



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Leon CSD

Project Number: 370-2443B-3C005

Program Name: Nims Middle

Section 1: Project Abstract/Summary

Leon County School District operates the Nita M. Lowey, 21st Century Community Learning Center (CCLC) at Nims Middle School located at 723 W. Orange Ave., Tallahassee, Florida. Sixty-five 6th-8th grade students are provided programming during the school year and summer. Afterschool hours are from 4:00pm to 6:00pm, 5 days of the week and summer from 8:00am to 1:00pm, 4 days of the week. Afterschool begins August 10, 2022 and aligns with the district's calendar. Program activities include academic enrichment, STEM, well-rounded education, literacy education, services for Individuals with Disabilities, and healthy and active lifestyle.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

The Leon County School District (LCSD) has proven its experience and capacity to provide both afterschool and summer programming using federal grant funds. For over ten years, the LCSD has provided afterschool and summer programming for students at elementary, middle and two middle schools using federal funds. LCSD has experience in using data to develop and implement educationally supportive programming for students and families. LCSD is familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families. Data from inventories, assessments, standardized tests and formal are used to analyze student performance, identify areas of need and make informed instructional decisions.

In addition, for over ten years, the LCSD has managed several federal grants, to include: Title I Part A, Title II, Title III Part A, Title IV Part A, Title IX and IDEA. This is not an all-inclusive list of the federal programs implemented at LCSD through federal funds. In addition, LCSD has managed several grants that are not federal grants, to include: Turnaround School Supplement Services Allocation. LCSD's policy section 6000, addresses finance policies and procedures of cash management, allowability, time and effort, procurement, travel, property management, records retention and conflict of interest. LCSD's accounting systems and policies and procedures employ auditable systems to properly account for the use of public funds. These policies ensure that the District remains compliant with all aspect of expending grant funds, the Uniform Guidance and audit requirements.

Section 4: Building Your Program Team

Nims Middle School's 21st CCLC has identified several key departments and individuals as part of the 21st CCLC program team. The members of the team will help with the development of the application, the engagement of the stakeholders, the determination and assessment of program needs, the design of program activities, the implementation of activities, the evaluation of program data to refine and inform new activities and strategies, and planning for sustainability as the program ends.

The administrators' and community feedback is represented in the needs assessment for the 21st CCLC afterschool program. To assess the need for the 21st CCLC program at Nims Middle School, administrators, parents, students, teachers, district administrator, private schools, and community members provided input.

The Assistant Superintendent of Academic Services of Leon County Schools was asked to join the team to provide input on both school and district needs analysis and distribution of assessment results and school improvement planning.

The Principal of the school was asked to join the team to provide input on school needs and to help identify key personnel to implement the program.

Our community partners, Klean Kuts Barbershop and Adult and Community Education School, was asked to join the team to provide input on community resources that addresses the needs of the school and immediate community.

Our parents and students were asked to join the team to provide input on areas of concern from a parent's perspective, address school needs and to give both parents and students a voice in the development of the program.

The postsecondary institution members, Florida State University, and Lively Technical College, were asked to join the team to provide input on resources and opportunities that addresses the needs of the school and help identify ways to align students with both career and college paths. Overall, the team expressed concern for the need for support of academics, career and college readiness, credit recovery, drop-out prevention, and opportunities for enrichment.

Section 5: Engaging Stakeholders

Leon County Schools posted the intent to apply for 21st CCLC on the school district's 21st Century website in February 2022. School sites emailed the intent to apply to their parents through Listserv, passed out letters to parents, and shared the intent to apply with their faculty and staff during staff meetings. Notices of intent to apply remain posted on the district's website until approval or denial of grant proposal. During current 21st CCLC School Advisory Committee Meeting held in January 2022, administrators, parents, students, teachers and community partners and stakeholders provided feedback pertaining to school and student needs, program planning, development and implementation.

Of the 35 teachers currently at Nims, 20% or 7 teachers, grades 6th-8th provided feedback regarding planning, development and implementation of the 21st Century program. The teachers identified the following areas as the main areas of focus for middle school students:

- Students struggle with completing quality assignments.
- Students struggle with their coursework and have to make up assignments to receive credits needed for promotion.
- Many students have poor attendance and become truant.

-Many students are apathetic about school and display poor behavior.

Of the 518 students currently at Nims, 10% or 52 students, grades 6th-8th provided feedback regarding planning, development and implementation of the 21st Century program. The students identified the following areas as the main areas of focus for middle school students:

-Students struggle with having help to finish homework assignments.

-Students have limited knowledge about available opportunities after graduation.

-Students have problems with bullying and having someone to guide them through these situations.

-Students have an interest in participating in arts programs such as visual arts and performing arts to strengthen scholarship opportunities.

- Students would like to take participate in programs that are heavily engrained in technology and coding to transfer these skills to daily life and career interest.

- Students want help with completing homework with knowledgeable teachers to include credit recovery, and tutoring.

Community partners, to include Envision Credit Union, Leon County Sheriff's Office, The Boys and Girls Club of the Big Bend and the Adult Community and Education (ACE), WFSU Public Media, University of Florida IFAS Extension, Florida State University Peace Jam, Leon County Schools' Nutritional Services, and Leon County Schools' Support and Mental Health Services, Unite Us, FAMU TRIO and Lively Technical Center provided feedback regarding community and school needs, planning, development and implementation of the 21st Century program. The partners identified ways that they can contribute to the program, and assist with sustainability. The following areas were identified as some of the main areas of focus for middle school students:

-Students need a positive environment during after school hours to help decrease violence.

-Students need to be exposed to different programs that they are interested in and can later take vocational or academic courses.

-Students need opportunities to develop into productive citizens.

-Students and families need access to resource to help reach social needs.

Moving forward administrators, parents, students, teachers and community partners and stakeholders meet each nine weeks in person at the school or via Zoom to discuss identified areas of focus and strategies implemented to address these areas for the 21st Century program. In addition, to discussing already identify areas of focus; the 21st Century program stakeholders will discuss any new areas of focus and strategies to be implemented to address the new areas of focus. These meetings will be held with the intent of addressing the whole child, implementing specific programs and activities to improve areas of focus and provide continuous improvement for the program. All feedback discussed during the meetings will be shared on the district's the 21st CCLC website, at Advisory Committee meetings, over ListServ, at faculty meetings and as an informational sent home with students.

Section 6: Assessing Program Needs

Since the 2017-18 school year, Nims Middle School has identified for Targeted Support and Improvement (TS&I), because the school has one or more low-performing student groups. For the 2020-21 school year, Nims had seven low-performing student groups below the Federal index of 40%. These groups are: Black/African American students, Hispanic, White, Multiracial, Students With Disabilities, English Language Learners and Economically Disadvantaged students. The school has an overall Federal Index of 30%. There is a definite need for the 21st CCLC program in this Title I school to help close the academic achievement gap. Both quantitative and qualitative data were used to conduct the needs assessment and risk factors associated with students enrolled at Nims Middle. Please note that data for the 2019-20 school year is often not included in this needs assessment due to state standardized assessments being cancelled because of the COVID-19 pandemic. Data for the needs assessment were collected from the State of Florida's Know Your Schools portal to review the school-level data under the following areas:

- Florida Standards Assessments (FSA) Academic Achievement, Growth, and Participation: The 2018-19 Florida Standards Assessments (FSA) English Language Arts (ELA) Assessments Results by Achievement Level shows that 500 or 99.0% of students took the assessment, with 218 students scoring a Level 1, 135 students scoring a Level 2 and 111 students scoring at a proficient level. Nims Middle School has more Level 1 students than both the county and state student percentages. 47% of students scored a Level 1 on the ELA Assessment. The state's average of student scoring a Level 1 was 19.9% and Leon County's average was 19.5%. Nims Middle School also had more Level 2 students than both the county and state student percentages. 29.1% of students at Nims scored a Level 2 on the ELA Assessment. The state's average of student scoring a Level 2 was 23.1% and Leon County's average was 22%. Within their race group, Black/African American students account for 195 of the 218 students who scored a Level 1 on the assessment. While White students accounted for 6, Hispanic students accounted for 13 and Multiracial students accounted for 4 of the 218 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 192 of the 218 students who scored a Level 1 on the assessment. While 11 English Language Learners, 21 Homeless and 62 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 88 of the 111 students who scored a Level 3 or higher on the assessment. While White students accounted for 9, Hispanic students accounted for 8 and Multiracial students accounted for 5, of the 111 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 93 of the 111 students who scored a Level 3 or higher on the assessment. While 16 Students with Disabilities, 2 English Language Learners and 8 Homeless students contributed to the students scoring a Level 3 or higher. This data indicates that about 24% of Nims students are proficient in English Language Arts with 76.1% of the students performing below proficiency. The disparity between the racial and subgroups are also evident with Black/African American and Economically Disadvantaged students accounting for over 50% of the students who scored a Level 1.

The 2020-21 FSA English Language Arts (ELA) Assessments Results by Achievement Level shows that 473 or 94.4% of students took the assessment with 190 students scoring a Level 1, 103

students scoring a Level 2 and 94 students scoring at a proficient level. Nims Middle School has more Level 1 students than both the county and state student percentages. 49.1% of students scored a Level 1 on the ELA Assessment. The state's average of student scoring a Level 1 was 23.9% and Leon County's average was 24.3%. Nims Middle School also had more Level 2 students than both the county and state student percentages. 26.6% of students at Nims scored a Level 2 on the ELA Assessment. The state's average of student scoring a Level 2 was 23.3% and Leon County's average was 22.3%. Within their race group, Black/African American students account for 150 of the 190 students who scored a Level 1 on the assessment. While White students accounted for 8, Hispanic students accounted for 25, and Multiracial students accounted for 3 of the 190 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 155 of the 190 students who scored a Level 1 on the assessment. While 25 English Language Learners and 43 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 67 of the 94 students who scored a Level 3 or higher on the assessment. While White students accounted for 8, Hispanic students accounted 16 and Multiracial students accounted for 3 of the 94 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 75 of the 94 students who scored a Level 3 or higher on the assessment. While 18 Students with Disabilities, 1 Homeless student and 8 English Language Learners students contributed to the students scoring a Level 3 or higher. This data indicates that about 24.3% of Nims students are proficient in ELA with 75.7% of the students performing below proficiency. The percent of students who scored at a proficient level on the ELA assessment increased from 23.9% to 24.3% between 2018 and 2021. In addition, the disparity between the racial and subgroups are also evident with Black/African American and Economically Disadvantaged students accounting for over 50% of the students who scored a Level 1. Within their race and subgroups, the percent of students who scored at a proficient level on the ELA assessment declined with Black/African American students declining from 22.6% proficiency in 2018 to 22.2% proficiency in 2021. White students declined from 42.9% proficiency to 40% proficiency in 2021. Hispanic increased from 22% proficiency to 32.7% proficiency in 2021. Multiracial decreased from 35.7% proficiency to 21.4% proficiency in 2021. Within their subgroup, Economically Disadvantaged students declined from 47.6% proficiency to 23.7% proficiency in 2021. While English Language Learners students decreased from 21.6% proficiency to 11.8% proficiency in 2021. Homeless students declined from 21.1% proficiency to 10% proficiency in 2021 and Students with Disabilities students increased from 16.7% proficiency to 24.3% proficiency in 2021. The current ELA data indicates a decline in student proficiency in ELA. Where more students were performing at or above proficiency prior to the pandemic, the number of students scoring a Level 1 after the pandemic increased. In addition, by subgroups, English Language Learners make small academic gains towards proficiency.

The 2018-19 Florida Standards Assessments (FSA) Math Assessment Results by Achievement Level shows that 476 or 95.8% of students took the assessment, with 177 students scoring a Level 1, 113 students scoring a Level 2 and 160 students scoring at a proficient level. Nims Middle School has more Level 1 students than both the county and state student percentages. 39.3% of students scored a Level 1 and 25.1% scored a Level 2 on the Math Assessment. The

state's average of student scoring a Level 1 was 22.4% and Leon County's average was 20.6%. The state's average of student scoring a Level 2 was 18% and Leon County's average was 17.2%. Within their race group, Black/African American students account for 158 of the 177 students who scored a Level 1 on the assessment. While White students accounted for 8, Hispanic students accounted for 8 and Multiracial students accounted for 3 of the 177 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 159 of the 177 students who scored a Level 1 on the assessment. While English Language Learners accounted for 7, Homeless students accounted 20 and 54 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 120 of the 160 students who scored a Level 3 or higher on the assessment. While White students accounted for 8, Hispanic students accounted 21 and Multiracial students accounted for 9 of the 160 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 132 of the 160 students who scored a Level 3 or higher on the assessment. While 10 Homeless students, 5 English Language Learners and 28 Students with Disabilities contributed to the students scoring a Level 3 or higher. This data indicates that more than 65% of Nims students are not proficient in math.

The 2020-21 FSA Math Assessment Results by Achievement Level shows that 424 or 85.3% of students took the assessment, with 215 students scoring a Level 1, 84 students scoring a Level 2 and only 69 students scoring at a proficient level. Nims Middle School has more Level 1 students than both the county and state student percentages. 58.4% of students scored a Level 1 on the Math Assessment and 22.8% scored at a Level 2 on the math Assessment. The state's average of student scoring a Level 1 was 32.4% and Leon County's average was 33.4%. The state's average of student scoring a Level 2 was 19.2% and Leon County's average was 18.2%. Within their race group, Black/African American students account for 172 of the 215 students who scored a Level 1 on the assessment. While White students accounted for 9, Hispanic students accounted for 22 and Multiracial students accounted for 10 of the 215 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 174 of the 215 students who scored a Level 1 on the assessment. While 21 English Language Learners and 45 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 49 of the 69 students who scored a Level 3 or higher on the assessment. While White students accounted for 4, Hispanic students accounted 13, and Multiracial students accounted for 3 of the 69 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 55 of the 69 students who scored a Level 3 or higher on the assessment. While 6 English Language Learners and 18 Students with Disabilities contributed to the students scoring a Level 3 or higher.

The percent of students who scored at a proficient level on the Math assessment declined from 35.6% to 18.8% between 2018 and 2021. In addition, the disparity between the racial and subgroups are also evident with Black/African American and Economically Disadvantaged students accounting for over 50% of the students who scored a Level 1. Within their race and subgroups, the percent of students who scored at a proficient level on the Math assessment declined with Black/African American students declining from 31.7% proficiency in 2018 to 17%

proficiency in 2021. White students declined from 42.1% proficiency to 23.5% proficiency in 2021. Hispanic declined from 58.3% proficiency to 28.3% proficiency in 2021. Multiracial decreased from 64.3% proficiency to 20% proficiency in 2021. Within their subgroup, Economically Disadvantaged students declined from 33.8% proficiency to 18.4% proficiency in 2021. While Students with Disabilities students declined from 29.8% proficiency to 24.7% proficiency in 2021. The current Math data indicates a decline in student proficiency in math. Where more students were performing at or above proficiency prior to the pandemic, the number of students scoring a Level 1 after the pandemic increased. In addition, by subgroups, Students with Disabilities make small academic gains towards proficiency. A longitudinal study by Grimm (2008) focused on associations between third grade reading comprehension and changes in three components of mathematics achievement (Problem Solving and Data Interpretation, Mathematical Concepts and Estimation, Mathematical Computation) from third through eighth grade were examined, explains that early reading comprehension was shown to be related to a conceptual understanding of mathematics and the application of mathematics knowledge. These findings lend support for the notion that early reading skills are important for success in mathematics.

The 2020-21 Florida Standards Assessments (FSA) English Language Arts Assessment Gains Chart show gaps between the different student subgroups and categories on the ELA assessment. Data indicates that of the 473 students who took the assessment 107 or 29.3% of students achieved learning gains on the ELA assessment at Nims Middle School, which is below both the county (46.6%) and state (48.9%) percentages of students making academic gains. Of the 473 students who took the assessment, within their subgroup, 86 Economically Disadvantaged students achieved learning gains and 28 Economically Disadvantaged students in the Lowest 25% achieved learning gains. In addition, 20 Students With Disabilities achieved learning gains on the ELA assessment with 5 students in the Lowest 25% of Student With Disabilities achieving learning gains. 10 English Language Learners achieved learning gains on the ELA assessment with 4 English Language Learners students in the Lowest 25% achieving learning gains.

Of the 473 students who took the ELA assessment, within their race group, 28.6% Black/African American students achieved learning gains with 33.8% of the Lowest 25% of Black/African American students achieving learning gains. Of the 473 students who took the ELA assessment, 44.4% of White students achieved learning gains with 0% of the students being in the Lowest 25% of students achieving learning gains. Of the 473 students who took the ELA assessment, 26% of Hispanic students achieved learning gains with 0% of the students being in the Lowest 25% of students achieving learning gains. Of the 473 students who took the ELA assessment, 38.5% of Multiracial students achieved learning gains with 0% of the students being in the Lowest 25% of students achieving learning gains.

In 2018-19 school year, 36.7% of students achieved academic learning gains. The percent of students who achieved learning gains on the ELA assessment declined from 36.7% to 29.3%

between 2018 and 2021. The data indicates that, within their subgroup, Nims' Economically Disadvantaged, Students With Disabilities and Black/African American students who took the ELA assessment account for the majority of the students in the Lowest 25% of students achieving learning gains. Since 2017, achievement gains data trends indicate that Nims Middle School students have performed below both state and county, with only 41.3% of students making learning gains on the ELA assessment, compared to 54.3% of total students in Leon County making learning gains for the 2017-18 school year. However in the 2017-18 school year, students who were in the Lowest 25% at Nims achieved more learning gains when compared to the state and county students in the Lowest 25%.

The 2020-21 Math Assessment Gains Chart show gaps between the different student subgroups and categories on the Math assessment. Data indicates that of the 424 students who took the assessment 61 or 17.5% of students achieved learning gains on the Math assessment at Nims Middle School, which is below both the county (37.8%) and state (38.6%) percentages of students making academic gains. Of the 424 students who took the assessment, within their subgroup, 52 Economically Disadvantaged students achieved learning gains and 21 Economically Disadvantaged students in the Lowest 25% of achieved learning gains. In addition, 13 Students With Disabilities achieved learning gains on the Math assessment with 4 Student With Disabilities in the Lowest 25% achieved learning gains.

Of the 424 students who took the Math assessment, within their race classification group, 44 Black/African American students achieved learning gains with 19 Black/African American students in the Lowest 25% achieving learning gains. 12 Hispanic students achieved learning gains with 4 Hispanic students in the Lowest 25% achieving learning gains. Of the 424 students who took the Math assessment, 2 White, and 2 Multiracial students achieved learning gains who were no included in the Lowest 25%.

In 2018-19 school year, 230 or 52.2% of students achieved academic learning gains. The percent of students who achieved learning gains on the Math assessment declined from 52.2% to 17.5% between 2018 and 2021. The data also indicates that, within their subgroup, Nims' Economically Disadvantaged, Students With Disabilities and Black/African American students who took the Math assessment account for the majority of the students in the Lowest 25% of students achieving learning gains. Since 2017, achievement gains data trends indicate that Nims Middle School students have performed below both state and county, with only 39.2% of students making learning gains on the Math assessment, compared to 56.1% of total students in Leon County making learning gains for the 2017-18 school year. In addition, in 2017-18 students who were in the Lowest 25% at Nims achieved less learning gains on the Math assessment when compared to students in Leon County and state. Since students struggle to make reading gains, many students struggle academically with making math gains. Another study, by Akbasli, Sahin, and Yaykiran (2016), focuses on the effects of reading comprehension on mathematics and science achievement. Findings of this research indicate that there is a correlation between reading comprehension results and student success in math or science classes. It also indicates that reading comprehension contributes positively or negatively to the success results in math or science classes.

Nims' 2020-21 Acceleration data shows that Nims had less middle school students earning High School acceleration credits than both the state and the Leon County. Nims had 52% of middle school students earn High School acceleration credit, the state had 67% of middle school students earn and the county had 64%. In the 2020-21 school year, 28 middle school students earned High School acceleration credit. Of the 28 students, within their subgroup, 22 Economically Disadvantaged students earned high school acceleration credit. No other subgroups earned acceleration credit. Of the 28 students, within their race classification group, 22 Black/African American students earned acceleration credit. No other race groups earned high school acceleration credit.

In 2018-19 school year, 38 or 66.7% of students earned high school acceleration credit. The percent of students who earned high school acceleration credit declined from 66.7% to 52% between 2018 and 2021.

Nims' 2020-21 disciplinary data shows 79 incidents resulting in referrals and disciplinary actions. 56 students received One out of School Suspension. 17 students received More than One Out of School Suspension. Within their race classification group, of the 56 students receiving One Out of School Suspension, 75% of the students were Black/African American, 7.1% of the students were Hispanic, 10.7% of the students were Multiracial and 5.4% of these students were White. Likewise, 17 total students received More than One Out of School Suspension. 52.9% of the students were Black/African American, 29.4% were Hispanic, 5.9% of the students were Multiracial and 11.8% were White students. Black/African American students account for 76.7% of total student enrollment. Hispanic students account for 11.7% of the student population and White students account for 6.2% of the student population.

Within their subgroup, 21.4% Students with Disabilities received One Out of School Suspension as a disciplinary action and 41.2% of Students With Disabilities received More than One Out of School Suspension. This subgroup accounts for 17.4% of the total school population.

During this school year, of the total students who received disciplinary actions, 6 student was referred to Law Enforcement. 4 students referred to Law Enforcement were Black/African American, one student was Hispanic and one student was Multiracial.

The 2019-20 disciplinary data shows 171 incidents resulting in referrals and disciplinary actions. 95 students received One out of School Suspension. 59 students received More than One Out of School Suspension. Within their race classification group, of the 95 students receiving One Out of School Suspension, 95.8% of the students were Black/African American, 2.1% of the students were Hispanic and 2.1% of the students were White. Likewise, 59 total students received More than One Out of School Suspension. 91.5% of the students were Black/African American, 1.7% were Hispanic and 5.1% were White students. Black/African American students account for 82.5% of total student enrollment. Hispanic students account for 9.1% of the student population and White students account for 4.8% of the student population.

Within their subgroup, 9.5% of Students with Disabilities received One Out of School Suspension as a disciplinary action and 23.7% of Students With Disabilities received More than One Out of

School Suspension. This subgroup accounts for 15.2% of the total school population. During this school year, of the total students who received disciplinary actions, 26 students were referred to Law Enforcement. Of the 26 students referred to Law Enforcement 23 students were Black/African American, 2 were Hispanic students and 1 was White.

In 2018-19 school year, 237 incidents resulting in referrals and disciplinary actions. 125 students received One out of School Suspension. 96 students received More than One Out of School Suspension. The number of incidents resulting in disciplinary actions declined slightly from 237 to 79 between 2018 and 2021. Disciplinary data trends, suggests that the majority of the students who receive out of school suspensions are Black/African American students, which equates to the majority of students receiving loss of academic time needed to close academic gaps.

Nims' 2020-21 Chronic Absenteeism data shows that 409 students were habitually absent from school during the pandemic when many students opted to receive virtual instruction. Of the 409 student absences, 77.8% of the students were Black/African American. Black/African American students make up 76.7% of the total student enrollment. 10.3% of Chronic Absenteeism students were Hispanic students, with Hispanic students making up 11.7% of student enrollment. 7.3% of habitually absent students were White students with White students making up 6.2% of student enrollment. Students with Disabilities accounted for 16.9% of Chronic Absenteeism and 17.4% student enrollment. Male students account for 55.1% of student enrollment but Chronic Absenteeism data shows that 53.5% of male were habitually absent.

Nims' 2019-20 Chronic Absenteeism data shows that 285 students were habitually absent from school. Of the 285, 79.6% of the students were Black/African American. Black/African American students make up 82.5% of the total student enrollment. 9.8% of Chronic Absenteeism students were Hispanic students, with Hispanic students making up 9.1% of student enrollment. 6% of habitually absent students were White students with White students making up 4.8% of student enrollment. Students with Disabilities accounted for 15.2% of student enrollment and 14.7% Chronic Absenteeism. Male students account for 53.1% of student enrollment but Chronic Absenteeism data shows that 55.8% of male were habitually absent.

The number of students who are habitually absent from school in 2018 was 268. The number of students who are habitually absent from school increased from 268 to 409 between 2018 and 2021. Attendance data trends, suggests that the majority of the students who face chronic absenteeism are Black/African American students, which equates to the majority of students receiving loss of academic time needed to close academic gaps. In addition, research suggests that there is a moderately positive relationship between student attendance and academic performance. One study examined the effects of student's attendance on academic performance; with the major objective of the study is to investigate the relationship between student attendance and academic performance. The researchers suggest that all students, particularly those students who are not as academically strong, to be informed about the importance influence of class attendance on academic performance (Aden, Yahye & Dahir,

2013).

During current 21st CCLC School Advisory Committee Meeting held in January 2022, administrators, parents, students, teachers and community partners and stakeholders provided feedback pertaining to school and student needs, program planning, development and implementation.

Of the 35 teachers currently at Nims, 20% or 7 teachers, grades 6th-8th provided feedback regarding planning, development and implementation of the 21st Century program. The teachers identified the following areas as the main areas of focus for middle school students:

- Students struggle with completing quality assignments.
- Students struggle with their coursework and have to make up assignments to receive credits needed for promotion.
- Many students have poor attendance and become truant.
- Many students are apathetic about school and display poor behavior.

Of the 518 students currently at Nims, 10% or 52 students, grades 6th-8th provided feedback regarding planning, development and implementation of the 21st Century program. The students identified the following areas as the main areas of focus for middle school students:

- Students struggle with having help to finish homework assignments.
- Students have limited knowledge about available opportunities after graduation.
- Students have problems with bullying and having someone to guide them through these situations.
- Students have an interest in participating in arts programs such as visual arts and performing arts to strengthen scholarship opportunities.
- Students would like to take participate in programs that are heavily engrained in technology and coding to transfer these skills to daily life and career interest.
- Students want help with completing homework with knowledgeable teachers to include credit recovery, and tutoring.

Community partners to include Leon County Sheriff's Office, Envision Credit Union, The Boys and Girls Club of the Big Bend and the Adult Community and Education (ACE), Unite Us and Florida Agricultural and Mechanical University (FAMU) TRIO provided feedback regarding community and school needs, planning, development and implementation of the 21st Century program. The partners identified the following areas as the main areas of focus for middle school students:

- Students need a positive environment during after school hours to help decrease violence.
- Students need to be exposed to different occupations to give students opportunities to improve their socioeconomic status after graduation.
- Students need opportunities to develop into productive citizens.
- Students and families need access to resource to help reach social needs.

Currently, the available assets at Nims Middle School are not sufficient to address the needs of the students, parents, and community. The afterschool and summer programs offered by 21st Century Community Learning Centers complements and enhances the academic learning that

takes place throughout the regular school day. In addition, the 21st Century afterschool program provides students the opportunity to participate in positive social and enrichment activities that teach conflict resolution, while decreasing student referrals. The 21st Century program also allows students to remain in a safe environment away from gangs and violence during after school and summer hours when students are most vulnerable.

References:

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Section 7: Intentionally Designing Activities

Operational Planning:

To assess the need for the 21st CCLC program at Nims Middle School, administrators, parents, students, teachers, district administrator, private schools, and community members provided input.

Nims Middle School's 21st Century afterschool program operates from 4:00pm-6:00pm Monday- Friday on all regular school calendar days. On early release days the program operates from 1:20pm-6:00pm. All academic activities maintain a 10:1 student to teacher ratio and enrichment activities maintain a 20:1 ratio. Transportation is provided to transport students to and from the summer program. In addition, five adult family member workshops are held throughout the program year. A survey of parent needs conducted at the beginning of the program year helps to identify other areas of parent needs. Family member events are scheduled as follows:

1. Program Orientation: This family member event offered, by the School and Site Coordinator, is provided the first month the program is awarded or August. This event reviews the 21st CCLC program, requirements, and activities.
2. Social and Emotional Learning: The second event, offered in September in partnership with Leon County Schools Support Services for Social and Emotional Learning, provides social and emotional learning and support to family and parents of students enrolled in the program to address any behavioral and character education needs.
3. School, Social and Workforce Preparations: The third event, offered in December by FAMU, TRIO, EOC, provides information for parents about ways to continue their education. Middle school students can receive information about SAT/ACT prep classes, and parents and adults in the community can take classes to obtain their GED. The FAMU TRIO Program also works with students to complete college applications, FAFSA, and other documents.
4. Mental Health Awareness: The fourth family member event, offered in December by Leon

County Schools Support Services for Social and Emotional Learning, provides parents with information to help identify and address mental health problems in students and adults.

5. Resume Writing and Test Prep: The fifth member family event, offered in March by the Site Coordinator, helps parents to create a resume and provides them with information about preparing students for state testing.

Additional workshops include financial literacy, establishing good credit, obtaining health insurance/Florida Kid Care, academic enrichment workshops, and summer safety workshops. Parent workshops are held monthly and are scheduled during flexible times during the afterschool program. When available, the activities coincide with already scheduled school events. A sample family member events schedule is included as a proposal attachment.

Activity Design:

Afterschool Program: From 4:00pm-4:15pm students are signed in by an Activity Leader and receive meals daily provided by Leon County Schools Nutrition Services. On Monday- Thursday from 4:15pm-4:45pm student engage in targeted homework academic assistance and academics based on regular school day academics. 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 or need English Language and IEP support have the opportunity to work on assignments during homework time and to work on credit recovery in partnership with Adult and Community Education School. During this time, teachers and Activity Leaders, integrate writing and reading to emphasize key writing features, expose students to multiple problem- solving strategies and help students recognize and articulate mathematical concepts and notation. Students participate in a strict schedule focused on academic activities of all core subject areas (Language Arts, math, science, social studies) that are based on students' needs and support regular day instruction. Academic enrichment and homework assistance will follow the Student team reading and writing and Peer-Assisted Learning Strategies models of What Works Clearinghouse (WWC). Student team reading and writing refers to two cooperative learning programs for secondary students: (1) Student Team Reading and Writing and (2) Student Team Reading. The Student Team Reading and Writing program is an integrated approach to reading and language arts for early adolescents. Student Team Reading comprises the reading part of Student Team Reading and Writing and consists of two principal elements: (1) literature-related activities (including partner reading, treasure hunts, word mastery, story retelling, story-related writing, and quizzes) and (2) direct instruction in reading comprehension strategies (such as identifying main ideas and themes, drawing conclusions, making predictions, and understanding figurative language). Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgement of student needs and abilities, and teachers reassign tutoring pairs regularly.

On Monday, Tuesday, Wednesday and Thursday from 4:45pm-5:15pm students are grouped for their focused academic activities. Students participate in a strict schedule focused on academic activities of all core subject areas (language arts, math, and science) that are based on students'

needs and support regular day instruction. On Fridays, from 4:15pm-5:15pm students participate personal enrichment activities to include: nutrition and wellness and character and behavioral include activities that focus on physical fitness, drug and violence prevention and conflict resolution to support program objectives. On Monday, Tuesday, Wednesday, Thursday and Fridays from 5:15pm -6:00pm students rotate in daily groups between three classes. One class focuses on developing skills for using computers for using computers, media technology for video and photo editing, and career and college readiness at the school. Another class focuses on engaging students through a math lab and the last class focuses on engaging students through a science lab. At 6:00pm students dismiss from the program. A sample after school program schedule is included as a proposal attachment.

A sample after school program schedule is included as a proposal attachment.

Summer Program: Nims Middle School's 21st Century summer school program operates from 8:00am-1:00pm Monday – Thursdays. Summer program activities for the 21st Century program at Nims Middle School operates for five weeks. Sixty-five (65) 6th-8th grade students are eligible to enroll. The summer program also follow the Academic enrichment will follow the Student team reading and writing and Peer-Assisted Learning Strategies models of What Works Clearinghouse (WWC). Student team reading and writing refers to two cooperative learning programs for secondary students: (1) Student Team Reading and Writing and (2) Student Team Reading. The Student Team Reading and Writing program is an integrated approach to reading and language arts for early adolescents. Student Team Reading comprises the reading part of Student Team Reading and Writing and consists of two principal elements: (1) literature-related activities (including partner reading, treasure hunts, word mastery, story retelling, story-related writing, and quizzes) and (2) direct instruction in reading comprehension strategies (such as identifying main ideas and themes, drawing conclusions, making predictions, and understanding figurative language). Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgement of student needs and abilities, and teachers reassign tutoring pairs regularly.

Transportation is provided to transport students to and from the summer program. From 7:30am-8:00am students eat breakfast and sign in. Breakfast is provided at no cost to students by the Leon County Schools Nutrition Services. From 8:00-11:30am students work on credit recovery, and academic enrichment based on regular day academic needs. During this time, as an intervention, teachers teach students how to use visual representations, and assist students in monitoring and reflecting on the problem-solving process. Teachers also, explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle, integrate writing and reading to emphasize key writing features, expose students to multiple problem-solving strategies and help students recognize and articulate mathematical concepts and notation. This model will support both progress monitoring of students and mastery of the Benchmarks for Excellent Student Thinking (B.E.S.T) standards. To address the student needs, students will research different careers and speak with representatives from different professions to gain more insight into qualifications to begin working in those fields. In addition,

students will take field trips to FAMU STEM Lab to participate in hands on STEM activities. From 11:30am-12:00pm lunch is provided at no cost to students by the Leon County Schools Nutrition Services. From 12:00pm-1:00pm students work on skills using computers, media technology for broadcasting, journalism and video and photo editing, and career and college readiness. Also, students work on Project Based Lessons that focus on financial, economic, business and entrepreneurship. Students develop business plans, marketing plans, problem solve, goal setting, market research, business startup simulations.

A sample summer program schedule is included as a proposal attachment.

Student Recruitment:

Nims Middle School maintains a webpage and hosts an interactive 21st Century website that provides site information, contacts, program reports, parent and staff resources, Advisory Committee meeting dates, and progress information. Notification to the community is provided through email and ListServ, school's marquee, flyers, and parent letters. Parents are notified through direct letters from their principals and phone calls, texts and in person contact with families. The 21st CCLC Program provides the community access to the proposal by posting the award on the school's 21st Century page and maintaining a copy in the front office of each school site. School Orientation includes announcements for the program.

Enrollment priorities are given to students most in need for the program. This includes students who scored a Level 1 or 2 on State assessments in Language Arts and Math, students recommended by teachers and guidance counselors, Students with Disabilities and Economically Disadvantaged students. Siblings of priority participants also receive priority enrollment as historically this has significant impact on the ability for those students to regularly participate in the program. In addition, adult family members of student are recruited to attend monthly family member events.

Retention:

A mandatory orientation for parents is held at the start of the school year to provide them with the expectations of the 21st CCLC Program and that students attend from the beginning to the end of the program. Orientations are flexible in time and in nature. For parents that are unable to physically attend the meetings, parents can meet via conference call or Zoom. Regularly reminding parents and guardians of mandatory participation hours directly reduces the number of students picked up prior to the end of the program.

Students with special needs and English Language Learners are recruited and receive instruction using strategies from their Individualized Educational Plans (IEP) and English proficiency standards, which is kept on file as a part of their application. This strategy is used to encourage sustained participation of students with learning disabilities. Communication with guidance counselors are instrumental in recommending and recruiting students who are in need of academic support and enrichment instruction beyond the school day.

The Site Coordinator and 21st Century teachers meet with both General Education and Exceptional Education Teachers to identify both social and academic strategies to benefit all students. Students with IEPs are given time to complete activities and praised when necessary. This strategy is used to ensure students are working at a comfortable learning level so that they regularly participate in the program.

Providing fun, interactive activities that engage student, and enrolling students who want to be

a part of program, are effective strategies for retention. As a middle school program, time is allowed for homework help time to assist with students overcoming their academic deficits. This also support learning from the regular school day. This program offers a focus on transitioning students to the next level, college and the workforce. The program also allows students to opportunity to develop skills for using computers, media technology for broadcasting, journalism and video and photo editing, and career and college readiness.

Students and parents have the opportunity to volunteer with to help students increase volunteer hours towards the Bright Futures Scholarship. Parents can also participate in Leon County Schools' social and emotional learning events. These programs along with programs provided by other partners provide parents with the opportunity to encourage daily attendance. Contractor services are tailored to meet student's needs. This helps enhance student's academic and social needs and facilitate retention of students. Additional strategies that are 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, and hiring energetic and experienced staff.

Identification and Selection of Partners:

The 21st CCLC partners for Nims Middle School include administrators, parents, students, teachers and community partners and stakeholders. These partners meet once a semester in person at the school or via Zoom to discuss identified areas of need and strategies implemented to address these areas for the 21st Century program and to add to the overall quality of the community learning center. Community partners can also help to sustain program operations if funding is reduced or ends. Partners include: Assistant Superintendent of Academic Services, Nims' Principal, Leon County School's Support Services, Leon County Schools Nutritional Services, Leon County Schools Support Services, Envision Credit Union, Adult and Community Education School, Boys and Girls Club, University of Florida IFAS Extension, Klean Kuts Barbershop, Florida State University Peace Jam, Unite Us, FAMU TRIO, Lively Technical College, and WFSU Public Media.

Section 8: Recruiting and Retaining High Quality Staff

Nims Middle School's 21st Century program recruits and retains highly qualified staff. The program has a program/project manager, extended day manager, accountant, site coordinator, teachers and activity leaders. The program/project manager is a certified ESE, ESOL, Elementary Education K-6 and English 6-12 teacher with advanced degrees, and evaluation certificate with 9 years' experience in supervising after school programs and 15 years of teaching experience. She provides administrative oversight and community coordination of the 21st Century program and serves as the primary contact for FDOE in all matters related to the 21st CCLC program. The program/project manager is responsible for the collection and maintenance of all data including attendance and assessment data and serving as collaboration liaison to ensure that active

collaboration occurs in program planning and implementation work with community members, partners and private schools.

The extended day manager has five years of experience working with afterschool programs and provides administrative support of the 21st Century program and serves as the school's point of contact for technical and compliance support. The extended day manager is responsible for the collection and maintenance of compliance items, including program alignment, assessment data and staff support.

The accountant has at least five years experience in accounting and records transactions, compile and analyze data, ensure compliance on contract conditions and assurances; ensure reporting requirements are met. Coordinate the budgeting process and detail for assigned grants. Setup budgets in accounting software and monitor budget activity for grants. Resolve accounting and reporting issues as necessary. Review budgets and reimbursement requests for appropriateness, and ensure sub-recipients are in compliance with established administrative and financial policies, procedures, and sound business practices.

A Florida certified teacher leads each program site as the site coordinator. The Site Coordinator is directly responsible for the administrative tasks and the daily operations of the program. The Site Coordinator and at least one activity leader maintains CPR and First aid certifications to ensure that at least one certified staff is on site at all times. The Site Coordinator prepares 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.

Certified teachers provide daily academic instruction, credit recovery and homework assistance and confer with the student's teachers regarding Florida Standards to address and the specific data-based needs of each student.

Aides/activity leaders lead group activities, setup, clean up, and assist teachers. The site coordinator works 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. Activity leaders are 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. Activity Leaders are assigned to classrooms to further reduce class size and to meet ratios. A Level 2 Background screening requirements pursuant to Florida law are required for any person working in Leon County Schools.

Professional growth remains a part of the 21st Century program at Nims Middle School. Program staff participate in ongoing training in such areas as academic enrichment, child and youth development, afterschool and summer learning, family engagement, evidence-based practices and other topics necessary to operate a high quality community learning center. Equipping staff with the proper training and tools to operate a community learning center is a strong retention strategy. The Professional Development schedule includes webinars from both Out of School Time Professional Development and Care Courses. The Professional Development schedule and descriptions are attached.

Section 9: Implementing with Fidelity

In addition to the Professional Development, the project manager, extended day managers and accountant visit the school's 21st Century program weekly to ensure that the program activities are carried out according to the grant application. The site coordinator, teachers and activity leaders all receive a copy of the grant with attention drawn to the plan for activities and use it as a tool to implement the activities with fidelity. The 21st Century program office collect compliance data such as attendance, lesson plans, program schedule, qualified staff demographics, suspension data and student grades to ensure that program staff adhere to the application, and more specifically, the activities that are designed to provide continuous education to students. This collection of data ensures that operations calendar and daily schedule should be implemented as proposed and helps to determine if the activities conducted during the 21st Century program are working to increase student outcomes or if activities should be adapted or eliminated in favor of different interventions.

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

Leon County School District (LCSD) has established relationships with community partners, service providers, volunteers, funders, and other stakeholders who are committed to working with us to achieve our mutual goals throughout the grant life. We have volunteers and community partners who have the expertise and passion required to launch a successful expansion of the district's primary initiatives including the 21st Century program. During the four-year cycle, LCSD will identify partnerships and other funding sources that can help sustain the services for the students and families after the funding ends. Our working sustainability plan includes the following:

- During years one through four, LCSD will collaborate with community partners such as Leon County Sheriff's Office to hold sporting and performing arts events that will serve as fundraisers. These funds will remain with the school's internal account allocated for afterschool and summer school usage when the 21st Century program ends. This will help with the financial aspect when the 21st Century program ends. Progress indicators for this initiative would be to raise at least \$5,000 per events.

- During years one through four, LCSD will collaborate with community partners such as the Boy Scouts of America to identify services and financial contributions that they can make to an afterschool and summer school program when the 21st Century program ends. This will help to elevate the financial burden of paying for contracts when the 21st Century program ends. Progress indicators for this initiative would be to gain two community partners per year who can offer resources and financial support.

- During years one through four, LCSD will collaborate with local colleges such as Florida State's educational department to build a working relationship that would allow College of Education students to volunteer in afterschool programs and summer programs as a part of their field experience requirement. Parents will also, be asked to volunteer. This will help to elevate the

financial burden of paying for support staff when the 21st Century program ends. Progress indicators for this initiative would be to create an agreement with on College of Education department each year and have students start working with students during the program.

-During years one through four, LCSD will collaborate with the 21st Century director, principals, and the Assistant Superintendent of Academic Services and other LCSD offices such as Title I to strategically identify services to cover financial aspects of an afterschool and summer school program when the 21st Century program ends. This will help to elevate the financial burden of paying for teachers and materials when the 21st Century program ends. Progress indicators for this initiative would be to have principals identify areas in their budget that they can use to support afterschool program.

-During year three, the 21st Century director will collaborate with, principals, the Assistant Superintendent of Academic Services and 21st Century Team to identify areas that are essential and determine areas that can be modified or eliminated to cut costs but still allow the program to fully function if federal funding ends. In addition, the Assistant Superintendent of Academic Services and Superintendent will identify funds that can be earmarked for afterschool programs. Although this is not an all-inclusive plan, we do feel like this is a solid plan to begin to sustain the program objectives and efforts of the 21st Century program. Progress indicators for this initiative would be to identify and phase out activities but still allow the program to fully function.