

Broward County Public Schools

21st Century Community Learning Centers (2017-18) Request for Proposal Response:

Markham Elementary and Pinewood Elementary Schools

5.1 Project Abstract

Broward County Public Schools provides 21st Century Community Learning Center (21st CCLC) services at two center locations: Robert C. Markham Elementary (Markham) and Pinewood Elementary (Pinewood). The center staff at both locations serves 80 students afterschool and 80 students during summer programming. This program will provide these services to Elementary aged students. Markham will provide services to grades 3-5 and Pinewood will provide services to grades K to 5.

Both locations will provide students with remediation, Project Based Learning (PBL), tutoring, and homework assistance to support and enhance student academic achievement. Daily student programming also includes opportunities to participate in personal enrichment activities such nutrition education, character education, fitness, and the arts. In our efforts to engage adult family members, centers will also facilitate six adult family member knowledge sessions surrounding academic supports; health and wellness; and parenting education and skills. Program goals include increased academic achievement, enhanced decision-making skills, improved health and wellness, and increased parental involvement.

5.2 Needs Assessment

Both Broward County Public Schools (BCPS) target schools selected for this proposal have similar populations, risk factors, and school demographics; extreme levels of poverty; low levels of parent involvement; issues of safety and crime; "D" or "F" assigned school grades indicating areas of needed student academic supports; and identified high risk students and families (**Priority 1: Application targets only high need students**). Specific student academic needs are highlighted in **5.6a (Target Students)**. While Robert C. Markham and Pinewood

Elementary do not share immediate geographic proximity, there are similar risk factors for both targeted populations warranting the need for increased intervention.

Robert C. Markham is a Title I school nestled in northwest section of the city of Pompano Beach just west of the I-95 corridor. Markham has a school grade of “D” and an identified poverty rate, based on Free and Reduced Lunch eligibility, of 97%. **(Priority 1b over 80% of the student body receives free/reduced price meals)** Markham has also been identified as a “Low 300” school which is recognized by the Florida Department of Education (FLDOE) as one of the lowest-performing schools in the state. There are currently 602 students from pre-kindergarten to fifth grade that are served at this target school. The population of the area is estimated at 2,098 residents. The 2015 US Census indicates that 60% are White, 34.8% are Black, 3.5% are American Indian or Alaskan Native, and 1.7% are Other/Multiracial. The Hispanic population comprises 39.3% of the community’s total population. Additionally, Markham’s neighborhood has a large foreign-born population living in this area. Over 30% of this community’s residents were born in another country. This neighborhood is a transient community with the greater proportion of current residents that were not residing here five years ago. This statistic is higher than 98% of other US neighborhoods. This neighborhood has a significant influx of new residents from other areas and countries. There are also varied languages ranging from French to Spanish. Over 4% of the population speaks French at home. Student demographics are not aligned and reflective of the community with the student population reported as close to 67.1% Black; 29.9% White, and 3% Other/Multiracial. Students of other races are not reported as they represent less than ten students within the school population. 34% of the school population is identified as an English Language Learners (ELL) population with the majority Black, followed by Hispanic ELL students. Over 97% of the students are eligible for Free and Reduced Lunch, indicative of low-income families.

Pinewood Elementary is also a Title I school located in North Lauderdale. It is approximately nine miles to the southwest of Markham Elementary. Pinewood has a school grade

of “D” and an identified poverty rate, based on Free and Reduced Lunch eligibility, of 87%. **(Priority 1b over 80% of the student body receives free/reduced price meals)** Pinewood’s current enrollment is approximately 630 students pre-Kindergarten to 5th grade that are served at this target school. The population of the area is 2,533. According to the 2015 US Census, 31.1% are White, 57.5% are Black, 6.5% are Asian, and 3.2% are Other/Multiracial. The Hispanic population is 15% of the community’s total population. The Pinewood neighborhood also has a large population living in this area who were foreign born. The Pinewood Elementary community is comprised of a population of mixed cultures, so fittingly 13% of the school population is defined as English Language Learners (ELL) population with the majority Black, followed by Hispanic ELL students. As supported by the ELL data, the population is varied linguistically with a second language being spoken in over 27% of these homes. French, French-Creole, and Spanish (Portuguese) are the primary second languages. It should be noted that the neighborhoods surrounding Pinewood Elementary represent a very diverse community with an extremely large percentage of Haitian and Jamaican ancestry. Pinewood student demographics mirror the community demographics fairly closely. Pinewood’s student population is reported as close to 71.3% Black; 20.2% Hispanic; 4.4% White, and 4.1% Other/Multiracial. Students of other races are not reported as they represent less than ten students within the school population.

Neighborhood crime statistics for both communities are dismal. The statistics for Markham’s Pompano Beach community reflects a 1 in 115 chance of becoming the victim of a violent crime; 1 in 19 chance of becoming a victim of any type of crime. These statistics are 84% higher than national averages. Similarly, Pinewood statistics also reveal that their community has crime rates 80% higher than national averages with a 1 in 180 chance of becoming the victim of a violent crime; 1 in 34 chance of becoming a victim of any crime (FBI’s Uniform Crime Reports for the year 2015). These variances are significant. These communities and their residents stand a much greater chance of becoming the victim of a crime, particularly a violent one. The statewide average rate is 1 in 217 (FBI, 2016).

BCPS Data Warehouse statistics for 2016-17 reveal that both Markham and Pinewood Elementary report significant levels of disciplinary action. Markham reported 170 discipline infractions, year to date, Pinewood documented 247 discipline infractions year to date. The majority of these infractions were for disobedience/defiance and disruptive behavior, including minor fighting. Both schools reported crimes ranging from battery and assault, sex offenses to possession of a weapon which was reported to their district police departments. Both target schools have rates of truancy rates close to 6% 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 complementary measures for understanding the income of a neighborhood's residents: the average and the extremes. Markham's median income was \$25,324 compared with the Florida median of \$47,507 and the national median of \$53,046. Many parents and children in our catchment areas reported incomes that reflect they are living at or below the federal poverty line. Of note, 86.9% of the children living closest to Markham Elementary live in poverty; an extraordinarily high percentage compared to other neighborhoods in the nation.

The average household income for the Pinewood area indicated that over 63% of these households made less than \$35,000 per year with almost 43% of the households earning less than \$25,000. annually. The median household income was \$27,5000 compared with the Florida median of \$47,507 and compared to the to the national median of \$53,046. Many parents and children in our catchment areas reported incomes that reflect they are living at or below the federal poverty line. Of note, 53% of the children living closest to Pinewood live in poverty. This is higher than the national average reporting on other neighborhoods in the nation. In a country where approximately one in four children grows up in poverty, these two neighborhoods stand out for severity of the poverty 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 97% at Markham Elementary and 87% at Pinewood Elementary (**Priority 1b: over 80% of the student body receives free/reduced price meals**).

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 39% or more. Over 50% of families residing in the surrounding neighborhoods of Markham and Pinewood Elementary receive federal assistances that include Food Stamps/SNAP Benefits (Census, 2012).

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.

Markham and Pinewood 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 2016-2017, administration conducted informal surveys to receive feedback and input about stakeholder needs. An ongoing need for supervision for students during the hours of 3 p.m. to 6 p.m. was identified. 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 children.

5.3 Program Evaluation

5.3.a Evaluation Plan

In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) will be used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).

Stufflebeam's CIPP model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.)

The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to context, input, process, and products (outcomes). Evaluation questions also follow the requirements of the formative and summative evaluation. *Context: 1) Are the appropriate students receiving grant related services 2) How many students are receiving grant related services 3) What is the average daily attendance of the students receiving services 4) How many students have attended the program*

for more than 30-days Inputs: 5) Were appropriate programs and activities selected to ensure progress was made toward project objectives 6) Were sufficient resources allocated to ensure progress was made toward project objectives 7) Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period Process: 8) Were activities implemented as intended in the approved grant application to ensure progress was made toward project objectives 9) Were partnerships formed to strengthen the sustainability and implementation of the proposed activities. Products represent progress (formative) or achievement (summative) of goals and objectives as outlined in Section 5b. Measurable Objectives and Assessments 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 2017, December 2017, and May 2018. 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 2018) to include objective assessment and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2018) to include all U.S. Department of Education reporting requirements such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability, lessons learned 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, continuous feedback on center progress and data completeness. Each target school location signed a data sharing agreement (*uploaded as an attachment*) that outlines their consent to collect the data above. To further ensure the integrity and accuracy of data collected, the project will utilize a database clerk through the district to oversee data collection and completeness. 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 RFP guidelines, The Measurable Objectives and Assessment Table was uploaded as an attachment to comply with section 5.3b Measurable Objectives and Assessments of the proposal. 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. At the onset, 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 evolved. 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 detailed 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 have 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 (Rtl) 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 (DCF) 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. 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. No other audits have occurred since Project Brain.

Due to the 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 outlined 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. Ms. Pope has over 34 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 promptly met.

Ms. Tresha Fletcher will serve as Project Director for 21st CCLC. Ms. Fletcher possesses a Master's degree in Educational Leadership with 26 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 14 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. Uploaded organizational chart attached.

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 16, 2017, the district released a formal announcement (letter of intent) to communicate the district's intent to submit. Additional notice to all stakeholders was made available on the district's website. 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. "D" and "F" schools within the district were also encouraged to submit plan ideas and a thorough needs assessment for internal review.

On March 8, 2017, the district convened a planning team that thoroughly reviewed target school plans and needs in anticipation of the RFP release. After RFP release, schools that no longer met the high-need criteria were eliminated from the planning process. Targeted schools were 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. The application will be available for review in BCPS Grants Management office. After statewide review, the grant narrative will be disseminated to the community via DPI's 21st CCLC website. It is estimated that this website, located at browardprevention.org, will be maintained by DPI staff at a minimum monthly.

5.5.b Partnerships

Markham and Pinewood Elementary will provide required nutritious snacks and meals during afterschool and summer programming in partnership with the United States Department of Agriculture through the National School Lunch Program. Documentation supporting distributed

snacks/meals will be collected and reported via the district's 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.

Markham and Pinewood Elementary partnerships are extensions of their current partnerships that are also enthusiastic and hopeful for the funding of this proposal. Pinewood has strong community collaborations and partnerships with Amtrust Bank. They will partner to offer math support and training for students and will also offer evening sessions for parents providing training in finance and banking. Pinewood will also partner with Florida Textile Recycling Program (PTRP) to support the PBL lessons in recycling textile. Students will be involved in service learning that supports non-profit organizations in their area. The Solid Waste Authority will also support PBL with recycling projects in the area of science and ELA. Publix Supermarkets will provide Pinewood students with regard to nutrition and incentives. Partners at both elementary schools have also committed to providing items that are not allowable through federal funds such as incentives and food. Uploaded Attachments clearly articulate each partner's support of the proposed projects.

5.5.c Collaborations with the Regular School Day

Students targeted for intervention are enrolled and attend Robert C. Markham and Pinewood 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 Markham and Pinewood 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, Markham and Pinewood Elementary will have real-time access to student data entered into the online evaluation platform to report on student participation, progress, and achievement. School Improvement Plan areas supported through the proposal include Response to Intervention, Schoolwide Positive Behavior Plan, and Internal Resources for Student and Parents. Afterschool programming will be utilized as an RTI intervention for struggling students within the proposed grade levels. Positive Behavior activities will align with LEAPS Social and Emotional Learning lesson plans. Afterschool Programming will serve as a school resource for needy families providing remediation, tutoring, and parent involvement activities that insulate families from the risk factors addressed in the needs assessment.

5.5.d 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. BCPS is aware of the need to remain proactive in identifying new sources of funding due to the upcoming decreases in 21st CCLC funding. BCPS's Sustainability Plan and strategies will be continuously reviewed and revised in anticipation of this. BCPS' is committed to securing additional funding and supports for our target population to ensure the same level of services provided during upcoming years when funding ends. One significant and viable option for continued support includes our strong relationship and partnering with the Children's Services Council of Broward County (CSC).

As outlined in the uploaded Memorandum of Understanding (MOU) with CSC, they currently sustain our 21st CCLC High School programs. It is BCPS' expectation that as these students age they will transition into the high school partnership with CSC allowing for continued support and programming continuity for these students. BCPS will continue to research grants and other Federal funding sources to supplement and sustain programming for our high need students.

5.6 Program Plan

5.6.a Target students

Markham and Pinewood Elementary students were combined in this application because they were both similarly sized schools, with similar school demographics; extreme levels of poverty; low levels of parent involvement, issues of safety and crime; "D" or "F" assigned school grades; and identified as high-risk areas of needed student academic supports. As stated previously in the needs assessment, Markham and Pinewood are both considered economically disadvantaged based on free and reduced lunch eligibility rates of 97% and 87%, respectively. **(Priority 1 & 1b.)** Both schools also report "D" or "F" school grades. Both student populations also similarly serve students with high percentages of minority students. Students of other races that are not reported as they represent less than ten students within the school population. However, over 34% of Markham Elementary student population is identified as English Language Learners (ELL) with a majority Black, followed by Hispanic ELL students; Pinewood Elementary has 13% of its student population identified as ELL.

The Florida Standards Assessment (FSA) is the current state of Florida assessment utilized 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 25% in reading at Markham and 43% in reading at Pinewood Elementary. To help overcome the many challenges these students face, Markham and Pinewood will each extend academic and personal enrichment activities to 80 students in afterschool and summer programming. Markham and

Pinewood Elementary will provide a more rigorous reading program by challenging the students with a variety of complex text using Crosswalk Coach for the Common Core State Standards. Students will also use i-Ready for adaptive diagnostic to assist with student success in both reading and math. With focused instructional strategies and interventions, i-Ready combines a valid and reliable growth measure for teachers within the 21st CCLC program and also communicates progress with Regular School Day Teachers.

Table 1 illustrates less than 15% of Markham Elementary students are proficient in Science. Less than 26% of Pinewood students are proficient in Science. The Markham Center will utilize the free, investigate hands-on Science4us curriculum. Science4Us is an excellent complement to the ELA and Math curriculum as it reinforces core math and reading skills through the exploration of Science concepts.

Table 1. Academic Achievement FSA School Proficient Percentage						
Target School	Reading (%)		Math (%)		Science (%)	
	2015 FSA	2016 FSA	2015 FSA	2016 FSA	2015 FSA	2016 FSA
Markham	30	25	43	35	22	15
Pinewood	38	43	44	44	32	26

5.6.b Recruitment and Retention

Markham and Pinewood 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. Markham and Pinewood Elementary center administration will have the ability to screen the most at-risk students for recruitment into the program. Given that the 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 Markham and Pinewood 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.

Examples of projects proposed by the centers include: 1) Saving Water: One Drop at a Time, which familiarizes students with their water source, availability, costs, their own usage, and how to conserve water in the future; 2) The Selling Geometry Project introduces students to geometrical concepts and teaches them to apply reasoning to complete geometric constructions; 3) Trash to Treasure where students collaborate and discover ways to reuse recycled items; 4) May the Force Be With You explores how the world works / how matter and energy are connected; 5) Lights, Camera, Action (Ancestry Project) helps students learn to write creatively while honing their oral skills and vocabulary; and 6) Open for Business offers students a look at career and life-skills through hands-on business activities. To combat low reading scores, PBL activities will be implemented throughout the academic year with more intensive PBL projects occurring during summer programming. 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 one hour at a 16:1 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 the LEAPS Social Emotional /Character Education curriculum that will connect students to their community and develop personal resiliency to the environment's risk factors. Character education will provide students with the skills needed 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, theater, 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 16:1 teacher to student ratio and will occur at the end of programming to ensure student engagement throughout the entirety of the program.

Afterschool will begin at Markham Elementary at 3:00 p.m. at Markham Elementary and 2:00 p.m. at Pinewood Elementary. This allows students at both centers time to transition from the regular school day. Students will receive sign in, receive a snack, and then begin homework or participate in tutoring. Staffing patterns for snack/transition into afterschool will not deviate from the 16:1 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 the proper consent or be transported to assigned bus stops through district transportation.

Summer activities will be similar to the afterschool schedule, but due to the availability of additional programming hours, all selected programming will be available every day. In addition, STEM, Math, and Reading programmatic content will be provided through hands-on, minds-on interactive projects that help to reinforce 21st century skills like collaboration, communication, creativity, and critical thinking. Character Education modules will be implemented to reinforce additional 21st century skill development. The approach will be individualized to different learning styles and needs. 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 referenced, adult family members of students in Markham and Pinewood Elementary undergo daily stressors that make parenting and supporting the needs of their child challenging. BCPS 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 45 adult family members on scheduled Tuesdays from 6:00 p.m.-7:00 p.m. with three events occurring from August to December 2017 and three events occurring from January to May 2018.

In an effort to engage adult family members' participation and involvement, Markham and Pinewood Elementary will work closely with Broward County Public School's Family Literacy Department, ESOL Department, as well as the Technical Centers. They 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. Ms. Erica Levine will be the Center Coordinator at Markham Elementary. Ms. Nichole Johnson was selected to be the Center Coordinator at Pinewood Elementary. Both of these Center Coordinators were selected based on their experience, education, leadership, and knowledge of the population and 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. Markham and Pinewood Elementary 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 16:1 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 continued compliance.

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. All sites will have onsite trained CPR staff. 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)

Robert C. Markham Elementary is located at 1501 NW 15th Avenue in Pompano Beach. It is zoned for over 602 students during the regular school day and will easily accommodate 80 students in the 21st CCLC program. Pinewood Elementary is located at 1660 SW 83rd Avenue in North Lauderdale. It is zoned for over 636 students during the regular school day and will easily accommodate 80 students in the 21st CCLC program. The facilities already meet all applicable and accessibility standards, including the American Disabilities Act. Safety inspection forms are available on site.

Participants at both sites will have access to classrooms, the cafeteria, the media center, the Computer Lab, Science Lab, and outdoor playground areas and facilities. The cafeteria will be used for snacks, tutoring and homework assistance. The media center will be used for adult family sessions and the Science Lab will be used for academic remediation and enrichment. Both target schools have ample parking spaces that can accommodate parking for all parents of participating students during family activities. The schools are accessible via one point of entry at the front of both schools. Security personnel will monitor access onto the campus. Paul Turner

and Dillard Elementary facilities already meet all applicable safety and accessibility standards, including the American with Disabilities Act. As a district public school, within the School Board of Broward County, both centers are exempt from the 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 both Markham and Pinewood Elementary are the actual centers of programming ensuring safe access 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. 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.

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. BCPS will ensure the vehicles are safe and dependable. The Student Transportation and Fleet Services Department is committed to the safe and efficient transportation of all Broward County Public Schools' bus riders in compliance with federal, state, and local guidelines. This department consists of District Transportation Operations supporting Vehicle Maintenance ensuring safe vehicles for the transportation of students.

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. The BCPS Transportation Plan supports the attendance goals of the program by providing continuity of transition from regular day to aftercare during the regular school year. The Plan also supports the attendance and safety goals during non-school days, holidays, and summer programming.

5.6.h Dissemination Plan

Flyers and letters, in multiple languages, in recognition of our diverse communities, will be disseminated throughout Markham and Pinewood Elementary as well as throughout 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 Markham and Pinewood Elementary open houses to inform and familiarize 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 provide continuous information about the 21st CCLC programs and will also recognize student achievement (with permission) of program pictures,

videos, and student work. DPI has several staff members able to update the website weekly, but at a minimum, it will be updated monthly as required by the FLDOE.

6.0 Project Budget

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

7.0 Priority Points

The priority preference form was uploaded as an attachment with supporting documentation of the Lunch Status Survey 3 and the 2015-16 School Grades utilized as a backup to substantiate the target schools' RFP eligibility and Priority 1b eligibility. **Five** points are requested for serving only high-need students and families within a school that earned a grade of "D" or "F" as defined by the 2017-18 approved school grading formula (5 points). These high-need schools have been identified based on failing grades and low-income data measured by the percentage of the population receiving free/reduced price meals. The FLDOE the Lunch Status Survey 3 report indicates that Markham and Pinewood Elementary have a Free and Reduced Lunch (FRL) population of 96% and 99% respectively. This easily meets the (**Priority 1 b**) 80% requirement. The FLDOE 2016-17 Lunch Status Data by School report verifies both schools FRL populations. An attachment was uploaded with documentary evidence supporting that both targeted eligible schools are identified as "D" or "F" schools and meet (**Priority 1**) criteria.