

### **5.1 Project Abstract or Summary**

BCPS in joint partnership with the United Way of Broward County provides before and afterschool programming for students at New River Middle School. The program is operational before school, serving 40 students; afterschool, serving 100 students; and during the summer, serving 50 students. New River provides Project Based Learning (PBL) instruction, academic remediation, tutoring, and homework assistance to increase student academic achievement. PBL activities support career and college readiness surrounding Marine Science, STEM fields, and general career interest. Student social/emotional needs are addressed through Leaps, a skill building curriculum. Negative dietary and physical fitness habits are addressed through Deal Me In: Food & Fitness, a researched fitness and nutrition program. Daily student programming also includes opportunities to participate in structured fitness activities such as basketball, karate, and dance. The United Way coordinates and implements each adult family member series of trainings surrounding academic supports, financial literacy and parenting.

## 5.2 Needs Assessment

Situated in the heart of south Fort Lauderdale, New River Middle Magnet School (*priority 3*) serves just over 1,400 students in grades 6-8 within Broward County Public Schools. Students from this target school are pulled from multiple municipalities that include Ft. Lauderdale, Davie, Dania Beach, and unincorporated Broward County. School boundaries create a catchment area that encompasses six zip-codes and over 20 census tracts. Population area estimates of 54,030 residents indicate 73.71% are White, 13.75% African American, 1.89% Asian, and 10.65% other. Between 2000 and 2012, residents identifying as Hispanic increased by 53.27% to 32.91% of the area population (Census, 2012). Student demographics are in stark contrast to that of the community with 37% Hispanic, 36% African-American, 20% White, 7% other, and 2% Asian. New River Middle School (New River) has one of the highest English for Students of Other Languages (ESOL) enrollment rates in the district with almost 10% of the student population classified as English Language Learners (ELL).

Neighborhood crime statistics reveal that some neighborhoods were safer than others. However, neighborhoods where a majority of New River students resided saw crime rates as high as 155.81 per 1,000 residents with the chance of becoming a victim of property crime 1 in 7 compared to statewide rates of 1 in 32 (FDLE, 2015). Within Florida, more than 99% of communities have a lower crime rate than neighborhoods such as Andrews Avenue, Chula Vista Isles, and Hacienda Village.

School Year (SY) 2014-15 New River crime and violence data reveals there were almost 1,500 discipline infractions year to date with a majority of infractions for disruptive behavior, disobedience, and fighting. In addition, 24 crimes ranging from drugs to weapons possession have been reported to the district police department, year to date. Addressing student social and emotional well-being is a district concern with the elimination of 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 income for the area ranged from \$27,158 to \$95,256, compared to the state median of \$47,309. While a neighborhood may be relatively wealthy overall, it is equally important to understand the rate of people, particularly children, who are living at or below the federal poverty line. Children under 18 represented less than 20% of the catchment area; however, neighborhoods with high concentrations of New River students had poverty rates ranging from 22.92% to as high as 42.97% (Policy Map, 2015). Rates in neighborhoods such as Hacienda Village represented child poverty rates higher than 82.7% of U.S. neighborhoods.

New River is a school-wide Title 1 program (**priority 1**) with 83% of the student population considered economically disadvantaged based on free and reduced lunch eligibility. Research has demonstrated 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 (American Psychological Association, 2014).

The Florida Comprehensive Assessment Test (FCAT) academic achievement in reading, math, and science indicates students across the board continue to struggle in all subjects. For this reason, New River was placed on Differentiated Accountability (**priority 2**). Student proficiency (Level 3 or above) was lowest for students in 8<sup>th</sup> grade math with only 24% of students meeting state standards. Conversely, students in 6<sup>th</sup> grade reading scored the highest with 55% meeting state standards. Table 1 establishes an ongoing need for further academic support.

<b>Table 1. New River Middle Academic Achievement School Percentage Scoring Above 3 (proficient) on the FCAT Testing</b>									
<b>Grade Level</b>	<b>Reading (%)</b>			<b>Math (%)</b>			<b>Science (%)</b>		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Grade 6	47	49	55	42	47	46	NA	NA	NA
Grade 7	49	45	45	49	40	44	NA	NA	NA
Grade 8	50	47	47	52	41	24	40	38	40

Families of New River students face many challenges. School staff members are aware students come from homes where education may be limited - with less than 65% of individuals 25 and older not completing high school in New River concentrated catchment areas (Census, 2012). Furthermore, the National Assessment of Adult Literacy (NAAL) has estimated that 22% of all adults living in Broward County are lacking basic literacy skills with the most recent data as of 2003 (National Center for Education Statistics, 2013).

Almost 40% of families located within isolated areas of the New River catchment receive Food Stamp/SNAP benefits and access to fresh food or full service supermarkets is difficult. The Centers for Disease Control (CDC) data substantiate this lack of healthy food as evidenced by reported dietary habits and physical activity behaviors though the 2013 Broward Youth Risk Behavior Survey (YRBS). Over 60% of students surveyed 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%).

The Department of Diversity, Prevention & Intervention (DPI) began the 21<sup>st</sup> Century Community Learning Centers (CCLC) needs assessment process in February 2015 in anticipation of the 2015-16 RFP release. The DPI administrative team, led by Mr. Amalio Nieves worked with Ms. Tresha Fletcher, 21<sup>st</sup> CCLC project director, to begin identification of the

district's priority schools in need of additional support. Department database administrators identified and ranked district data on academic performance, disciplinary actions, and resource allocation to provide DPI administration with a list of possible 21<sup>st</sup> CCLC applicants. Analyzed data indicated a strong need to extend 21<sup>st</sup> CCLC programming to currently supported feeder patterns. Additionally, only priority schools meeting all three 21<sup>st</sup> CCLC priority areas were identified and invited to apply. Schools meeting these criteria, as required by district protocol, were invited to attend the first planning meeting held in March 2015. Prior to this meeting school staff completed a school level planning worksheet detailing teacher, student, and parent feedback. New River Middle School was one of three schools with strong administrative support, as evidenced by a principal letter (*uploaded electronically*). As such, New River was selected to continue the planning process for identification of community partners, curriculum, and personal enrichment.

Having such an expansive, diverse catchment area, New River saw the importance of conducting informal needs assessments based on stakeholder feedback. At the beginning of SY 2014-15, New River administration conducted a safety survey of the entire student body. Survey results indicated that 50% of students did not have adult supervision after school hours, specifically between the hours of 4pm 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." Providing safe environments and programs for families during the afterschool hours are necessary during what otherwise would most likely be unsupervised time. With this in mind, keeping our community's children safe is our first priority.

During the RFP planning process, New River administration conducted a random sample of students and parents to ascertain important operational information, as well as, student and parent interest. Results from these surveys informed programming, start and end times, and student enrollment by category. Currently, New River has a fee-based afterschool program in operation, but a majority of parents reported they were unable to afford services,

creating a gap for New River's most at-risk students. Over 88% of New River parents surveyed reported they would enroll their child/ren in 21<sup>st</sup> CCLC services if offered and most reported a preference for programming until 6pm. Additionally, parents indicated that both juvenile delinquency and crime were issues they felt put their child/ren most at risk afterschool. Over 50% of students surveyed indicated they would participate in the 21<sup>st</sup> CCLC program with a smaller percentage (33%) interested in before school. Student programming preferences indicated a desire for physical education, recreation, tutoring, homework help, technology, drug and violence prevention, and ELL supportive services. Additional questioning assisted in shaping a well-rounded program that meets the needs of both students and families.

The risk factors outlined above pose huge barriers for families to assist students with their educational and social development. Therefore, BCPS in joint partnership with the United Way of Broward County (**priority 2**) proposes to create a 21<sup>st</sup> CCLC program at New River to serve 40 students before school, 100 students afterschool, and 50 students during summer break. New River will provide remediation, Project Based Learning (PBL), tutoring, and homework assistance to support student academic achievement. In instances where students are identified as severely deficient or ELL, they will receive differentiated instruction, additional practice, and individualized assistance as needed. PBL activities will support career and college readiness surrounding Marine Science, STEM fields, and general career interest. To meet the social/emotional needs of students, BCPS will provide prosocial skills enhancement via the Leaps skill building curriculum to develop personal resiliency to the environment's risk factors. 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 basketball, karate, and dance. Adult Family Member needs will be addressed through our joint partnership with the United Way of Broward County and internal partnership with CTACE, the district's adult

education provider. Monthly family nights based on the expressed needs of the population will be facilitated by United Way and coordinated in partnership with CTACE.

### **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 summary and summative evaluation. Context: for purposes of this project have been well documented in the preceding needs assessment section. Inputs: will consider if there were sufficient qualified staff to conduct the program and appropriate supervision ratios; if appropriate programs and activities were selected to ensure progress was made toward project objectives; if sufficient resources allocated to ensure progress was made toward project objectives; if funded activities were implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period Process: will consider if activities were implemented as intended in the approved grant application to ensure progress was made

toward project objective; program data process were in place and adhered to regarding collection of program-related data to facilitate program timely program reporting; partnerships formed to strengthen the sustainability and implementation of the proposed activities; high quality staff was hired and trained; and if communication protocols were put in place Products: will demonstrate achievement related to student enrollment; student attendance, reading, math, and science grades, standardized state assessment test scores, good nutrition, physical fitness, adult family member involvement, and stakeholder survey data outlined in section 5.3b Measurable Objectives and Assessments of the proposal online.

Baseline, Mid-Year, and End of Year data necessary to assess program progress towards goals will be collected by the project director in collaboration with the Evaluation Team. Individual student data such as report card grades (Reading, Math, and Science) and district assessments related to each outcome will be collected electronically from the district in September 2015, December 2015, and May 2016. The same fall, winter, and spring timeline will be utilized for all assessments. 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 in a timely manner.

The project director will document PBL products for both academic and personal enrichment projects. In addition to performance measures, the project and evaluation team will utilize Buck Institute for Education PBL rubrics and checklists to determine PBL fidelity of implementation. The Dairy Council of California *Deal Me In* pre-mid-post assessments will be collected via paper and results from LEAPS assessments will be facilitated online. Progressive Aerobic Cardiovascular Endurance Run (PACER) aerobic capacity data will be collected either via paper or entered directly into the District's 21<sup>st</sup> CLCC student information system. Online and paper surveys will ascertain parent knowledge gains following Adult Family Member events. The project will also utilize parent, teacher, and student survey results provided by the 21<sup>st</sup> CCLC administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction. To ensure integrity and accuracy of data collected, access



to an online secure data platform will be provided to record and link student attendance and objective assessment data. Use of this data collection platform will inform necessary adjustments with real-time data reporting. In addition, electronic reporting will minimize disruptions to the program and decrease the amount of time spent compiling student data.

Southeast Research and Evaluation Associates (SRAEA) will manage the 21<sup>st</sup> CCLC evaluation project team. SRAEA was selected from a pool of consultants approved for hire through an RFP administered by the district's Student Assessment and Research Department. The RFP identified qualified researchers by evaluating proposers based on specific evaluation criteria and protocol. SRAEA staff, Drs. Candace Lacey and John Enger will serve as co-investigators. They offer over 30 years of experience acting as principal investigators for national and international educational and child well-being projects. Dr. Lacey, who holds a Ph.D. and MBA, teaches doctoral courses in research design and program evaluation. Dr. Lacey has extensive experience as principal investigator evaluating local, state, and national grants including multi-million dollar Safe Schools/Healthy Students prevention grants and 21st CCLC grants. Dr. Enger earned his Ph.D. in Educational Measurement and Statistics from the University of Iowa. He has taught courses in educational measurement, statistics, research methods, and program evaluation. Dr. Enger has received three academic-year Fulbright scholar appointments in the areas of educational measurement, research methods, and program evaluation. He has served as an external evaluator for school districts, ministries of education, civil service commissions, and the U.S. Department of Education.

SRAEA will conduct on-site program visits (including interviews and focus groups) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and objectives. The evaluation team will also prepare a *formative summary* (February 2016) to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys, and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2016) 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 Board consisting of at least two parents, two students, one regular school day teacher, project staff and center partners and disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports and findings will be posted on the district's website. Feedback and recommendations will be discussed quarterly with the Advisory Board for possible improvements to the project.

### **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, three in excess of the required six, 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 - Academic Objectives: English Language Arts/Writing, Mathematics, and Science 2) poor decision making skills as evidenced by over 1,500 target school discipline infractions and high community crime rates – Personal Enrichment: Decision Making Skills 3) poor nutrition / physical fitness as demonstrated through the YRBS (CDC, 2013) – Personal Enrichment: Good Nutrition and Aerobic Fitness 4) need for career and college readiness to reduce student dropouts – Personal Enrichment: Career Exploration and 5) increased parental involvement to reduce environmental risk factors – Adult Family Member Performance: Involvement in Student Education.

#### **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 5<sup>th</sup> 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 yearly comprehensive 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 at 180 elementary schools, 13 middle schools and special needs centers.

BCPS began participation in the 21<sup>st</sup> CCLC program during the first cohort of funding in 2002. Since that time, BCPS has been awarded and successfully managed sixteen 21<sup>st</sup> CCLC projects with an active project in each funding cohort. Past 21<sup>st</sup> CCLC evaluation reports indicate 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 21<sup>st</sup> 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 through 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.

Our partner, the United Way of Broward County (United Way) is a local intermediary with over \$3.3 million in federal, state, and local grant funding. The United Way has experience facilitating and granting funds to support education, literacy, parent involvement and training, substance abuse prevention, volunteerism and mentorship. As a result of these various funding streams, both DPI and the United Way have 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 the DPI Director, Amalio Nieves. Mr. Amalio Nieves has over 33 years of experience in education and district administration holding positions such as Bilingual Program Coordinator, Lead Teacher, and Curriculum Supervisor. Mr. Nieves holds a Master of Science in Educational Leadership from Nova Southeastern University and a Bachelor of Arts in Elementary and Secondary Education from Concordia University. Mr. Nieves also holds professional certificates in Florida and North Carolina in Educational Leadership, Elementary Education, and Exceptional Student Education (K-12). Mr. Nieves will supervise the Project Director and will ensure that grant deliverables and outcomes are met. Mr. Nieves has secured and managed over \$20 million in federal, state, and local grant funds over the past ten years.

Ms. Tresha Fletcher will serve as Project Director for 21<sup>st</sup> CCLC. Ms. Fletcher possesses a Master's degree in Educational Leadership with 24 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 Mr. Nieves and Ms. Fletcher's backgrounds, knowledge of federal programs, and familiarity with 21<sup>st</sup> CCLC enable a timely startup and on time implementation of project programs and activities. Mr. Christopher Johnson will be hired through the project at New River Middle. Mr. Johnson was chosen by his principal to lead the project based on his advanced education, ability, and leadership skills within the school. Mr. Johnson is a data-driven manager who is connected to school stakeholders, linked to community resources, and comfortable providing staff professional development and supervision.

## **5.5 Partnerships, Collaboration & Sustainability**

### **5.5.a Community Notice**

The District's Intent to Apply occurred during the televised School Board meeting held on Tuesday, April 21, 2015. Prior to formal announcement, staff made announcements at advisory council meetings and Title 1 program meetings. 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 21<sup>st</sup> CCLC website.

### **5.5.b Collaboration with Private Schools**

Assurance of private school inclusion is attached (*uploaded electronically*) and was documented through a presentation held in May of 2014. All approved private schools throughout the district were invited to participate in consultation outlining the 21<sup>st</sup> CCLC program funding purpose and priorities, general requirements, and school locations. A general question and answer session allowed participants the opportunity to provide feedback and clarify questions or concerns. Private schools were offered the opportunity to participate in services

and subsequently join the planning team upon release of the RFP to develop the proposal. Interested private schools will receive timely notices concerning funded schools, staffing opportunities, and professional development.

### **5.5.c Partnerships**

The United Way of Broward County has agreed to partner in the joint submission (**priority 2**) of this proposal to support all proposed adult family members services (literacy, community meetings, and parent workshops). BCPS will act as the fiscal agent coordinating all staffing, operations, and student programming. The United Way will coordinate and implement each Adult Family Member series of trainings surrounding academic supports, financial literacy and parenting. In addition, the United Way will collect surveys and sign in sheets to support evaluation efforts and program deliverables.

New River 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 21<sup>st</sup> CCLC Student Information Systems. Ms. Melinda Wessinger, principal of New River enthusiastically supports the project and feels it can be transformation for her students and families. Access to the entire campus will be available during programming including the cafeteria, gymnasium, auditorium, and computer labs (*attachment uploaded*).

Both Nova Southeastern and The Broward County Environmental Planning and Community Resilience Division will support Project Based Learning activities supporting environmental awareness and career exploration in STEM fields. As a marine magnet school, New River has a network of marine science partners and experts in the field that are willing to use their expertise to mentor interested students. Valic Financial Advisors (*attachment uploaded*) will partner with New River to support the United Way's Adult Family Members financial literacy series and to assist center staff with Career and College Readiness Project

Based Learning. Valic will provide in-kind staffing and curriculum to ensure student and caregiver programming is engaging and informative.

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

Students targeted for intervention are enrolled and attend New River Middle. All staff members selected for the program are employed at New River creating seamless access for regular school day teachers and 21<sup>st</sup> CCLC project staff to communicate the needs and progress of attending students. Proposed activities are planned for the year and align with critical needs of the students, while also complementing the regular school day curriculum. The principal has enthusiastically supported the project (*attachment uploaded*), 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 New River 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 the intranet site. In addition, New River will have real-time access to student data entered into the 21<sup>st</sup> CCLC student information system to inform participation, progress, and achievement.

#### **5.5.e Sustainability**

Sustainability for purposes of this proposal is built into the project design with the United Way of Broward County jointly submitting the proposal. The United Way funds several local initiatives and coordinates several key collaboratives, namely the Broward County Commission on Substance Abuse to create sustainable initiatives through coordination of resources. Several key departments within BCPS such as CTACE 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

New River Middle students in grades 6- 8 (**priority 3**) will be targeted through this proposal serving 40 students during before school, 100 students during afterschool, and 50 students during the summer. As stated previously in the needs assessment, New River is a school-wide Title 1 program (**priority 1**) with 83% of the student population considered economically disadvantaged based on free and reduced lunch eligibility. Student demographics are in stark contrast to that of the community with 37% Hispanic, 36% African-American, 20% White, 7% other, and 2% Asian. New River has one of the highest ESOL enrollment rates in the district with almost 10% of the student population classified as English Language Learners.

The Florida Comprehensive Assessment Test (FCAT) academic achievement in reading, math, and science indicates students across the board continue to struggle in all subjects. For this reason, New River was placed on Differentiated Accountability (**priority 2**). Student proficiency (Level 3 or above) was lowest for students in 8<sup>th</sup> grade math with only 24% of students meeting state standards. Conversely, students in 6<sup>th</sup> grade reading scored the highest with 55% meeting state standards. Table 2 establishes an ongoing need for further academic support.

<b>Table 2. Target School Academic Achievement School Percentage Scoring Above 3 (proficient) on the FCAT Testing</b>									
<b>Grade Level</b>	<b>Reading (%)</b>			<b>Math (%)</b>			<b>Science (%)</b>		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Grade 6	47	49	55	42	47	46	NA	NA	NA
Grade 7	49	45	45	49	40	44	NA	NA	NA
Grade 8	50	47	47	52	41	24	40	38	40

### **5.6.b Recruitment and Retention**

New River 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. New River 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 a level 3 on FCAT 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 New River 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, New River will implement a series of PBL projects that correspond to students' expressed needs. Examples of projects include: Resilience Café - inspired by students who struggle in the classroom because negative risk factors they face in the community; this project celebrates and honors students while linking them to historical character they also find resilient. Through this connection, students will research and write their own personal story. Students interested in spoken word poetry will be invited to create stories through this medium. Human Footprints on the Marine Environment - as a marine magnet, students at New River are drawn to projects that support

their love of marine sciences; this project will further expose afterschool participants to environmental issues affecting the watersheds in their backyard and also expose them to STEM career opportunities. These projects linked to common core and national science standards serve as representations of New River'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 be available through the MindWorks after-school curriculum. Each MindWorks project is "boxed" with organized materials including printed student handouts, materials, and supplies to ensure successful and easy implementation. MindWorks PBL is also designed to supplement student learning from the regular school day and aligned to common core standards utilizing the 21st century framework methodology for teaching. Summer programming will support more intensive PBL projects for a longer duration. When possible, student field trips will be linked to PBL components such as trips to a local beach to study the damaging effects of population on the environment.

Homework, tutoring, and academic remediation will be offered for a 1/2 hour before school and a 1/2 hour afterschool at a 15:1 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 Acuebce3000, ThinkCerca, and TenMarks 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.

The Dairy Council of California's Deal Me In curriculum will provide easy to teach lessons aligned to nutrition and physical education standards. Deal Me In is evidence-based, fun and engaging and designed specifically for afterschool programs. Leaps, a comprehensive psychosocial skill-building curriculum, will be used to encourage critical thinking and problem-

solving. Leaps lessons cover social skills, life skills, and the fundamentals of good behavior within society. All personal enrichment activities will be led by certified teachers at a 20:1 teacher to student ratio and will occur at the end of programming to ensure student engagement throughout the entirety of the program.

Students participating in the 21<sup>st</sup> CCLC program will have the opportunity to arrive at school early for participation in before school activities. Upon arrival at 7:15am, students will receive breakfast in the cafeteria. Following breakfast, students will transition to the library for homework, tutoring, and academic remediation. Staffing patterns for homework assistance will not deviate from the 15:1 student to staff ratio, allowing for more individualized attention. At 4:00pm, students will transition from regular day school to afterschool, meeting in the cafeteria for attendance, snack, and additional homework time. Following snack and remediation time, students will transition to their assigned grade level cohort classroom for PBL activities from 4:30pm to 5:30pm. PBL activities will require the additional assistance of a teacher assistant to lower student to staff ratios to 10:1. For the final 1/2 hour of the day, students will rotate through physical fitness, Leaps, or Deal Me In based on the programming day. At the completion of the program, students will be released to their caregiver, allowed to walk home with proper consent or transported home through district transportation. Summer activities will flow similar to the afterschool schedule, but due to the availability of additional programming hours, all selected programming will be available every day. 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 New River undergo

daily stressors that make parenting and supporting the needs of their child difficult. The United Way, as the proposal's joint partner, will coordinate a majority of adult family member services to include adult family member trainings surrounding academic supports, financial literacy and parenting. Monthly trainings will occur the second Thursday of each month from 6-7pm.

#### **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 Mr. Amalio Nieves, DPI director. New River has selected Mr. Christopher Johnson as the site coordinator based on his education, leadership, and knowledge of community resources. An estimated **eight** certified teachers and paraprofessionals from New River will staff the program. The United Way will provide staff to deliver 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, Leaps, and Deal Me in 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. School level administration indicated a need to support site level staff with additional professional development surrounding the successful facilitation of Project Based Learning (PBL), the required approach of the grant. While staff has a general knowledge of project based learning, the planning team agreed additional PBL training would enhance fidelity of implementation.

### **5.6.f Program Site**

New River Middle School is a Marine Magnet school with an expansive campus located adjacent to the New River in Ft. Lauderdale. New River is zoned for over 1,400 students during the regular school day, so 100 students during afterschool are easily accommodated. New River has available programming space necessary for successful implementation to include: a cafeteria for snacks; auditorium for adult family sessions; library for tutoring, homework help, and academic remediation; computer lab for academic remediation and administration of evaluation surveys; a gymnasium for indoor physical fitness activities; and teacher classrooms for PBL activities and academic instruction. Additionally, New River has a baseball diamond, basketball courts, and track available for additional physical fitness activities. New River has a large parking lot and can accommodate parking for all parents of participating students. Security staff from the regular school day will be available to monitor before and afterschool program areas. New River has multiple security professionals that monitor hallways, classrooms, and the perimeter fencing to ensure all students are in a safe environment.

### **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. 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 New River is the actual site 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 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 New River and to 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 New River'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 site 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 daily, but at a minimum, it will be updated monthly as required by the FLDOE.

### **Section 6: Project Budget and Scoring Criteria**

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

### **7.0 Priority Points**

The priority preference form was completed online, printed, and uploaded with supporting documentation (*uploaded electronically*) in the RFP online application. BCPS has provided documentation that New River Middle School is a school-wide Title 1 program with a Free and Reduced Lunch population of 83% (**priority 1**). New River will only serve students from their own campus in grades 6-8 (**priority 3**). In addition, New River is on Differentiated Accountability, submitting this proposal jointly in partnership with the United Way of Broward County (**priority 2**).

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