

### **5.1 Project Abstract**

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

### **5.2 Needs Assessment**

Lauderdale Lakes Middle School (Lauderdale Lakes) is situated in Lauderdale Lakes, Florida and services just over 890 students in grades 6-8 within Broward County Public Schools (BCPS). Students from this International Baccalaureate Magnet school are pulled from five elementary schools in the North-Central area of Broward County. Population of the area is 61,567 residents, and according to the US Census 19.4% are Hispanic, 39.3% are White, 53.0% are Black, 2.5% are Asian, and 5.6 are other/ multiracial. Student demographics are a not a reflection of that of the community with 13.3% Hispanic and 86.7% Black. Other races represented in the student population are less than 10 and therefore not reported. Additionally, Lauderdale Lakes population of English Language Learners (ELL) represents 14.9% of the school population.

Coconut Creek High School (Coconut Creek) was established in 1970 and serves over 1,300 students from a large area bordering Lauderdale. The school is located in Coconut Creek, an area considered middle class to upper class. However, the students served come from a catchment area of over 79,000 residents within such municipalities as Pompano (60% of the households have incomes below \$50,000), North Lauderdale (average household income of 42,500), and Margate (average household income of 41,000). Population estimates of the area according to the US Census indicate 19.6% are Hispanic, 53.6% are White, 37.4% are Black, 3.6% are Asian, and 5.5 are other/ multiracial. Student demographics do not mirror that of the community with 75.6% Black, 13.6% Hispanic, 9.0% White, and 1.8% other/ multi-racial, including Asian. The English Language Learners (ELL) population represents 12% of the school population.

Crime statistics in the neighborhood surrounding Lauderdale Lakes (City College/ NW 21<sup>st</sup> Ave area) reveal that more than 85% of communities have a lower crime rate than the immediate area surrounding Lauderdale Lakes. The chance of becoming a victim of violent crime is 1 in 192, or at a rate of 5.2 compared to the national average of 3.8. Property crime is significant in this area at 50.67 compared against Florida (34.15) and especially national numbers (26). Violent and property crimes are at a rate of 204 crimes per square mile. Residents with the chance of becoming a victim of violent crime is 1 in 198, compared to statewide average rate of 1 in 185 (FBI, 2014). Similar to Lauderdale Lakes, many of the areas that Coconut Creek students come from experience high crime rates. For example, in the North Lauderdale area of SW 81<sup>st</sup> Ave and West McNab Road, residents experience violent crime at a rate of 8.25 compared to 5.4 for all of Florida (1 in 121 people will become a victim) with robbery and assault at much higher than average rates. Similarly, property crime occurs at a rate of 47.26 in contrast to the statewide rate of 34.15.

BCPS Data Warehouse Statistics on Lauderdale Lakes crime and violence reveal there were 884 discipline infractions, year to date, with the majority of infractions for disobedience and

disruptive behavior, including minor fighting. In addition, 115 crimes ranging from drugs to weapons possession have been reported to the district police department. Coconut Creek's rate of behavioral referrals is the highest of all surrounding high schools. At the time of this writing, there were 145 incident referrals for 9<sup>th</sup> grade and 126 for 10<sup>th</sup> grade, compared to 41 referrals for 11<sup>th</sup> and 12<sup>th</sup> grades. The majority of these incidents are for fighting and defiance of authority. 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 (Data Warehouse 2015).

There are two complimentary measures for understanding the income of a neighborhood's residents: the average and the extremes. With a wide range of incomes in the area, median household income of residents in the area of Lauderdale Lakes Middle is \$40,150, compared to the state median of \$53,046. This median is weighted by the higher incomes, as the unemployment rate for the area is 13.1%. Over 19% of the children here are living below the federal poverty line, a higher rate of childhood poverty than 56.4% of U.S. neighborhoods. Both target schools have high percentages of economically disadvantaged students with 93% at Lauderdale Lakes Middle (Title 1 Schoolwide Program) and 79% at Coconut Creek High. This is further reflected in the Free and Reduced Lunch rates of 90% at Lauderdale Lakes and 74% at Coconut Creek (**Priority 1**) – well in excess of 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.

Families of Lauderdale Lakes 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 over 40% or more individuals 25 and older not completing high school. Almost 6,100 families located within the surrounding neighborhoods of Lauderdale Lakes and Coconut Creek receive federal assistances that include Food Stamps/SNAP Benefits (Census, 2012). Furthermore, the National Assessment of Adult Literacy (NAAL) has estimated that 22% of adults living in Broward County are lacking basic literacy skills with the most recent data as 2003 (National Center for Education Statistics, 2013).

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).

Having such a culturally and economically diverse neighborhoods, BCPS sees the need for clear communication with the parents in order to ensure the students with the most need are given an opportunity to participate in the programs that are offered. Lauderdale Lakes and Coconut Creek schools utilize 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 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 3pm to 6pm.

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 first priority and minimizing the incidents that occur with kids during unsupervised time with a program like this is key.

### **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 15<sup>th</sup> 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 21<sup>st</sup> CCLC

administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction.

Dr. John Enger will manage the 21<sup>st</sup> 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 21<sup>st</sup> 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 15<sup>th</sup> 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 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. The website is already developed

and located at [browardprevention.org](http://browardprevention.org). It will be maintained by DPI IT staff weekly, but at a minimum, will be updated monthly as required by the FLDOE.

### **5.5.c Partnerships**

Lauderdale Lakes and Coconut Creek will provide required nutritious snacks and meals during 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 21<sup>st</sup> CCLC online platform. Both target schools participated in several planning sessions after being selected for submission by DPI committee. The commitment of the principals of the two schools is evident in their commitment letters (*uploaded onto the RFP platform*). Mr. Scott Fiske, Principal of Coconut Creek High School (and a former 21<sup>st</sup> CCLC operator), understands and is ready to commit his full support to the program, and will 'take full responsibility for this priority.' Lauderdale Lakes Middle Principal, James F Griffin II notes that the 21<sup>st</sup> CCLC offers a synergy with their newly established 'Transformational Model' that is focused on college and career.

Florida Atlantic University (FAU) will offer tours of its Boca Raton campus to provide an orientation of University programs and will provide student mentors to encourage and support students. In addition, FAU will facilitate parent workshops to disseminate information regarding university opportunities. The Ritz Carlton, through their Community Footprints Program, will provide extended professional and personal development sessions to students monthly in the spring semester. They will also host a 'culminating enrichment experience for the students involved' in their program. Both target schools will also work with their existing network of partners and experts in the field that are willing to use their expertise to mentor interested students. Keiser University has offered to provide support to the program by hosting educational sessions focused on science topics and careers. In addition, students will have an opportunity to tour the classrooms at Keiser University and meet with faculty and students to support college and career readiness. The Public Consulting Group (Educational Partnerships) will

collaboratively 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. The group will also provide leadership and character education.

#### **5.5.d Collaborations with the Regular School Day**

The schools within the program have identified need and driven the development of the program and activities. This was initiated through a district wide process led by the Diversity, Prevention and Intervention Office. Students targeted for intervention are enrolled and attend Lauderdale Lakes Middle and Coconut Creek High. All staff members selected for the program are employed within the targeted schools creating seamless access to regular school day teachers. In addition, 21<sup>st</sup> CCLC center administrators will also be leaders within the target school locations, enabling district administration a natural link to both the principal and center staff for meaningful communication of student progress and needs. Proposed activities are planned for the year by the target schools and align with critical needs of the students (as identified 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 Lauderdale Lakes and Coconut Creek center administration and program staff through email, intranet message boards, weekly staff phone conferences, webinars, and face to face contacts. All 21<sup>st</sup> CCLC guidelines, professional development supporting documentation, and forms needed to run the program will be available for download on secure Broward servers only available to credentialed individuals. In addition, Lauderdale Lakes and Coconut Creek will have real-time access to student data entered into the online evaluation platform to inform student participation, progress, and achievement.

#### **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 (35 points)**

### **5.6.a Target students**

Lauderdale Lakes Middle and Coconut Creek High students in grades 6-8 and 9-12 respectively (**Priority 3**) will be targeted through this proposal. Each school will serve 80 students during afterschool and 80 students during the summer. As stated previously in the needs assessment, Lauderdale Lakes and Coconut Creek are both considered economically disadvantaged based on free and reduced lunch eligibility with 90% and 74% respectively. Coconut Creek student demographics do not mirror that of the community with 75.6% Black, 13.6% Hispanic, 9.0% White, and 1.8% other/ multi-racial, including Asian, and Lauderdale Lakes student population is 13.3% Hispanic and 86.7% Black. The English Language Learners (ELL) population represents 12% of the Coconut Creek student population and 14.9% of the Lauderdale Lakes 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 FCAT/FSA scores as low as 28% in reading at Lauderdale Lakes and an Incomplete in all subjects at Coconut Creek High.

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
Coconut Creek	29	27	1	50	41	1	41	41	1
Lauderdale Lakes	39	39	28	38	34	30	28	29	32

### 5.6.b Recruitment and Retention

Lauderdale Lakes Middle and Coconut Creek 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. Lauderdale Lakes and Coconut Creek site administration will have the ability to screen the most at-risk students for recruitment into the program. Given that a majority of students scored below proficiency level on state assessments, the project may have to institute a first come, first serve policy for enrollment. Print materials in English, Spanish, Creole, and Portuguese will be sent home with students during the first week of school informing parents of 21<sup>st</sup> CCLC goals and objectives.

### 5.6.c Student Program Activities

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



standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

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

Homework, tutoring, and academic remediation will be offered for a 1/2 hour afterschool at Lauderdale Lakes and for at least one hour at Coconut Creek with sessions allotted for specific assistance (such as Algebra, Biology and Reading) at a 20:1 staff to student ratio. Small group tutoring, individual tutoring, and homework assistance will be available for students during both components. Research suggests students who complete homework assignments had higher academic grades than students who did not (Cooper, Robinson, & Patall, 2006; Cooper & Valentine, 2001; Epstein & Van Voorhis, 2001). Computer-based software platforms such as IMACS, Virtual Labs, DigiTabula, First in Math, GeoGebra, Gizmos, GIS, Venier, Microsoft, and other tech-related software will be made available during both component times to assist

students in need of further remediation and or students who have completed their daily assignments that wish to further their technical skills.

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

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

#### **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 Lauderdale Lakes and Coconut Creek 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 trainings surrounding academic supports, financial literacy and parenting.

Parents will also be an integral part of our program through monthly events. Activities at the two schools will vary in order to tailor the topics to parents based on the age of their participating student. Some anticipated topics/ activities at the middle school level are: assisting your child with homework; discipline at home; parent teacher conferences; educational and career planning; learning science together; interpreting your child's report card, transcript and test scores; and reading with your child. The high school level will focus on strategies related to test preparation, literacy in the classroom and parenting support. Sessions will primarily be led by 21st CCLC staff (who are also school staff), as well as volunteers and third party vendors as appropriate through small group and cooperative activities. 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 21<sup>st</sup> CCLC project director under the supervision of Ms. Pope Executive Director of Student Initiatives. Coconut Creek and Lauderdale Lakes selected Mr. Alfred L Broomfield II and Ms. Rosheika

Rolle 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 21<sup>st</sup> CCLC projects. Lauderdale Lakes and Coconut Creek will staff an estimated five certified teachers and three paraprofessionals each. Additionally, an hourly safety coordinator will be hired to maintain a safe environment for all students. DPI will provide staff to coordinate adult family member sessions. BCPS will maintain a 20:1 student to staff ratio for 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC award requirement.

#### **5.6.f Program Center(s)**

Lauderdale Lakes Middle School, which is zoned for 900 students, is located on the south side of 30th Avenue and 39<sup>th</sup> Street, in Lauderdale Lakes, Florida. The Middle School, in the center of a residential area, was originally constructed in 1969, shares a 14-acre site with the adjacent William Oriole Elementary and Boyd Anderson High School. The site includes an athletic track and field, basketball court, and a baseball field. Additional athletic fields are located west of the basketball court and, adjacent to the elementary school. The indoor facility is

a total of 135,821 square feet. The cafeteria, which can be accessed from the outside field area is located on the north end of the school and can hold up to 363 persons and is 5500sq. ft. It is equipped with a state of the art sound system and two 10x12 screens with projectors located on the east and west end of the room. This provides an interactive learning opportunity for students as they enjoy a nutritious meal. Located in the nucleolus of the school is our 4,100 sq. ft. School Library. The role of the school library is to meet 21st century learning needs and to integrate technological tools to enhance instruction and support multiple literacies in math and science. Our goal is to engage the entire CCLC School community and to elevate the learning experience for all. Lastly, our Sports Auditorium is located on the west wing of the school complex. Its capacity is 802 and its square footage is 7,300. The physical education complex will provide a space for children to explore more than sports and games. Its primary focus is to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle.

The primary responsibility of Lauderdale Lakes is to ensure a safe and secure environment for students, staff, and visitors. Students and their families will be able to access the school through the east side of the building, which is the front of the school. The front office will be the single point entry for the program. Throughout the school day, all doors to the facility will be locked, to ensure the safety of all persons inside.

Coconut Creek High School currently maintains a student population of approximately 1,400 students and offers a unique and diverse school campus, housing ATC Adult Education Center, Broward Virtual and an anticipated Technical Magnet Academy all on one campus. Coconut Creek has available programming space necessary for successful implementation to include: a cafeteria for snacks; auditorium and media center for scheduled adult/family sessions; library, adequate classroom and lab rooms for tutoring, homework assistance and academic sessions; computer lab and laptop carts for administration of evaluation and climate surveys;

music wing for art enrichment; and teacher classrooms for PBL activities and academic instructions.

Security staff from the regular school day will be staffed to monitor and secure the campus and areas being used for the afterschool program. Security staff will ensure the halls are monitored during the transition of program sessions, assist with any safety or security issue needed to ensure our program students are in a safe environment. We have multiple field areas to be used for any project base scientific and/or technological projects; gymnasium, racket ball courts, and track and field area for physical activity. The majority of our students are bused to the school during the regular day and a small number of students walk from nearby neighborhoods. Students will be afforded bus transportation to support participation. Coconut Creek has a large available parking lot to accommodate parents during parent events.

#### **5.6.g Safety and Student Transportation**

The safety of students and their families participating in the 21<sup>st</sup> 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 site is not necessary as Lauderdale Lakes and Coconut Creek schools are the actual site of programing 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 school sites to homes 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 Coconut Creek, Lauderdale Lakes, and the community to communicate the importance and promise of the 21st CCLC program. Program information will also be sent through local media outlets and presentations will be made at Lauderdale Lakes and Coconut Creek'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 21<sup>st</sup> CCLC website located at <http://www.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 by the 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 (*into the RFP platform*). A total of four priority points were requested. The FLDOE 2015-16 Lunch Status Data by School report indicates 90% of Lauderdale Lakes and 74% of Coconut Creek students qualify as high-need (**Priority 1**). Lauderdale Lakes and Coconut Creek will only serve students from their own campus in grades 6-8 and grades 9-12 respectively (**Priority 3**).

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