

5.1 Project Abstract

Broward County Public Schools provides 21st Century Community Learning Center services at two center locations: North Side and Plantation Elementary Schools. Center staff at both locations serves 40 students before school, 80 students afterschool and 80 students during summer programming. Both locations provide students with remediation, Project Based Learning (PBL), tutoring, and homework assistance to support student academic achievement. Daily student programming also includes opportunities to participate in personal enrichment activities such nutrition education, character education, fitness and the arts. Centers will also facilitate six adult family member knowledge sessions surrounding academic supports; health and wellness; and parenting. General goals include increased academic achievement, improved decision-making skills, improved well-being, 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; extreme levels of poverty (**Priority 1**); low levels of parent involvement; issues of safety and crime; “F” assigned school grades; and identified areas of needed student academic supports. Specific student academic needs are highlighted in 5.6a (Target Students). While North Side Elementary and Plantation Elementary do not share geographic proximity, they do share similar needs for increased intervention.

North Side Elementary (North Side) is a Title I school located in downtown Fort Lauderdale. Currently, 442 students from pre-kindergarten to fifth grade are served at this target school. The population of the area is estimated at 6,016 residents, and according to the US Census 10.1% are Hispanic, 16% are White, 69.5% are Black, 0.7% are Asian, and 3.6% are other/ multiracial. Of note, 31.2% of North Side’s neighborhood residents have Haitian ancestry and 5.8% have Jamaican ancestry. Many languages from Creole to Portuguese are also spoken within the neighborhood. Student demographics are in stark contrast of the community with students reported close to 100% Black - students of other races are not reported as they

represent less than ten students within the school population. Over 30% of the school population is identified as English Language Learners (ELL) population with a majority Black, followed by Hispanic ELL students.

Plantation Elementary (Plantation) is also a Title I school nestled in a small urban neighborhood almost five miles to the West of North Side. Current enrollment reflects approximately 454 students. Population estimates of the area include 9,390 residents who are considered 5.9% White, 70.1% Black, 4.8% Asian, and 1.4% other/multiracial. Plantation also has a large population of Haitian ancestry (18.6%) and Jamaican ancestry (16.6%) with a multitude of languages spoken in the home including French Creole. Also of note, more than 53.7% of residents are foreign born. Much like North Side, Plantation's student demographics differ from their community with close to 100% of the population identified as Black with the exception of students of other races not reported because they also represent less than ten students within the total population. Almost 25% Plantation's school population is identified as English Language Learners (ELL) population with a majority Black, followed by Hispanic ELL students.

Neighborhood crime statistics for both communities are dismal revealing that more than 95% of communities have a lower crime rate crime rate per 1,000 residents within the immediate area of North Side (with a rate of 487 crimes per square mile). Residents with the chance of becoming a victim of violent crime are 1 in 60, compared to the statewide average rate of 1 in 185 (FBI, 2014). Similar to North Side, the Plantation area reveals that more than 82% of United States neighborhoods have lower crime rates than the Plantation areas with 291 crimes per square mile.

BCPS Data Warehouse statistics on North Side's crime and violence reveal there were 77 discipline infractions, year to date, with the majority of infractions for disobedience and disruptive behavior, including minor fighting. In addition, 3 crimes ranging from battery to sex offenses have been reported to the district police department. Planation's rate of violence was

much higher with 284 infractions. However, Plantation had similarly reported crimes at five incidents for major disruption, intimidation, sex offenses, and weapons possession. Additionally, both target schools have rates of truancy rates close to 8% of the population. 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 \$22,570 to \$43,883 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 catchment areas reported incomes that reflect they are living at or below the federal poverty line. Of note, 81.4% of the children living closest to North Side 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 98% at North Side and 92% at Plantation (**Priority 1**) – well more than the 40% FRL threshold within the 21st CCLC Request for Proposal (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; percentages of individuals 25 and older not completing high school in both catchment areas range from 48% to 54% or more. Up to 50% of families located in the surrounding neighborhoods of North Side and Plantation receive federal assistances that include Food Stamps/SNAP Benefits (Census, 2012). Furthermore, parents of North Side and Plantation in particular face unemployment rates double that of the nation (5.7%) with unemployment in excess of 17% in North Side.

Over 60% of students surveyed through the 2013 Broward Youth Risk Behavior Survey (YRBS) reported they did not eat a daily breakfast and 74.7% reported they were not physically active for the recommended one hour per day with 29.2% of responding students reporting they were slightly or very overweight. Other negative behaviors/concerns highlighted in the YRBS were the levels of students who reported drinking alcohol daily (34.8%); using marijuana (38.7%); or those that bought, sold, or were given illegal drugs on school property (20.0%). Social Emotional Learning will be extended to include overall well-being. District personnel supporting the project will provide technical assistance and resources to increase target schools capacity to address this myriad of neighborhood risk\.

North Side and Plantation Elementary 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. 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.

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 conduct grades will be utilized to assess positive behaviors. The evaluation team will create a health knowledge survey to measure healthy behaviors 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 numbers of discipline infractions - Personal Enrichment: Behavior and Problem Solving 3) need for nutrition education - Personal Enrichment: Healthy Behaviors and 4) 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

North Side and Plantation 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 selection for submission by DPI committee. This enthusiasm for submission is captured in the principal letters uploaded in the online RFP platform.

North Side and Plantation partnerships are extensions of their current partnerships that are also enthusiastic and hopeful for the funding of this proposal. In particular, Make a Miracle and City Church have extended their desire to provide resources and supplies for North Side to ensure that all students have paper, pencils, and materials needed for academic instruction. Also, North Side partners commit to provide items that are not allowable through federal funds

such as food and incentives. Plantation will utilize assistance from the General Federation of Women's Clubs-Plantation to support their STEM programming. The GPWC is enthusiastic about the expansion of Plantation's STEM Museum Magnet program into afterschool. 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 North Side and Plantation Elementary. 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 North Side and Plantation 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, North Side and Plantation 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

North Side and Plantation Elementary students were combined in this application because they were both similarly sized schools, with similar school demographics; extreme levels of poverty (**Priority 1**); low levels of parent involvement, issues of safety and crime; “F” assigned school grades; and identified areas of needed student academic supports. As stated previously in the needs assessment, North Side and Plantation are both considered economically disadvantaged based on free and reduced lunch eligibility rates of 98% and 92%, respectively. Both student populations are in stark contrast to those of their communities with both populations serving students with close to 100% Black student populations – students of other races are not reported as they represent less than ten students within the school population. Over 30% of the North Side and 25% Plantation’s school population are identified as English Language Learners (ELL) with a majority Black, followed by Hispanic ELL students.

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 23% in math at Plantation and 28% in science at North Side. To overcome the many challenges these students face, North Side and Plantation will extend academic and personal enrichment activities to 80 students in grades 3-5 for before-school, afterschool, and summer programming.

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
North Side	33	36	31	40	42	31	33	46	28
Plantation	32	33	25	43	26	23	30	20	29

5.6.b Recruitment and Retention

North Side and Plantation Elementary 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. North Side and Plantation Elementary 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 North Side and Plantation Elementary 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, North Side and Plantation Elementary will implement a number of PBL projects that correspond to students' expressed needs. Examples of projects include a School Vegetable Garden - with the growing emphasis on hands-on-learning and active engagement this project will add a vegetable garden to serve as tools for outdoor science, along with learning about the five vegetable subgroups of the food group. Students will learn how to identify nutrient content and what foods are most healthy for their growing bodies. Students will use math standards to plan out the plots of their gardens and science to plan where plants will grow best. Reading activities will support learning and students will journal their experiences and progress.

To combat low reading scores, PBL activities like The Amazing Race will be implemented. During this PBL, students will create an Amazing Race challenge for another class. Students are put into production groups to create a show segment for The Amazing Race. Each group will: represent the different United States regions; investigate the various types of geographical regions (e.g., political regions, economic regions, land form regions, vegetation regions); create a digital poster or poster board presentation to be posted on classroom wiki; and for study reference include an "artifact" (e.g. geographic tools/ technologies, stories, songs, and pictures) to further describe their specific region. As a class, students will present their final product and regional artifacts to another class as an Amazing Race challenge. Ultimately, the students will reflect on what they learned and write about other regions in the United States.

These project examples linked to common core and national science standards serve as representations of North Side and Plantation Elementary's desire to align learning opportunities with student needs. Projects will be supervised and implemented by certified teachers with a 20:1 student to teacher ratio. Additional PBL projects will align with the social and emotional needs of the target students and their communities. 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. Computer remediation software such as Science Delta, MAFS, First in Math, Reflex Math, LAFS, I-Ready, and I-Station will be available in the computer lab to assist identified students.

To meet the social/emotional needs of students, both centers will provide prosocial skills enhancement via Character Education that will connect students to their community and develop personal resiliency to the environment's risk factors. Character education will provide students with the necessary skills to be successful in all facets of their lives, help to reduce discipline referrals, increase academic achievement, and develop global citizens. Negative dietary and physical fitness habits will be addressed through Deal Me In: Food & Fitness, a researched fitness and nutrition program created by the Dairy Council of California and through opportunities to participate in structured fitness activities such as structured sports.

Additional activities may include pottery, puppets, sewing, creative writing, musical instruments, theatre, bowling, step, karate, or photography, depending on the availability of partner funds to support the program. The services of community volunteers who have expertise in these areas will be sought as facilitators whenever possible. 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.

Afterschool at both centers will begin at 3:00 p.m. allowing students time to transition from the regular school day. Students will receive snack, sign in and begin homework or participate in tutoring, 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 Character Education, Deal Me In, physical fitness, or the arts. 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. PCG-EP Character Education modules will also be implemented to reinforce additional 21st century skill development. 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 North Side and Plantation Elementary 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.

Plantation will work closely with Broward County Public School's Family Literacy Department, ESOL Department, as well as the Technical Centers that will provide information and access to students and families about the various technical and adult education programs including Adult ESOL, Adult Basic Education, and General Education Development (GED) that are available to parents. The technical schools will encourage field trips to tour the campuses and provide information on the literacy and career opportunities available to both students and families within Broward County. Counselors will be available to discuss career pathways programs, including opportunities for individuals to identify short and long-term goals and return to school in order to attain their long-term career goal. Information about career readiness and employability skills including work ethics and the characteristics of successful employees and entrepreneurs will be disseminated. Families will be aware of financial aid and scholarship programs offered through Atlantic Technical Center, as well as through the District's Career, Technical, Adult and Community Education (CTACE) department

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. North Side and Plantation selected Ms. Henretta Young and Ms. Dana Rhodes-Hurley 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. North Side and Plantation 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 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)

North Side Elementary is located in downtown Fort Lauderdale and zoned for over 500 students during the regular school day, 80 students in the “Reaching for the Stars” program will be easily accommodated. Participants will use at least five classrooms, the cafeteria, the Media Center, the Computer Lab, Science Lab, and outdoor areas at Warfield Park that includes a running trail and basketball court. The facilities already meet all applicable and accessibility standards, including the American Disability Act. Safety inspection forms are available on site.

Plantation Elementary 21st program will encompass 112,000 square feet. Plantation Elementary is zoned for 800 students during the regular school day, therefore 80 students during the afterschool program is easily accommodated. Participants will use at least six classrooms, the cafeteria, Media Center, the STEM Lab and the playground area averaging 7,000 square feet. The cafeteria will be used for snacks, tutoring and homework assistance. The

Media Center will be used for adult family sessions and the STEM Lab will be used for academic remediation and enrichment. Plantation Elementary has two parking lots that can accommodate parking for all parents of participating students. Participants and adult family members may access the facilities by the one point of entry in front of the school. Plantation Elementary facilities already meet all applicable and safety and accessibility standards, including the American with Disability Act. As a district public school within the School Board of Broward County, both centers are exempt from the Department of Children and Families (DCF) licensing requirements.

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 North Side and Plantation Elementary 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 North Side, Plantation, 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 North Side and Plantation'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 (*into the RFP platform*). Five points are requested for serving only serving high-need students and families within a school that earned a grade of D or F as defined by the 2015-16 approved school grading formula (5 points). The FLDOE Title One Schools report indicates that North Side and Plantation are school-wide Title 1 programs with a Free and Reduced Lunch (FRL) population of 98% and 92% respectively. The FLDOE 2015-16 Lunch Status Data by School report confirms and verifies both schools FRL populations (**Priority 1**).

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