coordinators and regularly participate in site activities. The LCS program manager will provide monthly professional development to the site coordinators during regularly scheduled Site Coordinator Meetings. Additional professional development will be provided directly to teachers and activity leaders at the school level. A professional development survey will be distributed. Historically professional development topics include: Creating Afterschool Lesson Plans, Building Relationships with Community Partners, Differentiated Instruction, Behavior Management, Creating an Active Learning Environment, Using Data to Drive Afterschool Instruction, Engaging Parents Beyond the Bell, Team Building and Youth Development. Professional Development will be provided in these areas as well as areas identified in the survey needs.

Regular site visits will take place weekly. This arrangement allows for the schools to be visited during program hours, trainings to be developed and conducted, and technical assistance provided promptly to address identified issues. Standard observation protocol will be used to observe site activities. The observation checklists will be provided to principals as a means of collaboration and communication. The site coordinators will be certified teachers or have extensive experience coordinating 21st CCLC afterschool programs. At both sites certified teachers will be on hand during operating hours to conduct academic activities. The site

coordinators will collect site-specific records such as attendance, classroom data, PBL activity, and lesson plans. The LCS program manager will ensure accuracy and completeness of data collected, and submit needed information to the evaluator. The evaluator verifies accuracy of reports submitted and reports directly to the Advisory Committee and the site coordinators. Highly qualified teachers will provide academic tutoring and small group instruction in reading, math and science incorporated within the hands-on projects.

5.6F Program Centers. The 21st Century Program will take place on the school campus of Nims Middle School. The school will provide instructional classrooms, cafeteria space, computer labs, and recreation space for the implementation of the 21st CCLC Program. Classroom space and occupancy will follow the regular school guidelines. There will be sufficient classroom space during the academic hour to support the student ratios. Additional access to school buildings such as the music, art, media center and gymnasium will be available to support the 21st CCLC Program. Conference rooms will be available to assist the Site Coordinator in meeting with parents and community stakeholders. Nims will ensure that the Site Coordinator has an office that can be secured so that 21st CCLC items are stored securely and separately.

5.6G Safety and Student Transportation. Every family completes an application form for participation in the program. The application packet includes details of partners and third-party organizations that will have access to student data, as well as program rules and safety procedures. Disciplinary measures, procedures, and/or a code of conduct will be implemented. Adult supervision will be provided for children at all times. The students will transition directly into the extended day program from the regular school day program. Student roll will be taken daily for all classes/activities and records maintained for data reporting. The schools will designate a 21st CCLC area including an area for students to store their backpacks, an area for snack, classroom(s) for homework assistance and an area for the project-based learning (PBL) activity that will support all designed activities. As this program is conducted before and after

school hours, the entire campus is available, as needed. Every campus complies with the requirements for classroom space for the population of the school. The school and all classrooms are handicap-accessible. In cases of inclement weather, age appropriate alternative activities will be provided in covered areas, gymnasiums or other locations, such as classrooms. The site will have an "Alternative Activities Plan" on hand. Staff members use radios to communicate about student transitions, behavior issues, or other classroom issues. A buddy system is used during the program if a student needs to leave the classroom. Site coordinators will receive training during monthly site coordinator meetings about program procedures, requirements, and safety procedures. Teacher aides receive on-going, as well as, two additional trainings to ensure safety and program procedures are followed. Program staff are expected to adhere to all sections of the 21st CCLC Manual in addition to the Leon County Schools Employee Handbook.

Everyone is required to have identification visible when on school campuses. School Administrators will ensure the safety of students by adhering to the LCS Zero Tolerance Policy. The Safety and Security Office issues identification badges required and level 2 background checks are conducted by FDLE in accordance with Section 10132.32, Florida Statutes, for all vendors and employees. All visitors are required to report to the front office, show proof of identification, and sign in/out. For safety the school has fencing and a closed campus. The district has a centralized 24-hour security center. This center monitors campus fire and security alarms, video cameras and a 24-hour call line. Fire drills and emergency event drills are conducted during the afterschool program. All schools use the LCS Safety Procedures and have multiple people at the site trained in CPR/First Aid. Every campus is equipped with alert radios providing instant notification of weather updates.

District policies will be followed regarding vehicles used for transportation. All district buses are fully accessible and equipped with video cameras to document incidents. Headcounts before, during and after fieldtrips by staff, signed parent permission sheets with reliable contact

information, as well as, student name badges will be used to ensure students' off-campus safety. The students will transition directly into the after school program from the regular school day program. Student attendance will be taken daily for all classes and activities, and pertinent records are maintained for data analysis and reporting. Transportation home is not provided. Parents identify at program registration how their child will get home and who has permission to pick up their child. This information is provided by parents on the enrollment application. All students being picked up must be signed out by an approved adult or parent.

5.6H Dissemination Plan. The schools maintain a webpage and will host an interactive 21st Century website that provides site information, contacts, program reports, parent and staff resources, Advisory Committee meeting dates and progress information. Upon funding, parents will be notified through direct letters from their principals. The district will be conducting additional outreach campaigns at the start of school (August) through different media outlets. School Orientation will include announcements for the program. Once funded additional parent information opportunities will be held in conjunction with Parent Teacher Student Association, School Advisory Council, and faculty meetings at the beginning of each school year to make teachers, parents, and the community aware of the goals and objectives of 21st CCLC programs and target populations. The 21st CCLC logo will be displayed on all correspondence, including newsletters, flyers, invitations, programs, brochures, and throughout each targeted school. Additionally, the Advisory Committee will discuss and coordinate dissemination of information to the community. The partners will also be asked to promote 21st CCLC at their places of business. If requested, the 21st CCLC program will share best practices at the state conference and in discussions with the 21st CCLC Technical Assistance team. In accordance with district grant policies and procedures, this proposal, in its entirety, is presented to the school board for approval. The School Board agenda and supporting documentation is available one week prior to the meeting and maintained online through the district's BoardDocs website.