

## Cohort 15 RFP Scope of Work/Narrative Addendum

Agency Name: Broward County

Project Number: 060-2447B-7CC11

Program Name: (Olsen Middle & Attucks Middle)

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 5.5.a) Community Notice

- Describe how the agency plans to develop, launch and maintain a program web page?
- 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
  - Students targeted for intervention are enrolled and attend Attucks and Olsen Middle. 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 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 has a 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 Attucks and Olsen 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, Attucks and Olsen will have real-time access to student data entered into the online evaluation platform to inform student participation, progress, and achievement.

- (RFP 5.6.a) Target Students

- Identify how the targeted students align with the Needs Assessment?

- Attucks and Olsen Middle project enrollment priority will be given to students identified by school administration, students scoring below a level 3 on standardized testing in all subject areas, and students with ELL needs. Students with special needs, regardless of their severity of need, will not be excluded from services, provided they can be safely accommodated within the program. Attucks and Olsen Middle center administration will have the ability to screen the most at-risk students for recruitment into the program. Given that a majority of students scored below proficiency level on state assessments, the project may have to institute a first come, first serve policy for enrollment. Print materials in English, Spanish, Creole, and Portuguese will be sent home with students during the first week of school informing parents of 21<sup>st</sup> CCLC goals and objectives.

- (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 Attucks and Olsen Middle 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, Attucks and Olsen Middle will implement a number of PBL projects that correspond to students' expressed needs. Examples of projects include Community Student Newspaper – students will create a monthly newspaper that will be distributed to students and staff monthly to promote a positive school culture. Newspaper topics will include student of the week, teacher spotlight, principal corner, health and wellness, sports highlights, poet corner, and other topics that are school and community-related. Students will plan the topics in collaborative groups, research various related topics, take Cornell notes, and produce newspaper articles. Students will learn communication skills to interview other students, teachers, and community members. Also, students will use technology to layout the newspaper and produce the final product. To combat low Science FSA scores, students will participate in hands-on Environmental Science projects. Attucks Middle is fortunate to have a solar panel on campus which conserves energy in several classrooms. This lends itself to several environmental issues that range from dynamite fishing to global warming.

Olsen Middle will tap into student's creativity to plan their Dream Vacation. Students will research possible dream destinations such as a coast-to-coast vacation from Washington, DC to Seattle, Washington. They plan to visit at least one popular or historical vacation spot between these two locations during their trip. To assist in planning the lengthy trip, student will design a scale map of their travels, provide choices for overnight accommodations, suggest the site to visit, figure the amount of gas necessary for the trip by automobile, figure the cost of gas for the trip by automobile, and look into possible cost of airline travel including luggage and car rental. This presentation should help the student to make informed decisions about their coast-to-coast vacation and to decide whether it is better to drive or fly. Center administration will work with local business to invite a travel agent to speak about the travel industry, which employs many residents in South Florida

These project examples linked to common core and national science standards serve as representations of Attucks and Olsen Middle 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. Additional PBL projects will align with career and college readiness and students social and emotional needs such as binge drinking and gun safety. Summer programming will support more intensive PBL projects for a

longer duration. When possible, student field trips that highlight concepts from the classroom will be used as culminating events.

Homework, tutoring, and academic remediation will be offered for approximately 45 minutes at a 20:1 staff to student ratio. Small group tutoring, individual tutoring, and homework assistance will be available for students and led by teaching assistants. 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 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 Attucks and Olsen Middle 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.

The 21<sup>st</sup> CCLC project will offer the iFITED program at Olsen Middle and the Flipany afterschool nutrition curriculum at both centers. PBL activities will highlight nutritional concepts to allow students to engage in hands-on projects that reinforce health and wellness concepts. Students will work as a team to read nutrition labels, identify the ingredients and then discuss ways to make better food choices. Students will share in an open forum about common foods they eat and how those foods help or hurt their development. Flipany's concept is to introduce the science of foods to youth, specifically how the food they eat works in their bodies, they then better understand how food impacts their daily lives. Both centers will align current afterschool clubs and activities to allow students choice in afterschool.

Center administration will work to create a seamless schedule that allows for participation in the full breadth of services while also allowing for choice. Current clubs and other activities will be aligned to

the 21<sup>st</sup> CCLC program to allow students to participate in chorus, drama, debate, and other activities currently offered at the centers. All personal enrichment activities will be led by certified teachers at a 20:1 teacher to student ratio and will occur at the end of programming to ensure student engagement throughout the entirety of the program.

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. As such, all components were created again with student choice in mind.

Students were given 15 minutes to transition from the regular school day until the commencement of their respective programs. Attucks will begin programming at 3:30 p.m. and Olsen will begin at 1:50 p.m. Both centers will offer time for student choice of homework, tutoring, research, mentoring or work towards offered certification programs such as Microsoft Office. Staffing patterns for snack/transition into afterschool will not deviate from the 20:1 student to staff ratio.

Following homework time, students will transition to their assigned grade level cohort classroom for PBL activities for 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 activities such as Flipany, iFITED, or school activities aligned with the 21<sup>st</sup> CCLC program based on the programming day. Students leaving the program to participate in school sponsored events will sign out of the program and sign back in when returning. At the completion of the program, students will be released to their caregiver, allowed to walk home with proper consent or transported to assigned bus stops 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. In addition, Public Consulting Group's Educational Partnerships (PCG-EP), a division of PCG Education, will provide STEM, Math, and Reading programmatic content through hands-on, minds-on interactive projects that help to reinforce 21<sup>st</sup> century skills like collaboration, communication, creativity and critical thinking. Learning is collaborative and activity-based; students will work closely together in a hands-on way to solve real-

world problems. Character Education modules will also be implemented to reinforce additional 21st century skill development. Character and leadership education provides students with the necessary skills to be successful in all facets of their lives, helps to reduce discipline referrals, increases academic achievement, and develop global citizens. Students participating in summer services will receive both breakfast and lunch as well as have the opportunity to participate in PBL related field trips.

- (RFP 5.6.d) Adult Family Member Program Activities

- Describe the strategies to engage adult family members and how do they fit the needs assessment.
  - According to Perkins, Christner, Hoy, Webster, and Mock (2004), Parent involvement in afterschool programs provides the same benefits to children, families and programs as parent involvement in the regular school day. Kakli, Kreider, Little, Buck & Coffey (2006) noted that parental participation is increased when parents' concerns and needs are taken into consideration. As previously reported, adult family members of students in Attucks and Olsen Middle undergo daily stressors that make parenting and supporting the needs of their child difficult. Center administrators with the support of district staff will conduct a needs assessment during student registration. Based on the results of the survey school based staff along with district staff will coordinate adult family member services to include adult family member training surrounding academic supports, financial literacy, and parenting. Parent incentives provided by our partner Broward Education Foundation will help to engage parents to attend family night sessions. Six family night sessions will target 80 family members on scheduled Tuesdays from 6:00 p.m.-7:00 p.m. with three events occurring from August to December 2016 and three events occurring from January to May 2017.

- (RFP 5.6.h) Dissemination Plan

- Describe the plan to design, launch and maintain a 21<sup>st</sup> CCLC program website. Identify what information will be available through the website and who will be responsible for its maintenance and update.

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;

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