

## Cohort 15 RFP Scope of Work/Narrative Addendum

Agency Name: Broward County

Project Number: 060-2447B-7CCC6

Program Name: (Coconut Creek & Lauderdale Lakes)

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points.

*The following items are incorporated as part of the Scope of Work:*

***Below is a list of items that were not included in the Narrative. This form will be used to address the information that is missing.***

**Please provide further explanations for the following sections:**

**(RFP 5.1) Project Abstract/Summary:**

**Briefly describe the program's general goals and objectives, a short description of the program activities and how they will contribute to student success, and an overview of the services to be offered to the adult family members of the students served.**

BCPS offers afterschool programming / curriculum based support for students at Lauderdale Lakes Middle School Monday – Thursday 2:40 pm to 5:45 pm, 3.00 hours per day for 135 days at (grades 6-8) and Monday – Thursday 1:45 pm to 4:15pm, 2.5 hours per day for 135 days at Coconut Creek High School (grades 9-12). Both center locations are operational after school and during the summer, serving 80 students at each school. Both schools provide Project Based Learning (PBL) instruction, academic remediation, tutoring, and homework assistance to increase student academic achievement. PBL activities support career and college readiness surrounding Science Technology Engineering and Math (STEM) fields and general career interest in LEEO (Linked Education and Employment Outcomes). Daily student programming will include opportunities to participate personal enrichment activities that support the social and emotional needs of students. Centers will also facilitate six adult family member knowledge sessions surrounding academic supports; community resources, and strategies for supporting learning at home; STEM and LEEO; career and college placement options; health and wellness; and cultural sensitivity. General goals include increased academic achievement, improved decision-making skills, engagement in career exploration, and increased parental involvement.

**RFP 5.5.a) Community Notice**

- **Describe what information will be available on such a page, what staff will be charged with maintaining the web page and the timeline for each launch and maintenance of the web page?**

The grant narrative will be uploaded and disseminated to the community on DPI's 21st CCLC website. It is estimated that at a minimum, this website located at [browardprevention.org](http://browardprevention.org) will be maintained by DPI staff monthly. The webpage will include the following;

- List of Broward's 21<sup>st</sup> CCLC schools and contact information
- 21<sup>st</sup> CCLC Program Hours
- Link to school websites
- Summative/Formative Reports
- 21<sup>st</sup> CCLC Family Nights events
- 21<sup>st</sup> CCLC Advisory Council Meeting dates
- Pictures of 21<sup>st</sup> CCLC programming in action

**RFP 5.5.c) Collaborations with the Regular School Day (Continued Collaboration)**

- **How is the role of the 21<sup>st</sup> CCLC program described in the School Improvement Plan**

The schools within the program have identified need and driven the development of the program and activities. This was initiated through a district wide process led by the Diversity, Prevention and Intervention Office. Students targeted for intervention are enrolled and attend Lauderdale Lakes Middle and Coconut Creek High. All staff members selected for the program are employed within the targeted schools creating seamless access to regular school day teachers. In addition, 21<sup>st</sup> CCLC center administrators will also be leaders within the target school locations, enabling district administration a natural link to both the principal and center staff for meaningful communication of student progress and needs. Proposed activities are planned for the year by the target schools and align with critical needs of the students (as identified in the school improvement plan and by all stakeholders), while also complementing the regular school day curriculum. 21<sup>st</sup> CCLC programming is described within the school improvement plan as a part of the Response to Intervention (RtI) process and its tiered level of academic and social supports for students. Both principals have enthusiastically supported the project, dedicating staff to participate in the planning of this proposal through the detailed needs assessment and creation of PBL program plans.

District administration will communicate with Lauderdale Lakes and Coconut Creek center administration and program staff through email, intranet message boards, weekly staff phone conferences, webinars, and face to face contacts. All 21<sup>st</sup> CCLC guidelines, professional development supporting documentation, and forms needed to run the program will be available for download on secure Broward servers only available to credentialed

individuals. In addition, Lauderdale Lakes and Coconut Creek will have real-time access to student data entered into the online evaluation platform to inform student participation, progress, and achievement.

**RFP 5.6.b) Recruitment and Retention**

- **How will the program encourage students to remain in the program from beginning to end of the program day?**
- **How will the program encourage students to attend regularly for an extended period of time?**

Proposed Lauderdale Lakes and Coconut Creek 21<sup>st</sup> CCLC program activities were based solely on needs assessment data outlined in Section 5.2. Additionally, program activities align with FLDOE approved 21<sup>st</sup> CCLC program activities from section 2.2 of the RFP application. As suggested, Project Based Learning (PBL) will be an essential strategy used to deliver enriching content. According to the Buck Institute of Education (2012), there are forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

To this end, Lauderdale Lakes and Coconut Creek will implement a series of PBL projects that correspond to students' expressed needs. Examples of projects include: Blast Off – a math and science project focusing on aerospace engineering. Students build and launch a model rocket and ask the driving question of 'How can engineering help solve society's challenges?' A culminating activity will be a family night where the students can display their end product. Dropout Prevention and Career Exploration – a project designed to increase collaboration, communication and problem solving skills, offering opportunity to explore career options and answer a self reflective driving question of 'What motivates you to stay in school?' During the course of the project, students will participate in mock interviews and participation in a career fair. These projects are linked to 21<sup>st</sup> CCLC skills, common core and national science standards serve as representations of Lauderdale Lakes and Coconut Creek's desire to align learning opportunities with student needs. Projects will be supervised and implemented by certified teachers with a 20:1 student to teacher ratio. When possible, student field trips will be linked to PBL components such as trips to a local university or career fair.

Homework, tutoring, and academic remediation will be offered for a 1/2 hour afterschool at Lauderdale Lakes and for at least one hour at Coconut Creek with sessions allotted for specific assistance (such as Algebra, Biology and Reading) at a 20:1 staff to student ratio. Small group tutoring, individual tutoring, and homework assistance

will be available for students during both components. Research suggests students who complete homework assignments had higher academic grades than students who did not (Cooper, Robinson, & Patall, 2006; Cooper & Valentine, 2001; Epstein & Van Voorhis, 2001). Computer-based software platforms such as IMACS, Virtual Labs, DigiTabula, First in Math, GeoGebra, Gizmos, GIS, Venier, Microsoft, and other tech-related software will be made available during both component times to assist students in need of further remediation and or students who have completed their daily assignments that wish to further their technical skills.

Both schools participate in the Linking Education and Employment Outcomes (LEEO) project. LEEO is a PBL opportunity that provides the framework for students to master skills and knowledge that will allow them to transition from education to the global business world seamlessly. LEEO offers career and college readiness opportunities that allow students to explore areas of interest such as coding, marketing, or global logistics. Students will also learn soft skills such as public speaking, online meeting software, shipping practices, and partake in certification opportunities. LEEO PBL will provide students with realistic choices of education and/or career with the preparation to do either.

Students participating in both 21<sup>st</sup> CCLC program centers will have a myriad of choices as they enter the program throughout all components. Afterschool research on secondary students suggests that the more programming options are designed with a choice in mind, the higher the retention rate of students. Students will transition from regular day school to afterschool, meeting in the cafeteria for attendance, snack or supper, and additional homework time. Following homework time, students will transition to their assigned grade level cohort classroom for PBL activities from approximately one hour. PBL activities will require the additional assistance of a teacher assistant to lower student to staff ratios. For the final hour of the day, students will rotate through personal enrichment. At the completion of the program, students will be released to their caregiver, allowed to walk home with proper consent or transported home through district transportation. Summer activities will flow similar to the afterschool schedule, but due to the availability of additional programming hours, all selected programming will be available every day. Students participating in summer services will receive both breakfast and lunch as well as have the opportunity to participate in PBL related field trips