



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Leon County Public Schools

Project Number: 370-2443B-3C003

Program Name: Godby High

Section 1: Project Abstract/Summary

Leon County School District operates the Nita M. Lowey, 21st Century Community Learning Center (CCLC) at Amos P. Godby High School located at 1717 West Tharpe, Tallahassee, Florida. Sixty-five 9th-12th grade students are provided programming during the school year and summer. Afterschool hours are from 2:00pm to 5:00pm, 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 high 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

Godby High 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 Godby High 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 post secondary 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 the 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 67 teachers currently at Godby, 20% or 13 teachers, grades 9th-12th 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 high school students:

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

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

Of the 1,423 students currently at Godby, 10% or 142 students, grades 9th-12th 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 high school students:

-Students struggle with having help to finish homework assignments.

-Students have limited knowledge about available opportunities after graduation.

-Students have an interest in attending pre-college programs during programs hours with an opportunity to earn college credits.

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

Community partners, to include Envision Credit Union, Leon County Sheriff's Office (LCSO), Florida Agricultural and Mechanical University (FAMU) TRIO, The Boys and Girls Club of the Big Bend and the Adult Community and Education (ACE), Unite Us, 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, 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 high 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.

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

Currently, Godby High School is identified for Targeted Support and Improvement (TS&I), because the school has one or more low-performing student groups. The school has been designated a TS&I school for the past four years. For the 2018-19 school year, Godby had three low-performing student groups below the Federal index of 40%. These groups are: Multiracial, Students With Disabilities, and English Language Learners. The school had an overall Federal Index of 46%. 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 Godby High. 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 725 or 97.3% of students took the assessment, with 213 students scoring a Level 1, 230 students scoring a Level 2 and 223 students scoring a proficient level. Godby High School has more Level 1 and Level 2 students than both the county and state student percentages. 32.0% of students scored a Level 1 and 34.5% scoring a Level 2 on the ELA Assessment. Within their race group, Black/African American students account for 146 of the 190 students who scored a Level 1 on the assessment. While White students accounted for 19, Hispanic students accounted for 168 and Multiracial students accounted for 9 of the 190 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 136 of the 190 students who scored a Level 1 on the assessment. While 9 English Language Learners and 46 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 105 of the 163 students who scored a Level 3 or higher on the assessment. While White students accounted for 33, Hispanic students accounted 12 and Multiracial students accounted for 10 of the 163 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 78 of the 163 students who scored a Level 3 or higher on the assessment. While 25 Students with Disabilities contributed to the students scoring a Level 3 or higher. This data indicates that more than 50% of Godby students are below proficiency level in ELA. In addition, Godby High Schools' students are less proficient than both state and county students, with only 33.5% of the students being proficient in ELA. 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 623 or 77.9% of students took the assessment with 190 students scoring a Level 1, 153 students scoring a Level 2 and 163 students scoring a proficient level. Godby High School has more Level 1 and Level 2 students than both the county and state student percentages, with 37.5% of Godby students scoring at a Level 1 and 30.2% scoring at a Level 2 on the ELA Assessment. This data indicates that more than 50% of Godby students are below proficiency level in ELA. In addition, Godby High Schools has less Level 3 through Level 5 students than both the county and state student percentages. With only 32.3% of the students being proficient in ELA. Within their race group, Black/African American students account for 146 of the 190 students who scored a Level 1 on the assessment. While White students accounted for 19, Hispanic students accounted for 16 and Multiracial students accounted for 7 of the 213 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 186 of the 213 students who scored a Level 1 on the assessment. While 11 English Language Learners and

68 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 151 of the 223 students who scored a Level 3 or higher on the assessment. While White students accounted for 44, Hispanic students accounted 21 and Multiracial students accounted for 7 of the 223 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 161 of the 223 students who scored a Level 3 or higher on the assessment. While 2 English Language Learners and 17 Students with Disabilities contributed to the students scoring a Level 3 or higher. 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, Students with Disabilities make small gains towards proficiency.

The 2018-19 Florida Standards Assessments (FSA) Math Assessment Results by Achievement Level shows that 555 or 93.6% of students took the assessment, with 225 students scoring a Level 1, 122 students scoring a Level 2 and 199 students scoring a proficient level. Godby High School has more Level 1 students than both the county and state student percentages. 41.2% of students scored a Level 1 and 22.3% scoring a Level 2 on the Math Assessment. Within their race group, Black/African American students account for 190 of the 225 students who scored a Level 1 on the assessment. While White students accounted for 12, Hispanic students accounted for 18 and Multiracial students accounted for 5 of the 225 Level 1 scores. Within their subgroup, Economically Disadvantaged students accounted for 187 of the 225 students who scored a Level 1 on the assessment. While 10 English Language Learners and 52 Students with Disabilities contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 134 of the 199 students who scored a Level 3 or higher on the assessment. While White students accounted for 36, Hispanic students accounted 22 and Multiracial students accounted for 5 of the 199 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 143 of the 199 students who scored a Level 3 or higher on the assessment. While 3 English Language Learners and 20 Students with Disabilities contributed to the students scoring a Level 3 or higher. This data indicates that more than 50% of Godby students are not proficient in math. In addition, Godby High Schools had 30.8% of the student body to score a Level 3 on the Math Assessment, which was above both the state and county student percentages but only 36.4% of total students were proficient.

The 2020-21 FSA Math Assessment Results by Achievement Level shows that 450 or 72.8% student took the assessment, with 223 students scoring a Level 1, 85 students scoring a Level 2 and 99 students scoring a proficient level. Godby High School has more Level 1 students than both the county and state student percentages. 54.8% of students scored a Level 1 on the Math Assessment and 20.9% scoring at a Level 2 on the math Assessment. Within their race group, Black/African American students account for 170 of the 223 students who scored a Level 1 on the assessment. While White students accounted for 20 of the 223. Within their subgroup, Economically Disadvantaged students accounted for 144 of the 223 students who scored a Level 1 on the assessment. While 8 English Language Learners and 39 Students with Disabilities

contributed to the students scoring a Level 1. On the other end of proficiency, Black/African American students account for 63 of the 99 students who scored a Level 3 or higher on the assessment. While White students accounted for 16, Hispanic students accounted 13 and Multiracial students accounted for 4 of the 99 students who scored a Level 3 or higher on the assessment. Within their subgroup, Economically Disadvantaged students accounted for 57 of the 99 students who scored a Level 3 or higher on the assessment. While 3 English Language Learners and 23 Students with Disabilities contributed to the students scoring a Level 3 or higher. The current math data indicates a large decline in student proficiency in math. Over half of the students taking the assessment scored below proficiency. This data indicates that less than 25% of Godby students are proficient in math. In addition, Godby High Schools only had .2% of the student body to score a Level 5 on the Math Assessment. 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. 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 623 students who took the assessment 168 or 35.5% of students achieved learning gains on the ELA assessment at Godby High School, which is below both the county (46.6%) and state (48.9%) percentages of students making academic gains. Of the 623 students who took the assessment, within their subgroup, 85 Economically Disadvantaged students achieved learning gains and 24 Economically Disadvantaged students in the Lowest 25% of achieved learning gains. In addition, 22 Students With Disabilities achieved learning gains on the ELA assessment with 12 Students With Disabilities in the Lowest 25% achieving learning gains. Of the 623 students who took the ELA assessment, 117 Black/African American students achieved learning gains with 33 Black/African American students in the Lowest 25% achieving learning gains. Of the 623 students who took the ELA assessment, 29 White students achieved learning gains with 4 White students in the Lowest 25% of achieving learning gains.

In 2018-19 school year, 240 or 37.9% of students achieved academic learning gains. The percent of students who achieved learning gains on the ELA assessment declined from 37.9% to 35.5% between 2018 and 2021. The data indicates that, within their subgroup, Godby's Economically Disadvantaged, White, 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 Godby High School students have performed below both state and county, with only 43.4% 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. Similarly, students who were in the Lowest 25% at Godby achieved less 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 450 students who took the assessment, 70 or 23.1% of students achieved learning gains on the Math assessment at Godby High School, which is below both the county (37.8%) and state (38.6%) percentages of students making academic gains. Of the 450 students who took the assessment, within their subgroup, 41 Economically Disadvantaged students achieved learning gains and 29.4% of Economically Disadvantaged students in the Lowest 25% of achieved learning gains. In addition, 19 Students With Disabilities achieved learning gains on the Math assessment with 50% of Student With Disabilities in the Lowest 25% achieving learning gains. Of the 450 students who took the Math assessment, within their race classification group, 52 Black/African American students achieved learning gains with 34.9% of Black/African American students in the Lowest 25% of achieving learning gains. Of the 450 students who took the Math assessment, 8 White students, 7 Hispanic, and 1 Multiracial student achieved learning gains. None of these races were in the Lowest 25% of students achieving learning gains.

The data indicates that, within their subgroup, Godby's 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 Godby High School students have performed below both state and county, with only 39.6% 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. However, in 2017-18 students who were in the Lowest 25% at Godby achieved more learning gains on the Math assessment when compared to students in Leon County but not when compared to students in the 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.

Godby's 2020-21 disciplinary data shows that, 81 incidents resulting in referrals and disciplinary actions. Within their race classification group, of the 81 disciplinary actions, 74.17% of Black/African American, 14.8% of Hispanic and 3.7% of White students received One Out of School Suspension as a disciplinary action. However, however, 54 total students received More than One Out of School Suspension. 81% of Black/African American and 14.3% of White students received More than One Out of School Suspension. Black/African American students account for 72.3% of total student enrollment. Hispanic students account for 10.4% of student population and White students account for 11.8% of the student population.

Within their subgroup, 19.8% Students with Disabilities received One Out of School Suspension as a disciplinary action and 19% of Students With Disabilities received More than One Out of School Suspension. This subgroup accounts for 15% of the total school population.

During this school year, of the total incidents resulting in disciplinary actions, 14 students were referred to Law Enforcement. Of the 14 students referred to Law Enforcement, 11 students were Black/African American, and 3 students were White. Within their subgroup, 2 of the students referred to Law Enforcement were Students with Disabilities.

The 2019-20 disciplinary data shows that there were 225 incidents resulting in referrals. Of the 225 incidents, 158 students received One Out of School Suspension as a disciplinary action. Within their race classification group, 85.4% of Black/African American, 4.4% of Hispanic, 3.8% of Multiracial and 6.3% of White students received One Out of School Suspension due to inappropriate behavior. However, 76.7% of Black/African American, 6.7% Hispanic, 6.7% of Multiracial and 10% of White students received More than One Out of School Suspension. Black/African American students account for 72.5% of total student enrollment. Hispanic students account for 9.4% of the student population and White students account for 12.9% of the student population.

Within their subgroup, 19.6% of Students with Disabilities received One Out of School Suspension as a disciplinary action and 25% of Students With Disabilities received More than One Out of School Suspension. This subgroup accounts for 14.2% of the total school population. During this school year, of the total students who received disciplinary actions, 19 students were referred to Law Enforcement. Of the 19 students referred to Law Enforcement 16 students were Black/African American, 2 students were White and 1 student was Hispanic. Within their subgroup, 4 of the students referred to Law Enforcement were Students with Disabilities. The number of incidents resulting in disciplinary actions declined slightly from 225 to 81 between 2019 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.

Godby's 2020-21 Chronic Absenteeism data shows that 962 students were habitually absent from school during the pandemic when many students opted to receive virtual instruction. Of the 962, 72.1% of the students were Black/African American. Black/African American students make up 72.3% of the total student enrollment. 10.8% of Chronic Absenteeism students were Hispanic, with Hispanic students making up 10.4% of student enrollment. 11.9% of habitually absent students were White students with White students making up 11.8% of student enrollment. Students with Disabilities accounted for 15% of both student enrollment and Chronic Absenteeism. Male students account for 51.1% of student enrollment but Chronic Absenteeism data shows that 49% of male were habitually absent.

Godby's 2019-20 Chronic Absenteeism data shows that 674 students were habitually absent from school. Of the 674, 67.5% of the students were Black/African American. Black/African American students make up 72.5% of the total student enrollment. 11.7% of Chronic Absenteeism students were Hispanic, with Hispanic students making up 9.4% of student enrollment. 15.4% of habitually absent students were White students with White students making up 12.9% of student enrollment. Students with Disabilities accounted for 14.2% of student enrollment and 14.5% Chronic Absenteeism. Male students account for 51.7% of student enrollment but Chronic Absenteeism data shows that 54.6% of male were habitually

absent. The number of students who are habitually absent from school in 2018 was 656. The number of students who are habitually absent from school increased from 656 to 826 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).

Godby's 2020-21 Graduation rate shows that Godby has a 92.9% graduation rate with 287 students graduated within 4 years of entering high school. Godby's graduation rate has been slightly above the state's graduation rate since 2017. However, since 2017 with the exception of both the 2017-18 and 2019-20 school years, the graduation rate for Leon County School District has been slightly above Godby High School's graduation rate. Within their subgroup, 92.1% of Economically Disadvantaged and 93.3% of Students with Disabilities graduated. Within their race classification group, 95.5% of Hispanic students graduated within four years of entering high school. While, 94.9% of Black/African American, and 77.5% of White students graduated within four years of entering high school.

The 2019-20 Graduation rate shows that Godby has a 94.7% graduation rate with 288 students graduated within 4 years of entering high school. Within their subgroup, 94.3% of Economically Disadvantaged students graduated and 97% of Students with Disabilities graduated. Within their race classification group, 100% of Multiracial students graduated within four years of entering high school. While, 95.3% of Black/African American, 94.1% of Hispanic students and 89.7% of White students graduated within four years of entering high school.

Academic data trends from 2018-2021 shows that Godby High school staff has the ability to help at least 90% of students graduate each year. However, since 2017, students graduating from Godby enroll in Postsecondary education schools at a rate of 53% or less. This supports the academic achievement data that majority of students at Godby are not proficient in Language Arts and Math. Data trend suggests that after the pandemic more students were not as proficient as before the pandemic. In addition, academic data show that, within their subgroup, Students with Disabilities and Economically Disadvantaged students account for the majority of students not making academic gains. Likewise, within their race groups, White students have the lowest graduation rates. In addition, Black/African American and Hispanic students show the largest number of out of school suspensions and chronic absenteeism with a lower rate of graduation and enrollment into Postsecondary education programs. The data indicates that for several years Godby High School has consistently been able to outperform the state's graduation rate and graduate at least 90% of its students consistently.

During the 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 67 teachers currently at Godby, 20% or 13 teachers, grades 9th-12th 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 high school students:

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

Of the 1,423 students currently at Godby, 10% or 142 students, grades 9th-12th 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 high school students:

- Students struggle with having help to finish homework assignments. Academic Enrichment: Students want help with completing homework with knowledgeable teachers to include credit recovery, and tutoring.
 - Students have limited knowledge about available opportunities after graduation. Career Competencies and Career Readiness: Students would like to take college tours to learn about different programs at Florida colleges.
 - Students have an interest in attending pre-college programs during programs hours with an opportunity to earn college credits. Career Competencies and Career Readiness: Students would like to participate in dual enrollment courses at local colleges.
 - Students have an interest in participating in arts programs such as visual arts and performing arts to strengthen scholarship opportunities. Career Competencies and Career Readiness: Students would like help finding and applying for scholarships that align with their interest.
- 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 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 high 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.

Currently, the available assets at Godby High School are not sufficient to address the needs of the students, parents, and community. The after school 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 after school 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:

Aden, A. A., Yahye, Z. A., & Dahir, A. M. (2013). The effect of student's attendance on academic performance: a case study at simad university mogadishu. *Academic Research International*, 4(6), 409.

Akbasli, S., Sahin, M., & Yaykiran, Z. (2016). The Effect of Reading Comprehension on the Performance in Science and Mathematics. *Journal of Education and Practice*, 7(16), 108-121.

Grimm, K. J. (2008). Longitudinal associations between reading and mathematics achievement. *Developmental neuropsychology*, 33(3), 410-426.

Section 7: Intentionally Designing Activities

Operational Planning:

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

Godby High School's 21st Century after school program operates from 2:00pm-5:00pm Monday-Friday on all regular school calendar days. Students with a seventh period class begin the program at 3:00pm. On early release days the program operates from 1:00pm-5:00pm. 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 and 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 Unite Us and Florida Agricultural and Mechanical University (FAMU) TRIO, provides information for parents about ways to continue their education. Elementary school students can receive 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 college entry 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 after-school 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:

After School Program: From 2:00pm-2:20pm students are signed in by an Activity Leaders and receive meals daily provided by Leon County Schools Nutrition Services. On Monday- Friday from 2:25pm-3:00pm student engage in targeted homework assistance for 35 minutes based on regular school day academics. Academic 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.

On Monday, Tuesday, Wednesday and Thursday from 3:00pm-4:00pm 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, science, social studies) that are based on students' needs and support regular day instruction. Academic enrichment and homework assistance will follow the Check and Connect intervention model of What Works Clearinghouse (WWC). Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports. The program has two main components: "Check" and "Connect." The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves teachers giving individualized attention to students, in partnership with school personnel, family members, and community service providers. Students are assigned a "monitor" who regularly reviews their performance (in particular, whether students are having attendance, behavior, or academic problems) and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school. 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.

On Fridays from 3:00pm-5:00pm students focus on developing skills for using computers, media technology for broadcasting, journalism and video and photo editing, STEM, physical fitness, SAT and ACT prep and career and college readiness in partnership with the Carl Perkins program at

the school and Lively Technical College. Personal enrichment will follow the ACT/SAT Test Preparation and Coaching Programs and FLIGHT intervention model of What Works Clearinghouse (WWC). Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings, in small groups, and individually. Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow (FLIGHT)

FLIGHT is a program based in partnership of a private non-profit (Taking Stock in Children) and local educational agencies with the goal of increasing the extent to which low-income students with academic promise are prepared for, enrolled in, and successful in college. Specifically, FLIGHT provides school-based mentoring, college prep, and wrap-around services for at-risk students who show potential to be successful in post-secondary education endeavors.

Monday-Friday from 4:00pm -5:00pm students participate in personal enrichment activities to include: nutrition and wellness and character and behavioral activities that focus on physical fitness, drug and violence prevention and conflict resolution in partnership with Leon County Sherri's Office to support program objectives. In addition, teachers will help students research scholarship opportunities of their interest and apply. At 5:00pm students dismiss from the program. A sample after school program schedule is included as a proposal attachment.

Summer Program: Godby High School's 21st Century summer school program operates from 8:00am-1:00pm Monday – Thursdays. Summer program activities for the 21st Century program at Godby High School operates for five weeks. Sixty-five (65) 9th-12th grade students are eligible to enroll. The summer program follow the Summer Bridge Program intervention model of WWC. Summer bridge programs are designed to ease the transition to college and support post-secondary success by providing students with the academic skills and social resources needed to succeed in a college environment. These programs occur in the summer “bridge” period between high school and college. Although the content of summer bridge programs can vary across institutions and by the population served, they typically last 2–4 weeks and involve (a) an in-depth orientation to college life and resources, (b) academic advising, (c) training in skills necessary for college success (e.g., time management and study skills), and/or (d) accelerated academic coursework.

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 8:00am-11:30am students work on credit recovery, and academic enrichment based on regular day academic needs. During this time, 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. To

address the student needs, students will take college tours at local colleges to speak with college representatives about programs offered at the college. 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, SAT and ACT prep and career and college readiness in partnership with the Carl Perkins program at the school and Lively Technical College. 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:

Godby High School maintains a web-page 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 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.

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 high 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, SAT and ACT prep and career and college readiness in partnership with the Carl Perkins program at the school.

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 Godby High 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, Godby's 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, Unite Us, Leon County Sheriff's Office, Florida Agricultural and Mechanical University TRIO, Florida State University Peace Jam, Lively Technical College, and WFSU Public Media.

Section 8: Recruiting and Retaining High Quality Staff

Godby High 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 at least three 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.

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.