

5.1 Project Abstract

Broward County Public Schools provides 21st Century Community Learning Center services at two center locations: Attucks and Olsen Middle Schools. Center staff at both locations serves 80 students afterschool and 80 students during summer programming. Additionally, Attucks Middle serves 40 students during scheduled weekend sessions. Both locations provide students with remediation, Project Based Learning (PBL), tutoring, and homework assistance to support student academic achievement. PBL activities support career and college readiness, 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

Both Broward County Public Schools (BCPS) target schools selected for this proposal have similar population and school demographics; both are middle schools (**Priority 3**); high levels of poverty (**Priority 1**); levels of parent involvement; issues of safety and crime; and identified areas of needed student academic supports. Specific student academic needs are highlighted in 5.6a (Target Students). Both center communities were hit hard by the Great Recession with many neighborhoods experiencing higher foreclosure rates than the remainder of the United States. These changes resulted in neighborhood blight and increased crime that resulted in high student mobility. Vacant apartments or homes were and are a major fact of life in Olsen and Attucks areas. The current real estate vacancy rate here is 24.2%. This vacancy rate is higher than the rate of vacancies in 90.1% of all U.S. neighborhoods. A relatively large

percentage of housing here is seasonally occupied (21.4%) as well. Both communities have slowly rebounded economically; however, issues of crime and safety remain.

Attucks Middle School (Attucks), a Cambridge Global Communications Academy is situated in East Hollywood and services just over 625 students in grades 6-8. Students from this school are pulled from three elementary schools – all located in Hollywood. The population of the area is estimated at 46,458 residents, and according to the US Census 23.9% are Hispanic, 71.1% are White, 20.0% are Black, 2.8% are Asian, and 6.2% are other/ multiracial. Student demographics are in stark contrast of that of the community with 31.8% Hispanic, 53.6% Black, and 14.6% White. Only 8% of the school population is identified as English Language Learners (ELL) population; however, almost 20% of the identified Hispanic population is identified ELL.

Olsen Middle School (Olsen) borders Attucks to the East and draws upon a student population to the North into Dania Beach and to the South and West covering a large area of the City of Hollywood. The population of the area is estimated at 70,575 residents, and according to the US Census 74.25% are White, 17.3% are Black, 2.1% are Asian, and 6.4% are other/ multiracial. Also, 24.7% identify as Hispanic. Olsen student demographics are also in stark contrast to the community with 39.1% Hispanic, 35.2% Black, 24.0% White, and 1.7% other/ multi-racial, including Asian. Olsen's English Language Learners (ELL) population represents 15% of the school population.

Neighborhood crime statistics reveal that more than 92% of communities have a lower crime rate crime rate per 1,000 residents within the immediate area of Attucks (with a rate of 315 crimes per square mile). Residents with the chance of becoming a victim of violent crime are 1 in 90, compared to the statewide average rate of 1 in 185 (FBI, 2014). Similar to Attucks, the Olsen area reveals that more than 67% of neighborhoods in the United States have lower crime rates with 266 crimes per square mile.

BCPS Data Warehouse statistics on Attucks's crime and violence reveal there were 499 discipline infractions, year to date, with the majority of infractions for disobedience and

disruptive behavior, including minor fighting. In addition, 36 crimes ranging from drugs to weapons possession have been reported to the district police department. Olsen's rate of violence was much higher with 854 infractions. However, Olsen had similarly reported crimes at 30 incidents for mostly fighting. Additionally, both target schools have high rates of truancy with 11.9% of students at Attucks and 13.0% of students at 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 neighborhoods surrounding our target schools ranges from \$25,179 to \$43,770 compared to the national median of \$53,046. 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. Of note, 60.7% of the children living closest to Attucks live in poverty; an extraordinarily high percentage compared to other neighborhoods in the nation. In a nation where approximately one in four children grows up in poverty, this neighborhood stands out for the depth of the problem manifested here. Both target schools have high percentages of economically disadvantaged students and are designated as Title One School-wide programs. This is further reflected in the Free and Reduced Lunch rates of 88% at Attucks and 81% at Olsen (**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).

Families of our target school students face many challenges that range from unemployment to housing. 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 Attucks Middle's concentrated area. Almost 30% of families located in the surrounding neighborhoods of Attucks and Olson receive federal assistances that include Food Stamps/SNAP Benefits (Census, 2012). Furthermore, parents of Attucks in particular face unemployment rates double that of the nation (5.7%) with 12.8% unemployment.

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%). PBL lessons and topical sessions regarding issues such as dating violence and binge drinking will be facilitated by BCPS partners and the Department of Diversity, Prevention, and Intervention (DPI).

Attucks and Olsen Middle 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 for Broward's low-income middle schools.

Safety for our children is our priority. 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. Both center locations target only middle school students (**Priority 3**) and as such, will offer fun and engaging activities ensuring students have a better academic experience that offers students a voice and choice.

5.3 Program Evaluation

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 newly enrolled students 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. Site 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. Seven goals and objectives were linked to findings from the needs assessment as follows: 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 high numbers of discipline infractions – 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

Attucks and Olsen 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.

Community Reconstruction Housing (CRH) has committed resources to implement the iFITED Fitness Education program at Olsen Middle. iFITED is a fitness education program designed to provide a continuum of education services for youth ages 8-15 and was designed to help young students gain academic support through fitness classes. CRH agrees to provide in-kind two staff members, up to 20 hours per week to implement the program. Additionally, CRH will provide supplies, training, and weekly/monthly data collection to support their efforts. All of the above services will be provided at no cost to the program and are documented via upload in the online RFP platform. Additional services will be provided by both target schools current business and community partnerships as warranted.

5.5.d Collaborations with the Regular School Day

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, 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 Attucks and Olsen 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, Attucks and Olsen 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

Attucks and Olsen Middle students were combined in this application because they targeted middle school students (**Priority 3**); were both similarly sized schools, located within the same boundaries, bordering each other, and had similar academic and personal enrichment needs. Attucks Middle will serve 80 students (grades 6-8) during afterschool, summer, and select weekend dates of service. Olsen Middle (grades 6-8) will serve 80 students during afterschool and summer. As stated previously in the needs assessment, Attucks and Olsen are both considered economically disadvantaged based on free and reduced lunch eligibility rates

more than 79%. Both student populations are in stark contrast to those of their communities with Attucks students 31.8% Hispanic, 53.6% Black, and 14.6% White and Olsen’s population 39.1% Hispanic, 35.2% Black, 24.0% White, and 1.7% other/ multi-racial, including Asian. Only 8% of the Attucks school population is identified as English Language Learners (ELL) population; however, almost 20% of the identified Hispanic population is identified ELL. Olsen’s English Language Learners (ELL) population represents 15% of the school population.

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 35% in reading at Olsen Middle and 37% in Science at Attucks 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
Attucks Middle	57	55	44	48	49	40	47	40	37
Olsen Middle	48	47	35	50	59	46	48	50	41

5.6.b Recruitment and Retention

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 21st CCLC goals and objectives.

5.6.c Student Program Activities

Proposed Attucks and Olsen Middle 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, 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 21st 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 21st 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 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 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 1:45 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 21st 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 21st 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.

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 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 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. Attucks and Olsen selected Ms. Keietta Givens and Shaundas Knighton 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 three years of experience collecting data for 21st CCLC projects. Attucks and Olsen 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, before 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)

Attucks Middle is located within the City of Hollywood. Attucks is zoned for over 730 students during the regular school day, so serving 80 students during afterschool, weekends and over the summer is attainable. Attucks has available space necessary for implementation of the 21st CCLC that includes: a full service cafeteria for snacks; a media center for literacy nights and parent groups or homework help and tutoring; a large auditorium for presentations or performances; a large field to accommodate flag football; a track for running and conditioning; 40 classrooms with technology capabilities for project-based learning and academic activities; and a gymnasium for indoor physical fitness activities. Attucks Middle School can accommodate parking for parents and community members of participating students. In addition, there will be security staff throughout the building to monitor hallways, classrooms and surrounding area to provide a safe environment for all students. Security members and support staff currently

employed at Attucks Middle will be hired to staff the afterschool, Saturday and summer school programs.

Olsen Middle borders Attucks to the East and has a similar makeup, needs, and facilities. Olsen has available programming space necessary for the successful implementation to include: a cafeteria for suppers/snacks; an auditorium for adult family sessions; a library for tutoring, homework help, and academic remediation; computer lab for academic remediation and administration of evaluation surveys; and teacher classrooms for PBL activities and academic instruction. Security staff from the regular school day will be available to monitor afterschool program areas.

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, before 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 the 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 site is not necessary as Attucks and Olsen Middle are the actual centers 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 Attucks, Olsen, 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 Attucks and Olsen'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*). Five points are requested for serving only Middle Schools (2 points) and serving high-need students and families (3 points). The FLDOE Title One Schools report indicates that Attucks and Olsen are school-wide Title 1 programs with a Free and Reduced Lunch (FRL) population of 86% and 79% respectively. The FLDOE 2015-16 Lunch Status Data by School report confirms and verifies both schools FRL populations (**Priority 1**). Furthermore, Attucks and Olsen will only serve students from their campus in grades 6-8 (**Priority 3**).

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