

5.1 Project Abstract

BCPS offers before and afterschool programming/curriculum based support for students at Apollo Middle School (grades 6-8) and South Broward High School (grades 9-12). Both center locations are operational before school, serving 80 and 40 students respectively; afterschool, serving 80 students; and during the summer, serving 80 students. Apollo Middle School and South Broward High School provides Project Based Learning (PBL) instruction, academic remediation, tutoring, and homework assistance to increase student academic achievement. PBL activities support career and college readiness surrounding Marine Science, STEM fields, and general career interest in LEEO (Linked Education and Employment Outcomes). Topical sessions will address student social/emotional needs throughout afterschool and summer. Daily student programming also includes opportunities to participate personal enrichment activities such as dance and the arts. Centers will also facilitate six adult family member knowledge sessions surrounding academic supports; 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.

5.2 Needs Assessment

Apollo Middle School (Apollo), an Aeronautical Science, Technology, Engineering, and Math (STEM) magnet program is situated in West Hollywood, Florida and services just over 1,200 students in grades 6-8 within Broward County Public Schools. Students from this school are pulled from Pembroke Pines and Hollywood, and areas just outside of the Apollo boundary/ area that encompasses over five zip codes and over 20 census tracts. Population of the area is estimated at 69,630 residents, and according to the US Census 52.7% are Hispanic, 30.4% are White, 14.6% are Black, 1.6% are Asian, and 0.6 are other/ multiracial. Student demographics are a reflection of that of the community with 41.6% Hispanic, 33.3% Black, 15% White, and

11% other/ multi-racial, including Asian. Apollo's English Language Learners (ELL) population represents 16% of the school population.

South Broward High School (South Broward) is also a magnet program with a concentration in Marine Science. As the second oldest high school in Broward County, it is located in East Hollywood and captures over 2,000 students from a large catchment area of Hollywood and Dania Beach. Population of the area is estimated at 88,168 residents, and according to the US Census 69.9% are White, 21.6% are Black, 2.0% are Asian, and 6.6% are other/ multiracial. Also, 25.6% identify as Hispanic. Student demographics mirror that of the community with 39.4% Hispanic, 29.7% Black, 26.3% White, and 4.5% other/ multi-racial, including Asian. South Broward's English Language Learners (ELL) population represents 12% of the school population. Student academic needs are addressed in 5.6a (Target Students).

West Hollywood and Boulevard Heights (33021-33024 zip codes) neighborhood crime statistics reveal that more than 89% of communities have a lower crime rate crime rate per 1,000 residents within the immediate area of Apollo (with a rate of 556 crimes per square mile). Residents with the chance of becoming a victim of violent crime are 1 in 198, compared to the statewide average rate of 1 in 185 (FBI, 2014). Similar to Apollo, the South Broward catchment area reveals that more than 96% of neighborhoods in the United States have lower crime rates with 647 crimes per square mile. Residents in this area have a greater possibility of victimization with 1 in 91 residents becoming a victim.

BCPS Data Warehouse Statistics on Apollo crime and violence reveal there were 342 discipline infractions, year to date, with the majority of infractions for disobedience and disruptive behavior, including minor fighting. In addition, 21 crimes ranging from drugs to weapons possession have been reported to the district police department. South Broward's rate of violence was similar with 1,069 infractions. Additionally, South Broward students have high rates of truancy with 24.5% of students labeled as truant according to district and state reporting guidelines. Addressing students' social and emotional well-being is a district concern since the

elimination of the zero-tolerance behavioral policies. Prevention interventions and programming are necessary to break the cycle of pervasive violence this community experiences.

There are two complimentary measures for understanding the income of a neighborhood's residents: the average and the extremes. Average household income of residents in the city of Hollywood ranged from \$17,000 to \$50,000 compared to the state median of \$46,412. Despite the reported annual average income of the city as a whole, many parents and children in our immediate catchment area reported incomes that reflect they are living at or below the federal poverty line. Both target schools have high percentages of economically disadvantaged students with 80% at Apollo Middle (Title 1 Schoolwide Program) and 70% at South Broward High. This is further reflected in the Free and Reduced Lunch rates of 79% at Apollo and 67% at South Broward (**Priority 1**) – well more than the 40% FRL threshold within the RFP.

Research suggests that living in poverty has critical negative effects on the physical and mental health and well-being of our nation's children. Poorer children and youth are also at greater risk for poor academic achievement, school dropout, abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays. Persistent poverty has more detrimental effects on IQ and contributes to long-term cognitive and socio-emotional functioning as adults (APA, 2014).

Other statistics that coincide with the number of low-income students and families within both centers are as follows: (1) the number of families with a single earner is 29%, (2) the number employed that is considered part-time is 23%, and (3) 11% of students are living in homes with no one working. These statistics suggest that there are a considerable number of students that live with adults that are not home because they are working and are the only wage earner in the home. Families of Apollo students face many challenges that range from homelessness to mental and physical illnesses. School staff members are aware students come from homes where education may be limited - with 30% or more individuals 25 and older not

completing high school in Apollo Middle's concentrated area. Almost 25% of families located in the surrounding neighborhoods of Apollo and South Broward receive federal assistances that include Food Stamps/SNAP Benefits (Census, 2012).

The Centers for Disease Control (CDC) 2013 Broward Youth Risk Behavior Survey (YRBS) measures behaviors that fall into six categories (behaviors that result in unintentional injuries and violence, tobacco, alcohol and other drug use, dietary behaviors and physical activity). Over 6,000 students surveyed throughout Broward County reported drinking alcohol daily (34.8%); using marijuana (38.7%); or buying, selling, or receiving illegal drugs on school property (20.0%). Topical presentations and sessions regarding issues such as dating violence, binge drinking, gun safety, and such will be facilitated by BCPS partners and the Department of Diversity, Prevention, and Intervention (DPI).

Apollo and South Broward schools utilized several platforms to elicit informal feedback from stakeholders including Title I Nights, School Advisory Council meetings as well as surveys and questionnaires. At the end of the school year 2014-2015, both administrations conducted satisfaction surveys that indicated a large number of students do not have supervision during after school hours, specifically between the hours of 3 p.m. to 6 p.m. Secondary school afterschool was previously funded through The Children's Services Council (CSC) of Broward County. New 21st CCLC funding guidelines preclude the CSC from subcontracting to non-profit providers within the community creating a gap in funded services.

The Afterschool Alliance (Pg. 1) reports, "More than a quarter of America's school children are on their own after the school day ends." Thus, the need for funding for afterschool programs is imminent and will provide valuable and safe environments for both children and working parents. Programs like these provide students with not just supervision but nourishment and constructive activities that are conducive to their "whole" education. Both center locations target only middle and high school students (**Priority 3**) and as such, the program will offer fun and engaging activities ensuring students have a better academic experience; and parents and

teachers will feel confident that children are in safe hands. Safety for our children is our priority along with mitigating incidents that occur when youth are unsupervised during afternoon hours.

5.3 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 3.1 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/database clerk in collaboration with the Evaluation Team. Individual student data such as report card grades (Reading, Math, and Science) and conduct grades related to each outcome will be collected electronically from the district in September 2016, December 2016, and May 2017. The same fall, winter, and spring timeline will be utilized for all personal enrichment assessments with information collected online to ensure minimal disruption to the afterschool day. Baseline assessments for new students enrolled in the program will occur on the 15th of each program month to ensure data is recorded promptly.

Center coordinators 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. Student discipline data and out of school suspensions will be utilized to assess positive behaviors and dropout prevention. The evaluation team will create a career and college readiness survey to measure student engagement in career exploration and a parent survey to measure knowledge acquisition of content provided during parent events. Additionally, 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.

Dr. John Enger will manage the 21st CCLC evaluation project team. Dr. Enger was selected from a pool of consultants approved for hire through an RFP administered through the district's Student Assessment and Research Department. The RFP identified qualified researchers by evaluating proposers based on specific evaluation criteria and protocol.

Dr. Enger will serve as lead of the BCPS 21st CCLC evaluation team. Dr. Enger offers over 30 years of experience acting as principal investigator for national and international educational and child well-being projects. 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.

Dr. Enger will conduct on-site program visits (including interviews) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and objectives. Center visit reports of each visit will be provided to district administration with the identification of center strengths and weaknesses. The evaluation team will also prepare a *formative summary* (February 2017) to include analysis of student attendance, program operations, objective assessment, participant interviews and surveys, and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2017) 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 email 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.

The project recognizes the need to collect and maintain accurate data. As such, the Evaluation Team has agreed to provide a permission driven, online portal for collection and reporting of required data. This confidential platform will collect and compile daily attendance by component, student demographics, and student baseline-mid-post measures for each objective. Reporting through the platform will be aligned to state requirements to provide immediate feedback on center progress and data completeness. Each target school location signed a data sharing agreement (*uploaded into the RFP platform*) that outlines their agreement to collect the data above. To further ensure the integrity and accuracy of data collected, the project will secure a database clerk through the district. The database clerk will act as a liaison with centers to ensure adherence to the evaluation timeline by reviewing (1) entry of attendance data as requested, (2) personal enrichment assessment completion by the 15th of every month, and (3) completion of surveys as requested.

5.3.b Measurable Objectives and Assessments

Following the proposal guidelines, the Measurable Objectives and Assessment table was completed online utilizing the web-based applicant system. Nine goals and objectives were *completed electronically*. Goals and objectives were linked to findings from the needs assessment: 1) sustained low academic achievement and risks associated with the negative effects of poverty – Statewide Standard Academic Objectives 2) poor decision making skills as evidenced by over 1,500 target school discipline infractions and high community crime rates – Personal Enrichment: Behavior and Problem Solving 3) need for career and college readiness – Personal Enrichment: Career Exploration 4) improved school attendance as evidenced by increased truancy rates and 5) increased parental involvement to reduce environmental risk factors – Adult Family Member Performance.

5.4 Applicant's Experience and Capacity

BCPS has an extensive history of meeting the dual needs of the community's children and families by offering developmentally appropriate and educationally proven activities that

complement the regular school day in a nurturing environment that provides a safe haven for Broward's most vulnerable children. In 1979, as the two parent workforce grew, BCPS began piloting supervised after school care programs at select elementary schools in response to expressed parental need for student supervision. In the early days, it is estimated that approximately 7,000 students were enrolled in paid childcare programs and monitored through the district's Before and After School Childcare programs (BASCC). By the mid-1980s, non-profit agencies began to offer child care services at school sites, so the need to create policies and procedures to ensure safety and quality arose. Minimum supervision ratios were set for all programs: 10:1 for pre-kindergarten students, 20:1 for kindergarten through 5th grade, and 25:1 for secondary students. These ratios remain lower than Broward County Child Care Licensing requirements. All approved school-based programs receive a comprehensive yearly assessment based on the BASCC quality standards. Data collected from these assessments direct training and technical assistance required for licensed providers. Today, BASCC programs serve over 23,000 of Broward's 262,563 students daily.

BCPS began participation in the 21st CCLC program during the first cohort of funding in 2002. Since that time, BCPS has been awarded and successfully managed seventeen 21st CCLC projects with an active project in each funding cohort. Past 21st CCLC evaluation reports indicated regularly participating students saw academic improvement increases across all subjects, decreased suspensions, fewer unexcused absences, improved nutrition, and increased physical fitness (Younkin, 2014).

BCPS' Diversity, Prevention, and Intervention (DPI) department has provided prevention and intervention technical assistance to assist students of Broward County for over 20 years. DPI oversees 21st CCLC programs, as it manages policies and interventions related to Response to Intervention (RtI) and Multi-tiered Systems of Support (MTSS); student conduct, including bullying, dating violence and general violence prevention; instructional strategies including classroom management; character education instruction, health and wellness

prevention, and alcohol, tobacco, and other drug (ATOD) prevention. In addition, DPI provides technical assistance on diversity, prosocial clubs, and the district's electronic data collection tool utilized for behavioral and academic supports surrounding student achievement and behavior.

DPI currently manages or has managed funding across all levels of government. An example of Federal funding includes the Safe Schools Healthy Students Initiative with braided funding across the U.S. Department of Education (USDOE), the Office of Juvenile Justice and Delinquency Prevention, and the Substance Abuse and Mental Health Administration (SAMHSA). DPI was the past recipient of Safe and Drug Free Schools block funds under Title IV, Substance Abuse Prevention funds through the Florida Department of Children and Families among others. DPI currently manages several grants through the USDOE to support school climate change, classroom management research, and response to intervention programming. DPI is also funded by the Centers for Disease Control (CDC) to facilitate the YRBS and HIV prevention along with funding from SAMSHA to implement a training model for Mental Health First Aid certifications. Only one monitoring was conducted during the identified two-year period. The Department of Children and Families (DCF) monitored Project Brain – funded under DCF Prevention Level One Component funding. The monitoring was conducted in September 2014 with an overall performance score of 159 out of 164 points.

As a result of these various funding streams, DPI has become knowledgeable in managing federal funds. BCPS has several processes in place to ensure all grant funds are managed in adherence to pertinent rules and regulations. DPI receives a yearly internal audit to ascertain best practices, both fiscally and programmatically. Strict guidelines with multiple layers of approval are in place for contracts, procurement, and hiring. Programmatically, staff document time and effort through Personal Activity Reports (PARS) that are reviewed and approved by department administration. The BCPS Supply Management and Logistics Department is charged with providing responsive, responsible, and efficient procurement services to the district while maintaining the highest level of professional ethics and integrity.

The BCPS Business Support Center will provide centralized business services to DPI to track grant funds, ensure grant funds are encumbered and expended appropriately, and timely reports are submitted throughout the year. Support Center staff will also assist project administration with timely financial reporting.

Administrative oversight will fall within the purview of Ms. Michaelle Pope, Executive Director of Student Support Initiatives for BCPS as evidenced by the uploaded organization chart with the RFP platform. Ms. Pope has over 33 years of experience in education, and school/district administration holding positions such as School Principal, teacher, Area Director of School Improvement, and Curriculum Facilitator. Ms. Pope holds a Master of Science in Education from the University of Miami, and Bachelor of Arts from State University of New York. Ms. Pope will oversee the project in her division. Mr. Pope will supervise the Project Director and will ensure that grant deliverables and outcomes are met promptly.

Ms. Tresha Fletcher will serve as Project Director for 21st CCLC. Ms. Fletcher possesses a Master's degree in Educational Leadership with 25 years of experience implementing, coordinating, and supervising student support initiatives. Ms. Fletcher has coordinated the district's efforts surrounding bullying prevention and peer counseling support. Ms. Fletcher's previous experience included management of a United States Department of Education (USDOE) Character Education grant, BCPS online instructor, Miami-Dade Community College tutoring grant coordinator, and school to career facilitator for the District of Columbia Public Schools. Both Ms. Pope and Ms. Fletcher's backgrounds, knowledge of federal programs, and familiarity with 21st CCLC enable a timely startup and on time implementation of project programs and activities.

Ms. Tangie Carr will serve as the district database clerk and liaison to all 21st CCLC target schools. Ms. Carr has over 13 years of experience with data management, three of which have been dedicated to 21st CCLC. Primary database clerk duties include overall data completeness to include querying academic data for upload into the Evaluation Team portal;

technical assistance and communication of personal enrichment surveys; communication of Federal surveys; data entry of academic data not available through district databases; data entry of parent attendance and knowledge acquisition.

5.5 Partnerships, Collaboration & Sustainability

5.5.a Community Notice

The District's Intent to Apply is always televised during School Board meetings to inform the public and garner feedback. DPI staff made announcements at advisory council meetings and Title 1 program meetings to further reach all stakeholders. On February 8, 2016, the district released a formal announcement (letter of intent) to communicate the district's intent to submit. Schools within the district were also provided this letter and encouraged to submit plan ideas and a thorough needs assessment for internal review. On March 1, 2016, the district convened a planning team that thoroughly reviewed target school plans and needs. Needs were reviewed for alignment with the RFP criteria and then selected for submission based on their ability to impact students with their suggested plans. Private schools indicating a desire for further involvement during private school consultation were contacted via email and informed of the schools selected. Additional notice to all stakeholders was made available on the district's website. The application in its entirety will be available for review in BCPS Grants Management office. Furthermore, after statewide review, 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 will be maintained by DPI staff monthly.

5.5.c Partnerships

Apollo and South Broward will provide required nutritious snacks and meals during before-school, afterschool, and summer programming in partnership with the United States Department of Agriculture through the National School Lunch Program. Documentation supporting distributed snacks/meals will be collected and reported via the district's 21st CCLC

online platform. Both target schools participated in several planning sessions after being selected for submission by DPI committee. This enthusiasm for submission is captured in the principal letters uploaded in the online RFP platform. Ms. Shawn Aycock, principal of Apollo Middle passionately supports the project. She states, “We believe every student has a voice for authentic learning and leadership, and we believe this is aligned to the purpose of 21st Century Learning.” Ms. Olayemi Awofadeju, principal of South Broward High School, states “We wholeheartedly believe in and practice educating and serving the whole child. With many of our students in need, providing educational and social afterschool opportunities is an essential component to our overall student success.” Access to the entire campus will be available during programming including the cafeteria, gymnasium, auditorium, outdoor facilities and computer labs (*uploaded into the RFP platform*).

The City of Hollywood will provide topical information sessions during the summer that address risky student behaviors such as those identified in the YRBS. NOVA University will provide space for South Broward’s summer camp, classroom facilities, and four instructors to present on water quality and invasive species. NOVA will also provide in-kind staff and resources for student’s shark tagging field trips. The Department of Navy will mentor students, provide ROV kits, and provide instruction for students interested in participating in the Southeast Florida Regional Sea Perch Challenge. Baxley Ocean Visions will loan equipment in the form of Remotely Operated Vehicles (ROV)/underwater robotics and various video and sensor systems for participation in Marine Science challenges. Also, they will provide technical assistance and mentorship for students interested in marine competitions. All of the above services will be provided at no cost to the program and are documented via upload in the online RFP platform.

5.5.d Collaborations with the Regular School Day

Students targeted for intervention are enrolled and attend Apollo Middle and South Broward High. All staff members selected for the program are employed within the targeted schools creating seamless access to regular school day teachers. In addition, 21st 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. 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 Apollo and South Broward center administration and program staff through email, intranet message boards, weekly staff phone conferences, webinars, and face to face contacts. All 21st 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, Apollo and South Broward will have real-time access to student data entered into the online evaluation platform to inform student participation, progress, and achievement.

5.5.e Sustainability

Several key departments within BCPS such as CTACE offer services related to the needs of the target population. However, they require transportation to the service delivery location. 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. Finally, a sustainability plan will be developed, reviewed, and revised throughout the program in collaboration with the project staff, evaluation team, partners, and stakeholders.

5.6 Program Plan

5.6.a Target students

Apollo Middle and South Broward High students were combined in this application because they targeted middle and high students (**Priority 3**); were both magnet schools,

located within the same municipality, and had similar academic and personal enrichment needs. Apollo Middles will serve 80 students (grades 6-8) during before-school, afterschool, and during the summer. South Broward High (grades 9-12) will serve 40 students during before school, 80 students during afterschool, and 80 students during the summer. As stated previously in the needs assessment, Apollo and South Broward are both considered economically disadvantaged based on free and reduced lunch eligibility rates more than 67%. Both student populations mirror those of their communities with Apollo students 41.6% Hispanic, 33.3% Black, 15% White, and 11% other/ multi-racial, including Asian and South Broward's population 39.4% Hispanic, 29.7% Black, 26.3% White, and 4.5% other/ multi-racial, including Asian. Both Apollo and South Broward's ELL population represent over 10% of the student population with 16% of the Apollo school population and 12% of the South Broward population identified as ELL.

The Florida Standards Assessment (FSA) and Florida Comprehensive Assessment Test (FCAT) are the state of Florida assessments utilized by to monitor student academic achievement in Reading, Math and Science. According to the FLDOE, students at both target schools continue to struggle in all core subject areas. Table 1 establishes an ongoing need for further academic support with FSA scores as low as 45% in Math at South Broward High and 48% in Science at Apollo Middle.

Table 1. Academic Achievement FCAT & FSA School Proficient Percentage									
Target School	Reading (%)			Math (%)			Science (%)		
	2013 FCAT	2014 FCAT	2015 FSA	2013 FCAT	2014 FCAT	2015 FSA	2013 FCAT	2014 FCAT	2015 FSA
Apollo Middle	56	56	52	59	58	53	41	46	48
South Broward High	49	49	46	54	59	45	57	63	63

5.6.b Recruitment and Retention

Apollo Middle and South Broward High 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. Apollo and South Broward 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 21st CCLC goals and objectives.

5.6.c Student Program Activities

Proposed Apollo and South Broward 21st CCLC program activities were based solely on needs assessment data outlined in Section 5.2. Additionally, program activities align with FLDOE approved 21st 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, Apollo and South Broward will implement a series of PBL projects that correspond to students' expressed needs. Examples of projects include: Alexander Graham Bell and his Tetrahedrons - this hands-on interdisciplinary project unit includes student exploration through articles and activities, which introduce vocabulary, information, and concepts about Alexander Graham Bell, his invention of the tetrahedral kite, and the role Bell and his "tetras" played in an era of aeronautical experimentation. Sixth - Eighth grade science students will work

in pairs to construct one, four, and 16 cell tetrahedral kites. Geometry, measurement and research skills are key benchmarks for both math and science, and these content standards will be combined to reinforce and remediate these skills. Students will read articles about Alexander Graham Bell and research kite history to answer questions related to what is a Kite, the anatomy of a kite, kite styles, materials used to make kites, physics and mathematics of kite flight, launching and flying a kite, and safety. They will then construct tetrahedral kites using Alexander Graham Bell's model and plan to fly their kites as the culminating activity of the project. The objective of this unit is for students to be able to identify the characteristics that define a tetrahedron's structure and utilize this knowledge when measuring surface area, constructing their own kites and when exploring other various geometric figures in future units. Additionally, students will design and conduct an experiment to test a kite constructed from tetrahedron cells to determine the effect the size of the kite has on lift.

South Broward will continue their marine magnet theme with PBL related to remotely operated vehicles (ROVs). Plotting a Course towards Tomorrow's Opportunities will reinforce marine science as a lucrative career for interested students. The South Florida Marine Industry has an economic impact of 11 billion dollars in the South Florida region. The marine industry has 28% higher wages than the state of Florida. Currently, there are 136,000 job openings in this industry needing to be filled according to the Marine Industry of South Florida. Students will be led to question the workforce needs of South Florida's ocean ecology in collaboration with partners. Led by expertise provided by our in-kind partners, students will work in teams to engineer, develop, and execute plans for an ROV through the SEAPERCH Challenge.

These project examples linked to common core and national science standards serve as representations of Apollo and South Broward'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. 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 such as the shark tagging experience through NOVA University will be linked to PBL components.

Homework, tutoring, and academic remediation will be offered for approximately one hour at Apollo and 35 minutes at South Broward before school and a 1/2 hour afterschool 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 Apollo and South Broward 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 21st CCLC project will offer a comprehensive system of care and character development for students throughout program components that will highlight responsible decision making, and includes participation in evidenced-based practices supported by several activities that are imbedded in two separate entities. One will be imparted under the direction of the Hollywood Police Department and will consist of a 6-week long summer program that will

address topics with this age group/ demographic containing information that could educate and positively impact the future of the children and their community. Second, activities that will accompany this aspect of the program will include, but are not limited to, educational videos/ informational articles, and district character education lessons. Both centers will align activities such as art and dance that allow for student expression. 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 21st 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 with student choice in mind. Both centers will offer before school with students served breakfast, then time for their choice of homework, tutoring, research, mentoring or work towards offered certification programs such as Microsoft Office. Staffing patterns for before school time will not deviate from the 20:1 student to staff ratio. Both locations have scheduled before-school to end 15 minutes before the regular school day begins to ensure students have ample time to transition. This same concept was utilized for the afterschool components. Students were given 15 minutes to transition from the regular school day until the commencement of their respective programs. Apollo will begin programming at 4:15 p.m. and South Broward will begin at 3:00 p.m.

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 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 dance, art, and character education/topical sessions based on the programming day. 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 with extended programming for PCG Education, comprehensive summer STEM programming. Students participating in summer services will receive both breakfast and lunch as well as have the opportunity to participate in PBL related field trips. Students participating in summer services will receive both breakfast and lunch as well as have the opportunity to participate in PBL related field trips.

5.6.d Adult Family Member Program Activities

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 Apollo and South Broward undergo daily stressors that make parenting and supporting the needs of their child difficult. Center administrators with the support of district staff will coordinate adult family member services to include adult family member training surrounding academic supports, financial literacy, and parenting. 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.

5.6.e Staffing Plan and Professional Development

As stated previously in Section 5.4, Ms. Tresha Fletcher of DPI will act as the 21st CCLC project director under the supervision of MS. Pope Executive Director of Student Initiatives. Apollo and South Broward selected Ms. Lydia Guevaraas and Timothy Winburn as center coordinators based on their education, leadership, and knowledge of community resources within their school service areas. Tangie Carr will serve as the database clerk; she has over

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three years of experience collecting data for 21st CCLC projects. Apollo will staff an estimated five certified teachers and three paraprofessionals. DPI will provide a program facilitator to coordinate adult family member sessions and organize required deliverables. Additionally, an hourly safety coordinator will be hired to maintain a safe environment for all students. A 20:1 student to staff ratio will be maintained for all academic and personal enrichment activities. BCPS will require all staff hired, that are not already existing staff, to have a level 2 criminal background screening, complying with all aspects of the Jessica Lunsford Act, prior to commencing employment. 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. DPI administration will provide professional development encompassing 21st CCLC policies and procedures, LEEO career and college readiness strategies, and PBL best practices 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.

5.6.f Program Center(s)

Apollo Middle is located within a suburban neighborhood adjacent to a City of Hollywood Police substation. Apollo is zoned for over 1,500 students during the regular school day, so 80 students during afterschool are easily accommodated. Apollo Middle has available programming space necessary for successful implementation to include: a cafeteria for suppers/snacks; auditorium for adult family sessions; library for tutoring, homework help, and academic remediation; computer lab for academic remediation and administration of evaluation surveys; a gymnasium for indoor physical fitness activities; and teacher classrooms for PBL activities and academic instruction. Additionally, Apollo has a baseball diamond, basketball courts, tennis

courts, swimming pool, and track available for additional physical fitness activities. Apollo has a large parking lot and can accommodate parking for all parents of participating students. Most of the academic enrichment activities will take place in Apollo's three STEM classrooms and two computer labs. Also, due to the STEM curriculum and PBL activities, it is important to mention that with proper supervision, students will also have access to our award-winning Apollo Garden. Security staff from the regular school day will be available to monitor before and afterschool program areas. The facilities are equipped with technology, adequate lighting, learning environments, supplies, furniture and security (cameras) throughout the building and in each classroom, conference room, closet, storage room, and activity room in the school. There are two recreational parks located on the east and west sides of the school – so the location of the program is centrally located and will service a large number of current students in the immediate area.

South Broward High School is a Marine Maritime Magnet school with an expansive campus located 1 mile from the Atlantic Ocean. South Broward serves over 2,100 students during the regular school day and will serve 80 students in the 21st CCLC program. South Broward has the available programming space necessary for the successful implementation of the after school program to include: a cafeteria to host the dinner program, media center for family sessions, tutoring, homework help and research, four computer labs for remediation and enrichment, a gymnasium and athletic fields for personal fitness activities and classrooms for academic instruction. Security staff from the regular school day will be staffed to monitor the 21st CCLC afterschool program. South Broward has multiple security professionals that monitor hallways, perimeter fencing and ensure that all students are free to learn in a safe environment.

5.6.g Safety and Student 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. A safety coordinator (security guard) will be brought on during program hours to ensure that all students and staff are kept safe on the campus. 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 monitored by a security guard. 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 physical fitness will be monitored for defects.

Travel to the center is not necessary as Apollo and South Broward are the actual sites of programming ensuring safe accessibility to the program's services. Once the regular school day ends, participants will meet in a designated, secure area of the school (e.g., classrooms or cafeteria) where attendance is taken. Transitions between programming will be monitored by program staff trained in afterschool classroom management. At the end of programming, students will be released to their parents, allowed to walk home with parental consent, or transported home via district transportation. The method of dismissal will be indicated on student enrollment applications. The BCPS Bus Transportation Department will provide transportation from the center to assigned bus stops daily and during the summer school component. 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.

5.6.h Dissemination Plan

Flyers and letters, in multiple languages, will be disseminated throughout Apollo, South Broward, and the community to communicate the importance and promise of the 21st CCLC program. Program information will also be sent to local media outlets, and presentations will be made at Apollo and South Broward's open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed throughout each center during program operations. In addition, a 21st CCLC website located at browardprevention.org will recognize student achievement (with permission) of program pictures, videos, and student work. DPI has several staff members able to update the website weekly, but at a minimum, it will be updated monthly as required FLDOE.

6.0 Project Budget

As instructed in the RFP, the DOE 101 was uploaded through the *document upload* section of the RFP application. The proposed budget narrative submitted includes estimated costs that will supplement, not supplant current funding efforts. Budget items proposed includes costs for staff, equipment and supplies, curriculum and training materials, independent evaluation activities, travel and contractual services to support the integrated framework of activities outlined in this proposal. The school district undergoes a financial audit each year, conducted by Ernst & Young, LLP, which evaluates fiscal control, accounting procedures and bookkeeping practices.

7.0 Priority Points

The priority preference form was completed online, printed, and uploaded with supporting documentation (*uploaded into the RFP platform*). A total of four points were requested. The FLDOE Title One Schools report indicates that Apollo Middle School is a school-wide Title 1 program with a Free and Reduced Lunch (FRL) population of 79% The FLDOE 2015-16 Lunch

Status Data by School report confirms this and verifies South Broward High School has a FRL population of 67% (**Priority 1- 2 points**). Apollo and South Broward will only serve students from their campuses in grades 6-8 and grades 9-12 respectively (**Priority 3- 2 points**).

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