

**2015/16 21st Century Community Learning Centers
Request for Application – Continuation Programs**

**The School Board of Broward County, Florida
Broward Estates Elementary School and Parkway Middle**

5.1 Project Abstract/Summary:

Since 1979, Broward County Schools has been implementing quality before and afterschool programs to meet the dual needs of the community's children and families. Through Broward Before and Afterschool Child Care, over 23,000 students participate in private and grant funded afterschool care. Each year, Broward County Public Schools works with 21st Century Community Learning Center staff to identify and rank district schools based on academic performance, disciplinary actions, and resource allocation. This 21st CCLC grant outlines services for 75 student grades 3 through 5 at Broward Estates Elementary and 60 students grades 6 through 8 at Parkway Middle. Broward Estates will operate for 164 days after school, Monday through Friday from 3:05 to 6:05 PM. Parkway Middle program will operate 138 days after school Monday through Thursday from 2:45 to 5:45 PM. Both programs will operate 15 Saturdays during the school year Parkway from 8:30 to 12:30PM, Broward Estates from 9:00 to 1:00 PM and during the summer for five weeks Monday through Thursday, Parkway from 8:00 – 12:30 PM, Broward Estates from 8:00am to 12:00PM. Each site will begin programming on November 17, 2014 and end on June 3, 2015. For all program operational days, healthy USDA supper service and snacks will be provided for students. There is no cost incurred as this service is provided for students meeting free/reduced lunch eligibility.

Both schools are designated Title 1 School-Wide Programs (SWP) meeting the target population criteria defined by the Request for Proposal. Additionally both, are in the bottom 100

of schools statewide and are on differentiated accountability. Assessment data indicates the need to create engaging, fun experiences surrounding reading, math, and science.

5.2. Continuing Improvement

On February 10, 2015 an initial site visit was conducted at Parkway Middle School. The following recommendations for success were to;

- All evaluation reports, deliverables and attendance are required to be completed within the due dates.
- It is recommended that the RFA budget an additional bus to transport students home.
- It is recommended that planning and preparation be conducted for this site to address challenges and plan solutions for the coming year, as well as, implement plans for successful student recruitment and retention, student engagement activities and collaboration with day school teachers.
- It was suggested that the program implement strong recruitment efforts, including those already planned by the site, since the student attendance is below 85% of the target number of students and this could have an adverse impact on the funding level for 2015-16.
- It is recommended that teachers monitor sign-in sheets when students are arriving to ensure that the students only put the sign-in time at arrival and then sign-out later for dismissal.
- For the 2015-16 year, it is suggested that the program create a dedicated area to display student work and program information. This not only showcases student and program accomplishments, but also can help with student recruitment and retention.

The above recommendations were implemented in Parkway Middle and Broward Estates and will reflect in the 2015-16 program year.

.3. Program Evaluation

5.3.a Evaluation Plan

In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) will be used. This design was selected because it offers the most powerful

evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).

Stufflebeam's CIPP model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.) The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to context, input, process, and products (outcomes). Evaluation questions also follow the requirements of the formative and summative evaluation.

Context: 1) *Are the appropriate students receiving grant related services* 2) *How many students are receiving grant related services* 3) *What is the average daily attendance of the students receiving services* 4) *How many students have attended the program for more than 30-days*

Inputs: 5) *Were appropriate programs and activities selected to ensure progress was made toward project objectives* 6) *Were sufficient resources allocated to ensure progress was made toward project objectives* 7) *Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period* Process: 8) *Were activities implemented as intended in the approved grant application to ensure progress was made toward project objectives* 9) *Were partnerships formed to strengthen the sustainability and implementation of the proposed activities*

Products represent progress (formative) or achievement (summative).goals and objectives outlined in section 4.4.a. Measurable Objectives and Measurement Tools of the proposal

Baseline, Mid-Year, and End of Year data necessary to assess program progress towards goals will be collected by the project director in collaboration with the Evaluation Team. Individual student data such as report card grades (Reading, Math, and Science) and district assessments (FAIR) related to each outcome will be collected electronically from the district in

October 2015, January 2016, and May 2016. The same fall, winter, and spring timeline will be utilized for all assessments. The project director will document PBL products for both academic and personal enrichment projects. In addition to performance measures, the project and evaluation team will utilize Buck Institute for Education PBL rubrics and checklists to determine PBL fidelity of implementation. The Dairy Council of California *Deal Me In* pre-mid-post assessments will be collected via paper and results from an evaluator created Character Education assessment will be facilitated online. Online and paper surveys will ascertain parent knowledge gains following Adult Family Member events. The project will also utilize parent, teacher, and student survey results provided by the 21st CCLC administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction.

Southeast Research and Evaluation Associates (SRAEA) will manage the 21st CCLC evaluation project team. SRAEA staff, Drs. Candace Lacey and John Enger will serve as co-investigators. They offer over 30 years of experience acting as principal investigators for national and international educational and child well-being projects. Dr. Lacey, who holds a Ph.D. and MBA, teaches doctoral courses in research design and program evaluation. Dr. Lacey has extensive experience as principal investigator evaluating local, state, and national grants including multi-million dollar Safe Schools/Healthy Students prevention grants and 21st CCLC grants. Dr. Enger earned his Ph.D. in Educational Measurement and Statistics from the University of Iowa. He has taught courses in educational measurement, statistics, research methods, and program evaluation. Dr. Enger has received three academic-year Fulbright scholar appointments in the areas of educational measurement, research methods, and program evaluation. He has served as an external evaluator for school districts, ministries of education, civil service commissions, and the U.S. Department of Education. SRAEA will conduct on-site program visits (including interviews and focus groups) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and

objectives. The evaluation team will also prepare a *formative evaluation* (February 2015) to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys, and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2015) to include all United States Department of Education reporting requirements such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability and overall recommendations for improving the program. All evaluation activities including weekly evaluator consultations, evaluator participation in quarterly advisory council meetings, and data collection processes will be used to continuously refine, improve, and strengthen the program in order to achieve the stated goals and objectives. Evaluation information will be shared with the 21st CCLC Advisory Committee and disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via Constant Contact, email distribution software and findings will be posted on the site's Facebook Page and Website. Feedback and recommendations will be discussed quarterly with the Advisory Committee for possible improvements to the project.

To ensure the integrity and accuracy of data collected, the Evaluation Team will provide the project director with access to secure SQL server or data collection spreadsheets, whichever is most feasible within the timeframe of award.

5.4 Partnership, Collaboration and Sustainability

5.4.a Community Notice

A Nonpublic Schools Federal Programs Consultation was held on April 22, 2015 2:00pm at the Rock Island Professional Development Center located on 2301 Northwest 26th Street, Room 501 Fort Lauderdale, FL 33311. This yearly consultation was to inform the community that The School Board of Broward County, FL will be applying for the following federally funded programs for the 2015-16 school year:

- *Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- *Title I, Part C: Migrant Education Program
- *Title II, Part A: Teacher and Principal Training and Recruiting Fund
- *Title III, Part A: Grants and Subgrants for English Language Acquisition and Language Enhancement
- *Title IV, Part B: 21st Century Community Learning Centers Grant Program
- *IDEA: Individuals with Disabilities Education Act
- *Carl D. Perkins Career and Technical Education Improvement ACT of 2006
- *FDLRS: Florida Diagnostic & Learning Resources System

The following below items were discussed at this meeting:

- *The needs of students;
- *The criteria used to select student participation;
- *The services to be provided;
- *How and where the services will be provided;
- *How services will be assessed; and
- *How funds will be used.

5.4.b 21st CCLC Advisory Board

DCOP administration works closely with the district's Schoolhouse to Jailhouse (SHJH) advisory board made up of diverse representatives of administrators, teachers, students, parents, and community members advising the district on promoting culturally responsive and non-discriminatory strategies; reducing racial disproportionality in discipline referrals and consequences; improving dialogue about discipline among students, parents, teachers, and administrators; and developing structure and strategies that reflect restorative justice practices. The collaborative reviews both academic and discipline data regularly and has identified critical areas in need of improvement including additional services within our identified schools. The SHJH advisory board will be expanded to include at least two parents and two students from each targeted school to share 21st CCLC program challenges and successes. The SHJH advisory board does not eliminate the five yearly site level advisory Board meetings. The project director will keep documentation of program minutes to include discussion of programming needs, operations, and sustainability.

5.4.d Community Collaboration and Partnerships

. BCPS's Career, Technical, and Adult Education (CTACE) department agreed to coordinate workforce development activities for adult family members at the project schools. The Broward Education Foundation (BEF) agreed to provide \$1,000 per school to support student engagement with gift cards, books, and supplies not available under federal funding. The Title 1 coordinator pledged support to coordinate funds, plan parent activities with the 21st CCLC project director, and share programming information and feedback. In addition, the United Way (an established DPI partner) agreed to volunteer time to read during supper events and provide each student with a book to take and share with their family.

5.4.e Collaborations with the Regular School Day

Students targeted for intervention are enrolled and attend the selected project schools. All staff members secured for the program are employed at the school creating seamless access for regular school day teachers and 21st CCLC project staff to communicate the needs and progress of attending students. A Response to Intervention (RtI) liaison along with the Program Facilitator is assigned to each site and work with regular school day teachers and 21st CCLC staff to propose activities that align with the critical needs of the students, while also complementing the regular school day curriculum. The Program Facilitator will communicate daily with site level administration through email and Communicating Across Broward (CAB) message boards or "conferences" as they are referred to in the district. Conference permissions will ensure that only staff within the district will have access to protected data needed to facilitate the program. All 21st CCLC guidelines, professional development supporting documentation, and forms needed to run the program will be available 24/7 for download on the conference site.

5.4.f Sustainability

We continue to work with The United Way of Broward County who funds several local initiatives and coordinates several key Collaboratives, namely the Broward County Commission on Substance Abuse to create sustainable initiatives through coordination of resources. Several key departments within BCPS such as CTACE and Title 1 offer services related to the needs of the target population that support the yearly reduction in funding to maintain the same level of services. Services can easily be sustained should the demand warrant on-site participation. As with any other funding source, BCPS remains vigilant in its efforts to identify new sources of funding and research. The Project Director continues to seek out new funding sources within the local and national areas to meet the needs of the Broward County Schools 21st CCLC programs.

5.5 Program Plan/Activities

Part B: Project Based Learning and Activities

With a program start date of January 2015 the sites were unable to fully benefit “The Ultimate Selfie” –Connecting Identities to Excellence and Achievement project and will resume the Project Based Learning lessons during the 2015-16 school year.. The Ultimate Selfie combines rigorous academic inquiry with social/emotional exploration of African American historic, cultural, and social experiences. Driving questions include: what is DNA, who has DNA, why do we have DNA, and ultimately how does DNA relate to my ancestors. The co-founder of African Ancestry will present to students and families during a family dinner donated from the Broward Education Foundation. Family members will be introduced to the project and how it connects to healthy identity. After foundation exploration of DNA and the scientific method, students will test their own DNA using confidential packaging. Active parent consent will be required for participation in the PBL experiment phase. Students will review how

scientists sample DNA and model genetic sequencing. African Ancestry laboratory experts will compare students' DNA to the largest database of African genetic sequences in existence. Within 6-8 weeks, students will receive a certificate of ancestry at which time their journey into self-discovery begins. The project will be timed to align with cultural holidays such as Kwanzaa and Black History Month. Reading and writing activities will be incorporated through Ultimate Selfie essay contests judged by African Ancestry's panel of administrators. Essay winners will be honored at a culminating event with the superintendent, who has agreed to participate along with the students, revealing his ancestry during the award ceremony. While the benefits surrounding science exploration are important for academic achievement, the ultimate goal is to instill a sense of self-pride and respect for others.

Parkway Middle planned "Robots vs. Humans" to engage students in the exploration of engineering. Robotics has a very strong connection to engineering. Two main phases are employed in making robots: 1) students create the mechanical portion of a robot - this incorporates both design and implementation, which are both essential steps in every engineering field and 2) designing the human interfaces to interact with the robot. Students will research unmanned aerial vehicle (UAV), known as drones, how they are used - to perform visual surveillance for weather forecasting, dangerous exploration, or national security. A robot intended to interact with humans would also benefit from being able to "see." Next, students depict a basis for the average peripheral vision of humans and then compare that range to the range of two different focal lengths in a camera. The weekly activities will evoke students to see the differences between human and robotics/ computer vision. At the end of the unit, students will write a program to simulate peripheral vision by merging two images. This unit connects computer science to engineering by incorporating several science topics (eye anatomy, physics of light and color, mathematics, and science of computers) and guides students through engineering design process in order to create final simulations.

As a result of fighting and bullying incidents throughout campus, staff members at Broward Estates Elementary created a personal enrichment PBL entitled, “Kids Against Bullying & Violence.” At the onset of the project, students will read and research about bullying and violence in schools, and about school policy. Small groups will be formed to discuss student’s own experience with bullying, as well as the reading materials and research conducted. Each group will develop an action plan based on the following three activities to help stop bullying at their school: (1) students will develop scripts and act out a scene to educate other students about bullying, (2) create a song and dance to raise awareness for bullying prevention, and (3) develop a pledge for all students to speak out against bullying. Groups will meet on a regular schedule to discuss and collaborate, with the projects being led by the students and the certified teacher serving as facilitator. Open-ended questions, personal exchanges, playfulness and fun are encouraged. At the end of the session, student’s projects or performances will be displayed or performed at the end of the year celebration. The end result will be student pledges, student developed scripts and songs. The activities will foster a love of reading and help students build vocabulary, practice fluency and apply comprehension and writing skills. The In Motion Dance Center, a program partner, will assist students in choreographing the performance.

Students at both schools will receive 2 hours of academic and personal enrichment programming daily, 10 hours per week with PBL scheduled for at least one hour. During the remaining time in the program, students will receive a nutritious snack provided through the United States Department of Agriculture’s National School Lunch Program. During snack, students will complete homework with at least a half hour available daily. 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). BCPS will allow ample time in the afterschool program for *homework completion and tutoring*. If more time is needed for homework, personal enrichment will be shortened to adjust.

The remaining program time will support the following personal enrichment activities at a student to staff ratio of at least 20:1: nutrition – 30 minutes per day, 3 times per week; physical fitness – 30 minutes daily; character education – 30 minutes per day, 2 times per week; and ATOD prevention provided by the United Way – 1 hour daily, 2 times per week. Parkway Middle students will be given the flexibility to select personal enrichment such as music, art, or dance during the remaining half hour available, 3 times per week. Broward Estates Elementary students will have extended structured physical fitness during the remaining half hour available, 3 times per week. Student programming during the summer will consist of PBL projects for 90 minutes daily, 4 times per week, physical fitness - one hour daily, 4 times per week, with enrollment in available personal enrichment such as music, art, or dance for the remaining time outside of project provided breakfast and lunch.

Evidenced based programming such as the Dairy Council of California's Deal Me In k-12 curriculum will provide easy to teach lessons aligned to standards. Students in each grade level will have specific curriculum focusing on nutrition education and physical.

Part C: Adult Family Member Services

Adult family members of students in the proposed schools undergo daily stressors that make parenting and supporting the needs of their child difficult. The United Way, as the proposal's joint partner, will coordinate a majority of adult family member services to include reading sessions that focus on themes such as anti-bullying. Reading will be facilitated by United Way program coordinators and volunteers, followed by discussion and reinforcement activities. Family training sessions will focus on recognizing the signs of at-risk students, identification of mental health issues, involvement in violence, and promotion of pro-social norms and behaviors.

To further support parent involvement, the 21st CCLC project director will coordinate bi-monthly suppers funded through the Florida Department of Health called the "Homework Diner."

Homework Diners facilitated from 6:00-7:30 PM will engage parents in tutoring and homework help for their children with the assistance of all program staff. After the homework session is completed, students and families will receive a warm meal and invited guests and parents will read selected stories to increase family literacy. Adult family members will receive informal and formal (monthly) updates on their student's progress. All attempts will be made to find the most successful method of information dissemination to ensure parents feel included and are kept up to date on the programs activities and progress.

5.5.a Recruitment and Retention

BCPS' 21st CCLC project is located within the proposed target schools. Therefore, site administration along with the collaborative problem solving team will have the ability to screen the most at-risk students for recruitment into the program. Given that a majority of students scored below state and local 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 21st CCLC goals and objectives. Site administration will present 21st CCLC program information in partnership with DPI administration during PTA meetings, open house activities and community, county and district events. Center administration will select and enroll students based on the requirements set forth in the BASCC quality guidelines.

Program participation and retention incentives are provided by DPI, Broward Education Foundation and United Way of Broward County.

5.5.c Adult Family Member Program Activities

Parent involvement is a critical component in afterschool programs it provides the same benefits to children, families and programs as in the regular school day. Adult family members of students in the proposed schools undergo daily stressors that make parenting and supporting the needs of their child extremely difficult. Yearly needs assessment are conducted during

registrar on an informal needs assessment during the 2015-16 21st CCLC registration year. The United Way will coordinate a majority of adult family member services to include reading sessions that focus on themes such as anti-bullying. Reading will be facilitated by United Way program coordinators and volunteers, followed by discussion and reinforcement activities. Family training sessions will focus on recognizing the signs of at-risk students, identification of mental health issues, involvement in violence, and promotion of pro-social norms and behaviors.

To further support parent involvement, the 21st CCLC Program Facilitator will coordinate every other month suppers program funded through the Florida Department of Health called the "Homework Diner." Homework Dinners facilitated from 6:00-7:30 PM will engage parents in tutoring and homework help for their children with the assistance of all program staff. After the homework session is completed, students and families will receive a warm meal and invited guests and parents will read selected stories to increase family literacy. Adult family members will receive informal and formal (monthly) updates on their student's progress. All attempts will be made to find the most successful method of information dissemination to ensure parents feel included and are kept up to date on the programs activities and progress.

5.5. d Staffing Plan and Professional Development

. Ms. Tresha Fletcher of Diversity Prevention & Intervention(DPI) will act as the 21st CCLC project director under the supervision of Mr. Amalio Nieves, DPI director. A District Program Facilitator will be identified to provide direct programmatic support to each 21st CCLC. A Site Coordinator has already been selected for each center and identified along with staff experience in 10 certified teachers from the target schools will staff the program, along with 6 Teacher Assistants and a Facility Safety Coordinator to support a safe and respectful learning environment for all 21st CCLC students. Any new staff will be individually trained by the Site

Coordinator along with the District Program Facilitator. All staff will undergo yearly level 2 screenings, to ensure that staff remains compliant. Staff will receive yearly training surrounding 21st CCLC fiscal and reporting requirements. Additional training will support BASCC basic requirements such as CPR/First Aid/AED training, BCPS required anti-bullying training, district abuse and neglect reporting, and medication dispensing protocol. DCOP administration will provide professional development encompassing 21st CCLC policies and procedures training to assist staff with appropriate expectations. Hired center administration will participate in the state conference as part of the district delegation and 21st CCLC award requirement.

School level administration indicated a need to support site level staff with additional professional development surrounding the successful facilitation of Project Based Learning (PBL), the required approach of the grant. While staff has a general knowledge of project based learning, the planning team agreed additional PBL training would enhance fidelity of implementation. encompassing 21st CCLC policies and procedures training to assist staff with appropriate expectations.

5.5.f Student Safety and Transportation

The safety of students and their families participating in the 21st CCLC program is of the highest priority to BCPS. To address safety, BCPS will follow the policies and procedures enforced during the regular school day. Documentation of fire drills, emergency drills, and behavioral issues will follow BCPS standard protocol as required. All hired staff will complete a level 2 background screening, complying with all aspects of the Jessica Lunsford Act, prior to commencing employment. Student safety will be maintained during on and offsite activities by following BASCC safety protocol. Staff will follow designated student ratios and secure the school with a single point of entry were parents and guardians will entire the facility monitored

by a security guard funded through the grant. Parents will have a designated phone number to call in case of emergency or contact. Staff will have two-way radios available for every cohort of students. Equipment for active play will be monitored for defects.

Once school ends, participants meet in a designated, secure area of the school (e.g., classrooms or cafeteria) where attendance is taken. The BCPS Bus Transportation Department will provide *transportation from* the school sites to homes daily. All drivers will participate in district transportation training and will have current CDL licenses on file at the district office. Parents or approved individuals choosing to pick-up children early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pick-up will not be allowed to remove a student under any circumstance.

Student safety will be maintained during all *off-site activities* by meeting the field trip ratio criteria of 15:1 students to teachers; requiring parent permission; and completing head counts before, during, and after trips and during any unexpected stops in which students disembark the bus. All services will be provided at the targeted public schools making them compliant with the Americans with Disabilities Act (ADA) and a *familiar environment* for students.

5.5.g Dissemination Plan

The 21st CCLC Site Coordinators will *disseminate information to adult family members* of the after-school participants for all available family involvement activities. Information will also be disseminated through Facebook, handouts, district robo-calls and on the 21st CCLC webpage <http://www.browardprevention.org/instructional-strategies/21st-century-community-learning-centers/>. Parents will be advised of the project goals and data collected to support the achievement of these goals. The district understands and will make available all data necessary to evaluate the program's success through written evaluation reports and submission of the United States Department of Education (USDOE) Federal Reporting requirements.