



## 21<sup>st</sup> Century Community Learning Centers



### 2020-2021 Scope of Work

**Agency Name: United Way of the Big Bend**

**Project Number: 93L-2441B-1PC13**

**Program Name: Riley Elementary School**

#### 3.1 Project Abstract/Summary:

United Way of the Big Bend (UWBB) in partnership with Leon County proposes to establish the Nita M. Lowey, 21st Century Community Learning Center (CCLC) Program at John G. Riley Elementary School located at 1400 Indiana Street, Tallahassee, Florida to serve 2nd-5<sup>th</sup> grade students. The program has a focus on improving academics through both a targeted reading and science focus, and support of Students With Disabilities. The program serves 65 students during the school year and 40 students during the summer. The 21st CCLC program features a Project Based Learning (PBL) curriculum utilizing varied learning modalities and academic enrichment activities focused on improving student achievement in language arts, math, and science, credit recovery and social emotional learning. Program components are delivered by Florida Department of Education (FDOE) certified teachers. An Adult Family Member Program offers sequential learning opportunities according to family members' interests and needs to help them support their child's academic success and the family's wellbeing. The goal of the 21st CCLC program is to increase the achievement level for students at the above named schools to a Level 3 or higher in all Florida Standardized Assessments (FSA) core assessments and maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Programming for the Nita M. Lowey, 21st Century Community Learning Center (CCLC) at Riley Elementary School students operates 3 hours per day on 180 school days and 5.5 hours per day on 24 non-school days during the summer.

#### 3.2 Applicants Experience and Capacity:

The collaborative partnership of Leon County Schools, United Way of the Big Bend 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. United Way of the Big Bend is a pillar in the community with a long standing history of serving our community and has an objective to help decrease the working poor populations by focusing collective resources on Economic Development through Workforce Enablement. Three goals and five priority outcome areas support this focus. The three goals are to help this population gain access to basic necessities, achieve economic stability and develop skills to either help gain employment or move up the economic ladder. Five funding priority outcomes anchor the three goals. Housing, Early Learning (to include elementary age and younger), Safety Net, Aging Workforce (to also include retired seniors) and Skills Development are the five funding priority outcomes. This partnership allows UWBB and LCS to reach both students and adult family members. United Way of the Big Bend (UWBB) has the experience and capacity to provide both after school and summer programming programs using public funds. UWBB has provided afterschool and summer programming for students at four elementary



## 21<sup>st</sup> Century Community Learning Centers



schools using federal funds. UWBB Fiscal Policy & Procedure Manual Chapters 2 and 3 addresses policies and procedures of cash management, allowability, time and effort, procurement, travel, property management, records retention and conflict of interest. UWBB's accounting systems can properly account for budgeted funds and track expenditures. These policies ensure that the organization remain compliant with all aspect of using grant funds, the Uniform Guidance, audit requirements and has the leadership structure to ensure that policies are implemented.

United Way demonstrates its ability to maintain high compliance and operating standards in two recent audits. The outcome of the 2018-19 independent audit conducted by Thomas Howell Ferguson for Financial Statements received an unmodified opinion. The results of the audit indicate that after completion of all audit testing, the auditors concluded that the financial statements of United Way are presented fairly, in all material respects, in accordance with generally accepted accounting principles. In addition, the outcome of the 2017-18 independent audit conducted by Thomas Howell Ferguson for Financial Statements received an unmodified opinion. The results of the audit indicate that after completion of all audit testing, the auditors concluded that the financial statements of United Way are presented fairly, in all material respects, in accordance with generally accepted accounting principles. The administrative structure of United Way includes the Board of Directors, President and CEO, Director of Special Events, Director of Marketing and Communications, a host of Vice Presidents and Directors, Grant Manager, and 21st Century Program Manager. The collaborative partnership with Leon County Schools allows Principals to provide secure school sites, qualified teachers of over 5 years, and over 7 years' experience providing quality 21st Century Community Learning Center programs that complement and enhance the academic performance of targeted students. The Nita M. Lowey 21st Century Community Center Program Leadership at Riley Elementary School operates in such that every component (the daily activities, finances and collaboration with the school day) engages multiple individuals. One component is the Nutrition and Food Services, who has partnered with the 21st Century program to provide meals to students enrolled in the program. If any component is performing below standards, it is evident to multiple parties and is immediately addressed. The Program Manager is a certified ESE, ESOL, Elementary Education K-6 and English 6-12 teacher with advanced degrees, and evaluation certificate with 4 years' experience in supervising after school programs and 15 years of teaching experience. The Program Manager provides administrative oversight and community coordination of the 21st Century program. There are three staff members that are engaged directly within the afterschool programs daily. Additionally, a United Way Finance Manger is assigned to ensure compliance with procurement policies and procedures. The Program Manager and Director of Human Resources addresses all human resource and payroll issues. An advisory committee and a team of administrators provide support including finance, human resources, curriculum development and program operations and improvement. Monthly meetings are held with both the President/CEO, Vice President of Finance & Operations, Director of Human Resources and Director of Impact Strategies to update them on progress and operation of the 21st Century Community Learning Center Program. Previous 21st Century Summative Reports for the 2018-2019 school year show that current United Way programs are successful. Both academic and enrichment activities work to improve student achievement. 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 2019-20 program year show that United Way programs has 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. Program modifications are implemented based on the midyear report to ensure that students reach the objective. All program data and documents are stored and maintained in the district's database, where they remain stored for five years after the close of the grant. Support for the program from the community is evidenced by letters of support from several community organizations.

### 3.3 Needs Assessment:

The administrators' and community requests are represented in the needs assessment and program for an afterschool program. To assess the need for the 21st CCLC program at Riley Elementary School, administrators, parents, students, teachers, district administrator, private schools, and community members provided input that included the need to support student achievement in language arts, math, and science remediation, additional academic enrichment with a special interest in targeted reading/language arts instruction that focuses on reading fluency, comprehension, marking the text, testing strategies, enunciation, phonics and phonemic awareness. Students With Disabilities (SWD) need support in developing reading, language and processing strategies. Other areas of need include social emotional support opportunities, physical and personal wellness and the need for students to have meals outside of school. The needs assessment also includes (1) student demographics, (2) academic performance data and trends, (3) school administrators input, (4) student behavior and referrals, (5) private schools, community and parental input, (6) community violence and drug-related offenses and (7) other notable data.

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 Riley Elementary. Data for the needs assessment were collected through parent surveys, which were sent home to parents, surveys completed by school administration, an interest meeting that was held at the district's Aquilina Howell Center on February 13, 2020, which included district and school administrators, private schools, parents and community members. Private schools are invited to attend regular LCS meetings and correspondence is mail out to schools who show interests in our programs.

1. Student Demographics: According to Riley Elementary School's School Improvement Plan, student demographic consists of 592 African American, Caucasian, Hispanic, Asian, and multiracial students who are 100% economically disadvantaged and receive free and reduced meals. 16% of the student population are Students with Disabilities and 8% of the population is English Language Learners.

2. Academic Data & Trends: According to the Every Student Succeed Act, Riley is designated as a Comprehensive Support and Improvement (CS&I) school, because the school's grade is currently a "D" and 41% of the overall student population scored below the ESSA proficiency level index. Three (3) subgroups missed the proficiency level on state testing. The subgroups that were not

proficient include: Students with Disabilities, African Americans and Economically Disadvantaged. Learners. In 2017-18 and 2016-17 school years Riley was designated as Targeted Support and Improvement (TS&I), because the school's grade was currently a "C" due to the large percentage of students performing below proficiency level. In 2017-18 testing data indicates that the Black/African American Students, Economically Disadvantaged Students, and Students With Disabilities groups performed below the proficiency level. 2018-19 testing data also indicates 26% of 3rd-5th grade students scored at the proficient level in ELA on the FSA. The state's average was 56%. 31% of all 3rd - 5th grade students made learning gains on the 2018 ELA FSA. In 2018-19, 32% of 3rd-5th grade students in Lowest 25th Percentile made learning gains on the 2018 FSA ELA. In 2018-19, 16% of 5th grade students scored at or above the proficiency level in science on the 2018 FCAT Science assessment. The State's average proficiency is 55%. In 2018-19, 40% of 3rd-5th grade students scored at the proficient level in math on the FSA. 42% of all 3rd - 5th grade students made learning gains on the 2018 Math FSA. The state's average was 62%. In 2018-19, 34% of 3rd-5th grade students in Lowest 25th Percentile made learning gains on FSA math.

The following chart displays academic testing data by achievement level for the past two years:

3. School Administrators Input: In 2018-19 Science Proficiency scores were the lowest data component. This is a trend as the scores continue to fall lower than the Reading Proficiency rate for the school. Historically, the school has put much energy into remediating critical gaps in reading as many students enter school with deficits that contribute to delayed performance as readers. Science proficiency declined by 13% from the 2017-2018 school year to the 2018-2019 school year. This created a gap of 37% when compared to the state's average. Riley has not consistently targeted science instruction in grades K-5. In some instances, science was omitted from the schedule or taught less than five (5) days per week. From 2018 to 2019, Science Achievement dropped an average of 14.3% for Black/African American Students, Students with Disabilities, and Economically Disadvantaged Students, with the largest decrease being 22% for Black/African American Students. English Language Arts is the area that showed the lowest performance. The contributing factors to ELA being the lowest area of performance are the following: lack of consistency attending school, inconsistent interventions and inappropriate behaviors affecting academic achievement. The aforementioned elements have been consistent barriers to increased student achievement. From 2018 to 2019, ELA Learning Gains plummeted for Black/African American Students, Students with Disabilities, and Economically Disadvantaged Students, especially the Lowest 25% ELA Learning Gains for Black/African American Students and Economically Disadvantaged Students which decreased by 28% for each subgroup. Students' attendance rates below 90% school wide and the number of students performing at level 1 as measured by FSA ELA and Mathematics assessments are areas of concern. John G. Riley currently has about 5% of the student population that have been retained twice and at least three dozen more with at least one retention and poor academic performance.

4. Student Behavior and Referrals. Riley has a high percentage of instances related to defiance than the district average. LCSD database reports discipline incidents that resulted in over 707 referrals for students that resulted in 435 student suspensions and 525 days of in school and out-of-school suspensions. 8 incidents required law enforcement intervention. There were 297



## 21<sup>st</sup> Century Community Learning Centers



students who had more than three referrals before March 2020. Almost 3,100 instructional hours have been lost at Riley Elementary School due to discipline.

5. Private Schools, Parents & Community Input: Qualitative data provided by parents, community members and private schools through an interest meeting and parent surveys also identify several areas of need to tutoring, homework assistance, counseling, reading practice and health and wellness opportunities. Of the 19 parent surveys submitted, the data indicates that parents view tutoring, social emotional learning related to behavior awareness, ESE student support, science and homework assistance as the greatest areas of need. Private school teachers and administrators identified the need for professional development and training opportunities for after school teachers, behavior counseling for students, and meal access for students who are less fortunate. Many students struggle with foundational reading and should have a strict reading focus as part of the afterschool program. Currently, the available resources at Riley Elementary School are not sufficient to address the needs of the students, parents and community. The afterschool and summer programs offered by the 21st Century program complements and enhances the academic learning that takes place throughout the regular school day. In addition, the 21st Century after school program provides students the opportunities to participate in positive social and enrichment activities and learn positive ways to hand conflict, while decreasing student referrals. This 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.

6. 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 community in the past three months (February 2020 – April 2020) reported incidents include: 149 incidents of violent acts such as assault, battery, robbery and burglary, sexual assault and over 37 incidents involving battery.

7. Other notable points of data: American Community Survey (ACS), conducted each year by the U.S. Census Bureau, there are 5,402 families in Leon County that receive Supplemental Nutrition Assistance Program and live below the poverty line.

### **3.4 Community Notice and Dissemination of Information**

3.4a Community Notice: United Way of the Big Bend and Leon County Schools posted the intent to apply for 21st CCLC on the school district's 21st Century website in August 2019. School sites emailed the intent to apply to their parents through Listserve, and passed out letters to parents and shared the intent to apply with their faculty and staff during staff meetings in September 2019. Notices of intent to apply remain posted on the district's website until approval or denial of grant proposal. During the current 21<sup>st</sup> CCLC School Advisory Committee Meeting held in March 2020, administrators provided parents, students, teachers and community stakeholders with information pertaining to program requirements, the scope of work, budget, evaluation contents and information regarding the intent apply. The Advisory committee meetings are advertised and are open to all within the community.



## 21<sup>st</sup> Century Community Learning Centers



United Way presented to the District Advisory Council (DAC), a group of parents that meet monthly and include representation from every school. The presentation specifically stated Riley Elementary Schools' intent to apply for the 21st CCLC grant. 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. The development of this proposal included the school administrators, site coordinators, teachers, parents and staff from federal entitlement grant offices.

3.4b Dissemination of Information: The 21st CCLC Program provides the community access by posting the proposals online and maintaining a copy in the front office of each school site. Additionally, the 21<sup>st</sup> CCLC District Program Office is available to answer any questions and to provide the community with information. The 21st CCLC Program Manager is responsible for the upkeep of the 21st CCLC website, which includes the grant proposal, if awarded. Upon being funded the website includes the grant award, hours and days of program operation, family literacy events and program application.

Riley Elementary School maintains a webpage and hosts an interactive 21st Century program website that provides site information, contacts, program reports, parent and staff resources, Advisory Committee meeting dates and progress information. If funded, notification to the community is provided through email and Listserve, school's marquee, flyers and parent letters. Parents are notified through direct letters from their principals. 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. Once funded additional parent information opportunities are 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 is displayed on all correspondence, including newsletters, flyers, invitations, programs, brochures, and throughout each targeted school. Additionally, the Advisory Committee discusses and coordinates dissemination of information to the community. The partners are also asked to promote 21st CCLC at their places of business.

### **3.5a Partnership and Collaboration**

3.5 Partnerships & Collaboration: Community partners and vendors were asked to provide feedback and input to the 21st Century Grant Proposal in early February and 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. Advisory council members as well as community members provided input.

3.5a Partnerships: The 21st CCLC district administration, Riley Elementary School administration, Leon County Schools, Boys and Girls Club of the Big Bend, Leon County Schools Nutritional Services, Leon County Schools Support Services for Social and Emotional Learning, Capital City Youth Services (CCYS), and Second Harvest of the Big Bend have partnered and met several time in February and March to provide program suggestions, revisions, priorities for collaboration and to finalize the extensive collaborative agreements. In all, five meetings were held to gather



## 21<sup>st</sup> Century Community Learning Centers



input and align the strategies of the partner organizations to the goals of the 21st Century program. This is truly a community program.

The partners have all agreed to support United Way's 21st Century program with tangible items or services. Leon County Schools provides use of facilities, paid staff, and curriculum. Leon County Schools Nutritional Services provides free dinner to student during afterschool and breakfast and lunch to students during summer programming. Leon County Schools Support Services for Social and Emotional Learning provides social and emotional learning and support to teachers, staff, family and parents of students enrolled in the program to address any behavioral and character education needs. These events take place once each semester during family literacy events. Second Harvest of the works with students and families provide charitable food to eligible parents, families, and students to help them meet their nutritional needs. Support will include participation in the School BackPack Program. The Backpack Program provides at risk children with a bag of food at the end of the week to ensure their dietary needs are met over the weekend. Each bag includes six components: milk, protein, ready-to-eat, fruit, vegetables and grain, and it all fits into a child's backpack. CCYS provides behavioral counseling to families and students enrolled in the 21st Century program free of charge. Students and families can seek counseling at any time to help support student and family behavioral and character education needs. Boys and Girls Club of the Big Bend provides a Street Smart Program designed to deter gang violence and motivate positive behavior. These service are offered weekly during enrichment times to address behavioral and character education needs. In addition, the Boys and Girls Club will provide personnel and engage school staff to ensure are aligned to the academic needs of the students and school day. Riley Elementary School administration provides teachers, staff and accommodations for the program to address academic enrichment and tutoring needs of students. Students enrolled in the program have access to all areas of the school that are necessary to carry out programming. This includes, cafeteria, computer labs and media center. The 21st CCLC district administration provides the oversight and administration of the program, needed to support the Extended Day Program Manager, site coordinator and the infrastructure to identify additional community resources as needed. In addition, LCSD has established on on-line infrastructure for ease of reporting and sharing documentation of daily program activities and deliverables between the site coordinator, principals, and evaluator to address compliance needs and goals of the grant. The Partners Table and letters of support are provided for the partners in this grant and identifies significant support where value is not indicated. The services and tangible items offered by these partners align with the goals and mission of United Way and helps to strengthen resources that we are able to provide to students, parents and the community.

### 3.5b Collaboration

UWBB, LCSD and school administrators work closely together to maximize the benefit of the 21st CCLC program. The site coordinator at Riley Elementary School has a working relationship with UWBB staff, Leon County Schools district staff, school administrators, and faculty and serves as a point of contact for program needs and operations. The Site Coordinator is an active teacher who works at the school and has experience with innovative academic and enrichment after school activities for elementary school students. The school administrators have requested to operate this program and have actively participated in all planning stages of this proposal.



## 21<sup>st</sup> Century Community Learning Centers



Based on the unique needs of the schools, selected programs are created to support student achievement in language arts, math, and science, support for Students With Disabilities, character education enrichment, social emotional learning, and opportunities for health and wellness enrichment. The program has a targeted focus on improving reading skills. The program reinforces what students learn during the regular school day by employing teachers from the school who are familiar with the academic goals. This provides ongoing collaboration because teachers are aware of student needs and school goals. Teachers provide instruction through a re-teach, pre-teach, and remediation format to ensure that students are mastering standards that are taught during the day. 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 is 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 Project Based Learning (PBL) plans based on the student's academic and social needs. PBL units are 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 is responsible for working with administrators, site coordinator, teachers and teacher aides in implementing the PBL units. PBLs are structured to support academic subject areas (reading, writing, math, science) within fun, student-driven projects. In addition, students engage in Science, Technology, Engineering/Experiment, Art/Agricultural and Music/Math (STEAM) projects. Each subject area focuses on grade level standards. A Science standards are introduced through videos, websites, and teacher-led instructions. Students continue working on the same topic/standards through Technology, using computers, media technology for English language development to increase student understand of the topic discussed. Students engage in Engineering/Experiments to perform robotic inquiry and experiments/scientific investigations regarding the standards/topics. Art/Agriculture activities are used to help strengthen the standards/topics by allowing students to participate in gardening activities and both digital art and art regarding the standards/topics. Math/Music activities are used to help strengthen the standards/topics implemented earlier in the STEAM project. Math lessons also incorporate standards for FSA math. Music standards supports the character building and wellness needs. These projects offer engaging, academic and personal enrichment activities that support student's development of persistence, critical thinking, decision-making, and behavior necessary to improve academic achievement.

The Site Coordinator is added as a key member of Riley's Site Committee a governing body of school level leaders that collaborate to ensure that the School Improvement Plans goals are being met. Site Coordinator meets with regular day teachers to help support students' academic and behavior needs. When requested, the Site Coordinator attends parent teacher conferences. Each month the Site Coordinator communicates updates, program and student needs with regularly day teachers and requests and academic and behavioral updates from teachers and administration. During a monthly meeting the Site Coordinator provides program updates and student and program needs to teachers and staff working in the program. This ensures that all staff are working towards the common goal. This collaboration is represented in Faculty and Staff Meetings Agendas, collaboration and communication logs, and emails.



### 3.6 Target Population, Recruitment and Retention

3.6a Target Population: Riley Elementary School maintains a webpage and hosts an interactive 21<sup>st</sup> Century website that provides site information, contacts, program reports, parent and staff resources, Advisory Committee meeting dates and progress information. If funded, notification to the community is provided through email and Listserve, school's marquee, flyers and parent letters the first week the program is notified of an award. Parents are notified through direct letters from their principals. The letters identify the start date, times, location and contact for the program. Sixty five (65) 2nd-5th grade students enrolled at Riley Elementary School, a school designated for Comprehensive Support and Improvement (CS&I), are eligible on a first come, first served basis with priority provided to students performing below grade level in core subjects based on FSA proficiency scores, Students With Disabilities, report card grades and those recommended by teachers. Preference is also given to students in need of assistance for behavioral, social or guidance programs and students are enrolled in character and behavioral education enrichment programs to deter referrals and suspensions.

3.6b Recruitment: 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. 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.

3.6c 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 skype. Regularly reminding parents and guardians of mandatory participation hours directly reduces the number of students picked up prior to the end of the program.

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 an elementary 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 of education, high school. The program also allows students to opportunity to develop skills for using computers, media technology for video and photo editing, and career and college readiness at the school.

Special opportunities for the parents to volunteer during program hours are offered to help ensure that students remain in the program. Leon County Schools' social and emotional learning

events for family and parents of students enrolled in the program are also offered as an added benefit. 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 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.

### **3.7 Time and Frequency of Service Provision for Student and Families**

3.7a After-school Schedule: Riley Elementary School's 21st Century after school program operates from 2:55pm-5:55pm Monday- Friday on all regular school calendar days. On early release days the program operates from 12:25pm-5:55pm. All academic activities maintain a 10:1 student to teacher ratio and enrichment activities maintain a 20:1 ratio.

From 2:55pm-3:15pm students receive meals daily provided by Leon County Schools Nutrition Services. On Monday, Tuesday, Wednesday and Thursday from 3:15pm-3:45pm student engage in targeted homework academic assistance from a teacher for 30 minutes hours based on regular school day academics. Parents have indicated their biggest concern is a need for homework and tutoring assistance. In response, academic and tutoring assistance is provided as a part of the academic schedule. 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, need English Language and IEP support have the opportunity to work on assignments during homework time. On Monday, Tuesday, Wednesday and Thursday from 3:45pm-4:45pm students are grouped for their focused academic activities for 60 minutes. 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. However, the first 30 minutes of the academic block is reserved for targeted reading/language arts instruction. Students work rigorously on reading fluency, comprehension, marking the text, testing strategies, enunciation, phonics and phonemic awareness. The last 30 minutes of the academic block will focus on other academic subjects, FSA prep and content to ensure students are exposed to all grade level standards. During this time, from 3:45pm-4:45pm Students with disabilities are grouped with an ESE teacher to receive instruction for language development, reading and processing skills according to their Individualized Education Plans (IEP) for 30 minutes. Students with Disabilities also receive regular instruction for 30 minutes to ensure that they are exposed to all grade level standards. On Fridays, from 4:45pm-5:55pm 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, and Thursday from 4:45pm -5:55pm students rotate in daily groups between three classes. One class focuses on developing reading skills through and online program. Another class focuses on engaging students through hands on math activities. The last class focuses on investigative inquiry in science. At 5:55pm students dismiss from the program. A sample after school program schedule is included as a proposal attachment.

3.7b Summer Program: Riley Elementary School's 21st Century summer school program operates from 8:00am-1:30pm Monday- Thursdays. Summer program activities for the 21st Century program at Riley Elementary School operates for six weeks. Forty (40) 2nd-5th grade students are eligible to enroll. Transportation is provided to transport students to and from the program. From 8:00am-8:30am students eat breakfast and sign in. Breakfast is provided at no cost to students by the Leon County Schools Nutrition Services. From 8:30am-10:30am teachers provide instruction on targeted reading/language arts instruction and academic enrichment based on regular day academic needs. From 10:30am-12:00pm students work on developing reading and FSA skills through and online program. Another class focuses on engaging students through hands on math activities. The last class focuses on investigative inquiry in science. From 12:00pm-12:30pm lunch is provided at no cost to students by the Leon County Schools Nutrition Services. From 12:30pm-1:30pm students work on PBLs projects that 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 and problem solving. A sample summer's program schedule is included as a proposal attachment.

3.7c Adult Family Member Program Activities: Five workshops are held throughout the program year. A survey of parent needs conducted at the beginning of the program year directs to 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 and requirements and activities.
2. Social and Emotional Learning: The second event offered in September by 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 and Workforce Preparations: The third event offered in December by FAMU, TRIO, EOC, provides information for parents about ways to continue their education. Students can receive SAT/ACT prep classes, and parents and adults in the community can take classes to obtain their GED. The 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 CCYS, 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.

### 3.8 Program Evaluation

3.8a Evaluator & Plan: The evaluator for the 21st Century program is an independent evaluator, who has extensive experience in performing program evaluations for 21st Century. The evaluator has no vested interest in the 21st Century program. The evaluation uses an objectives-based approach that 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 utilize a mixed-method approach, employing both quantitative and qualitative data to address mid-year and end of year evaluation. All testing, graduation, course completion and report card data are collected from Leon County Schools' database. Survey data is collected from parents. The accuracy of the data collected is checked for errors or outliers by the external evaluator by examining descriptive data for each data set. These evaluation questions are compiled and interpreted by an independent evaluator: 1) Are the components of the grant being implemented as intended? 2) Are students improving in Academic Benchmarks and Statewide Standard Objectives for each subject area of Language Arts, Mathematics and Science? 3) Are students and families improving in Applicant specified objectives for social emotional learning, family member performance and career readiness? 4) Based on the evaluation results what adjustments need to be made?

The seven (7) measurable program objectives that guide the evaluation activities include the following:

3.8b Statewide Measurable Objectives: One (1) Statewide Standard Objectives for each subject area of Language Arts, Mathematics and Science include:

- i. Benchmark: 65% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
- ii. Benchmark: 65% of regularly participating students will improve to a satisfactory Math grade or above, or maintain a high grade across the program year.
- iii. Benchmark: 65% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.

3.8c Statewide Academic Benchmarks. One (1) Statewide Academic Benchmarks include:

- i. Benchmark: 60% regularly participating students in third grade will achieve promotion based on their performance on FSA.

3.8d Applicant Specified Objectives. Three (3) Applicant Specified Objectives include:

- i. Benchmark: 75% of regularly participating students will improve their reflection of behavior choices as measured by report card grades.
- ii. Benchmark: 75% of regularly participating students will maintain high performance or improve their personal and physical wellness as measured by report card grades.
- iii. Benchmark: 80% of family members of regularly participating students will improve their literacy skills as measured by a perceptual survey.

3.8e Data Collection and Frequency: The Statewide Standard Objectives for each subject area of Language Arts, Mathematics and Science are measured using student report card grades and are collected each quarter to ensure proficiency. The standard of measurement for each objective is as follows:

- a. Language Arts: Students will maintain or improve to a grade of A/B OR improve to a grade of C from a D or F grade.
- b. Math: Students will maintain or improve to a grade of A/B OR improve to a grade of C from a D or F grade.
- c. Science: Students will maintain or improve to a grade of A/B OR improve to a grade of C from a D or F grade.

The Statewide Standard Objective Academic Benchmark for Third Grade Promotion is measured at midyear and end of year using mid-year report card grades to determine if students are on track for promotion. The standard for Third Grade Promotion objective is measured as follows:

- a. Third Grade Promotion: Mid-Year-Students who are maintaining high performance (based on making a C or higher in language arts class) are "On-Track" for promotion. End of Year: Students will attain an Achievement Level 3 or higher on the Florida Standards Assessment-Language Arts.

The Applicant Specific Objectives for Social Emotional Learning, Personal Enrichment, and Adult Family Member Performance Objectives are measured as follows:

- a. Social Emotional Objective: Measured each quarter using conduct report card grades. Students will maintain or improve to a grade of E/S OR improve to a grade of S from an N grade.
- b. Personal Enrichment: Measured each quarter using Physical Education report card grades. Students will maintain or improve to a grade of A/B OR improve to a grade of C from a D or F grade.
- c. Adult Family Member Performance Objective: Measured each quarter using parent perceptual survey. Family members will maintain a score of 16 or above OR improve from initial survey score by 1 point.

3.8f Evaluation Timeline: Data for each objective is collected at the end of each quarter. Data collected from the first quarter is used to create the baseline evaluation report. Data collected from the second and third quarters are used to create a mid-year evaluation report. The mid-year report is used to address any program adjustments. Data collected from fourth quarter is used to create the summative evaluation report. The summative report is used to address program adjustments for the next school year.

The mid-year evaluation results are used to implement any program adjustments to focus on improving the quality of the program and ensuring program objectives are met. The results of both evaluations are shared with all stakeholders; teachers, parents, students, administration and community members. The Summative evaluation report is posted on the district's 21st CCLC website.

Measurable Objectives and Assessments attached.



## 21<sup>st</sup> Century Community Learning Centers



### 3.9 Approved Program Activities

Approved program activities include activities that are aligned to the seven measurable program objectives and include the academic, personal and family domains. Academic standards are address targeted reading, ESE support, homework assistance, tutoring and language arts, math, science, social emotional and promotion objectives. The social emotional and personal enrichment learning objectives are addressed using tutoring and character education. The family member objective is addressed using family literacy events. All academic activities maintain a 10:1 student to teacher ratio and enrichment activities maintain a 20:1 ratio.

Riley Elementary School's 21st Century after school program operates from 2:55pm-5:55pm Monday-Friday on all regular school calendar days. On early release days the program operates from 12:25pm-5:55pm. All academic activities maintain a 10:1 student to teacher ratio and enrichment activities maintain a 20:1 ratio.

From 2:55pm-3:15pm students receive meals daily provided by Leon County Schools Nutrition Services. On Monday, Tuesday, Wednesday and Thursday from 3:15pm-3:45pm student engage in targeted homework academic assistance from a teacher for 30 minutes hours based on regular school day academics. Parents have indicated their biggest concern is a need for homework and tutoring assistance. In response, academic and tutoring assistance is provided as a part of the academic schedule. 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, need English Language and IEP support have the opportunity to work on assignments during homework time. On Monday, Tuesday, Wednesday and Thursday from 3:45pm-4:45pm students are grouped for their focused academic activities for 60 minutes. 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. However, the first 30 minutes of the academic block is reserved for targeted reading/language arts instruction. Students work rigorously on reading fluency, comprehension, marking the text, testing strategies, enunciation, phonics and phonemic awareness. The last 30 minutes of the academic block will focus on other academic subjects and content to ensure students are exposed to all grade level standards. During this time, from 3:45pm-4:45pm Students with disabilities are grouped with an ESE teacher to receive instruction for language development, reading and processing skills according to their Individualized Education Plans (IEP) for 30 minutes. ESE students also receive regular instruction for 30 minutes to ensure that they are exposed to all grade level standards. On Fridays, from 4:45pm-5:55pm 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 4:45pm -5:55pm students rotate in daily groups between three classes. One class focuses on developing reading skills through and online program. Another class focuses on engaging students through hands on math activities. The last class focuses on investigative inquiry in science. At 5:55pm students dismiss from the program. A sample after school program schedule is included as a proposal attachment. Below is a program logic model describing approved program activities: See Attached.

### 3.10a Staffing & Professional Development

3.10a Staffing Plan: The program manager is a certified ESE, ESOL, Elementary Education K-6 and English 6-12 teacher with advanced degrees, and evaluation certificate with 4 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 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.

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, coordinates with vendors and community partners, and adjusts 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, homework assistance 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 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 II Background screening requirements pursuant to Florida law are required for any person working in Leon County Schools.

### 3.10b Professional Development

Professional growth remains a part of the 21st Century program at Riley Elementary School. The program manager attends the Best of Out-of-School Time Conference to provide professionals, advocates, and community members the tools and resources necessary to build high-quality out-of-school time program.

The program manager, extended day manger, site coordinator, and teachers attends the statewide 21<sup>st</sup> CCLC after school conference designed to support programs that are committed to high impact, evidence-based strategies for all afterschool programs. This conference allows afterschool professionals to create engaging academic lessons to address academic objective, maintain program compliance, recruit and retain students from the target population and

collect data for program evaluation. The program manager, extended day manger, and site coordinator attends the Beyond School Hours national conference to draw upon the experience and expertise of session leaders from throughout the United States to develop more effective afterschool programming. The conference covers topics that range from arts education, trauma-informed practice, grade-level reading, equal access to STEM education, and more. This conference allows afterschool professionals to gain support for creating engaging curriculum and lesson for the career readiness and social emotional learning objectives. In addition, the program manager, extended day manger, site coordinator, and teachers attends the Creating Trauma-Sensitive Schools (CTSS) Conference to explore how early trauma impacts learning and development and the importance of addressing these complexities in schools. This conference allows afterschool professionals to gain support for creating engaging curriculum and lesson for the family and social emotional learning objectives.

The program manager, extended day manger, site coordinator, and teachers attends the Educational Strategies & Student Engagement Institute conference to focus on developing teaching strategies for ESE students, Students with Disabilities. The Educational Strategies & Student Engagement Institute (ESSEI) unites professionals from school districts, agencies and other sectors of the community to build knowledge and enhance skills on educational strategies proven to promote student achievement and college and career readiness. Attendees learn, share, network and identify tools to help counter and prevent academic struggles, school disengagement, and dropout. From each conference staff are tasked with identifying an activity or resource to address activities related to program objectives within one month of returning from the conference. Upon returning from a conference, program manager and site coordinators use the “Train the trainer” model to disseminate information to staff.

The program manager engages the site coordinators, teachers and activity leaders in professional development through monthly professional development provided to the site coordinators during regularly scheduled Site Coordinator Meetings. The meetings are based on program needs. Monthly meeting topics include, Effective Leadership, Socioemotional Learning for Site Coordinators provided by Leon County Schools Support Services, Using Data to Drive Instruction in Afterschool, Collecting Data, Mental Health Awareness for Site Coordinators, Conscious Discipline, Socioemotional Learning for Activity Leader provided by Leon County Schools Support Services, Strengthening Academic Enrichment, and Strengthening Family Literacy Activities. Information from the professional development conducted during the monthly meetings is disseminated by the site coordinator to program staff. All meetings align with academic, personal and family program objectives.

### **3.11 Facilities**

Riley Elementary School is a public school which is available to students and their parents and adult family members at the school that students are enrolled and does not need to provide childcare licensing information or documentation. As this program is conducted during after school hours, the entire campus is available, as needed.

Classrooms, cafeteria, bathrooms computer labs and playground are accessible to students enrolled in the program. Every classroom complies with the requirements for classroom space





## 21<sup>st</sup> Century Community Learning Centers



for the population of the school. The school and all classrooms are handicap accessible. Classroom space and occupancy follows the regular school guidelines. There is 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 playground is available to support the 21st CCLC Program. Conference rooms are available to assist the Site Coordinator in meeting with parents and community stakeholders. Riley Elementary School ensures that the Site Coordinator has an office that can be secured so that 21st CCLC items are stored securely and separately.

The site has an “Alternative Activities Plan” on hand. In cases of inclement weather, age appropriate alternative activities are provided in covered areas or classrooms.

### 3.12 Safety and Student Transportation

3.12a Safety: To ensure student safety, every family completes an application form for student enrollment in the program. The application packet includes details of partners and third-party organizations that have access to student data, as well as program rules, medical information, student emergency contact and rules and safety procedures of the program.

The students transition directly into the 21st Century program from the regular school day program. Staff receive students into the program at dismissal of regular day program. Student attendance is taken daily for all classes/activities and records are maintained for data reporting. Areas are designated as 21st CCLC use including an area for students to store their backpacks, meals, and classroom(s) for homework assistance and instruction. This ensures that all students and staff are aware of program locations. Staff members use radios to communicate about student transitions, behavior issues, or other classroom and campus issues. A buddy system is used during the program if a student needs to leave the classroom. Disciplinary measures, procedures, and/or a code of conduct are implemented. Adult supervision is provided for children at all times.

Site Coordinators 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.

All staff and contractors are required to have a Level II background screening before working with students. Everyone is required to have identification visible when on school campuses. School Administrators ensure the safety of students by adhering to the LCS Zero Tolerance Policy. The Safety and Security Office issues identification badges required. All visitors are required to report to the front office, show proof of identification, and sign in/out. 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. For safety the school has fencing and is a closed campus. Fire drills and emergency event drills are conducted during the afterschool program to ensure students are familiar with the procedures. 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.

3.12b Student Transportation: District policies are followed regarding vehicles used for transportation. Bus drivers are certified Commercial Driver's Licenses (CDL) and must have a Level II background screen completed. All district buses are fully accessible and equipped with video cameras to document incidents. Head-counts and attendance are taken before, during and after field trips by staff, signed parent permission sheets with reliable contact information, as well as, student name badges are used to ensure students' off-campus safety. Transportation home during afterschool is not provided. Parents identify, at program registration, how their child gets 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. Staff are present to verify that students are picked up by an approved adult. During summer school, students are transported to and from the program. Students are picked up and dropped off at their approved addresses according to Leon County Schools' policy. In case of emergency while on the bus, students follow the directives of the bus driver and bus attendant. In addition, students regularly practice bus drills so that they know what to do in an emergency.

### **3.13 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 10% of 21st CCLC programs funds to ensure funds are primarily for the direct services provided to students. The activities and budget are written with sustainability in mind. The services are sustained through the 5-year operation. 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 provide services to students and parents at no cost. We also asked contractors to reduce their costs over to students to provide activities that address program needs. Partners that provide free services help sustain the 21st Century 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 assists in writing and grant seeking for teachers. Transportation, janitorial, facilities and management are all cost expenditures that Riley Elementary School currently assumes for the project and could continue in the future. The meals are provided for free by Leon County Schools Nutrition Services. The professional development required for the successful operation are funded through federal entitlements of Title I and Title II. The Advisory Council has a significant percentage of members representing local businesses and community organizations. Committed Advisory Council Members include parents, CEO of the Boys and Girls Club of the Big Bend, regular school day teachers, and a diverse group of members of community agencies, partners and contractors. The Advisory Council meets each semester to review, discuss and address program status.