5.1 - Project Abstract or Summary

The *Panther Marvels* 21st CCLC program provides afterschool and summer academic and personal enrichment to 80 students in kindergarten through 8th grade attending P.M. Wells Charter Academy, a public charter school in Osceola County. The goals are to (1) improve academic achievement in reading, math, & science; (2) increase motivation to learn and dedication to the educational process; (3) improve knowledge and application of visual and performing arts; (4) improve physical fitness and healthy behaviors; (5) enhance desires to pursue college and career; and (6) improve parenting skills and literacy among adult family members. Activities are heavily focused on science, engineering, arts, and mathematics (STEAM) – with integrated reading, writing, and English Language Learner support mechanisms. Students will engage in homework help, nutrition and physical education, music, cultural arts, and character education projects.

5.2 – Needs Assessment

*Strategies and Data Used:* PM Wells worked closely with Charter Schools USA (CSUSA) and the School District of Osceola County to conduct a *comprehensive needs assessment* using the most recent data from reliable sources (e.g., US Census, FLDOE, NCES); as well as surveys and meetings with students, parents, school staff, and district administrators. Several meetings were held with the school administrators and grant development staff at CSUSA (management organization). School personnel were provided with an overview of the 21st CCLC program requirements, and primary stakeholders (student, parents and teachers) were asked to identify gaps and engaging program ideas. Meetings began in May 2017, with a formal planning board meeting on May 23, 2017, and follow-up parent meeting held on June 1, 2017.

*Involvement of Community and Private Schools:* As part of the process for developing the *Panther Marvels* 21st CCLC program, the school identified three (3) nearby private schools serving K-12 populations (St. Thomas Aquinas Catholic, Southland Christian, and Osceola Adventist Christian Schools). These private schools were contacted immediately upon determining eligibility of PM Wells to promote timely consultation and help ensure equitable services were available for
any private school students meeting participation criteria. None of the private schools agreed to assist with the planning of the grant proposal and none requested for their students to be considered for inclusion. Private schools are often hard to get involved with public charter school programs, as they may see charter schools as competition. The school engaged in best practices to involve private schools in program design, including sending individualized letters from the school administrator to the private schools. Other important community members, such as parents, were actively engaged for feedback and ideas in developing the program.

**Consideration of Stakeholder Viewpoints:** All stakeholders were provided opportunities to provide feedback and/or suggest different objectives and activities (through surveys and meetings). *Teachers* reported an overwhelming need for academic enrichment in reading and mathematics, with a particular need for homework assistance. The teachers report a high level of behavioral issues (e.g., fighting and acting out) and report numerous cultural factors that negatively impact student motivation in education. Teachers believe high-interest, art-based programming is needed to help increase student motivation and dedication. *Parents* expressed a strong interest in afterschool programming providing academic components and homework assistance for their children, as they report being often unable to provide necessary assistance due to limited English or knowledge of the content areas. Parents were also interested in several adult literacy workshop topics, with most parents interested in helping their children with homework, improving their reading, and improving parenting skills. *Students* agreed they would be interested in an afterschool program and a summer program, with most desiring engineering, coding, graphic design, music, visual and performing arts, tinkering, 3D printing, organized sports, martial arts and dance. When possible, these needs and desires were included in the proposal. The school administration was actively engaged and oversaw the development of the proposal.

**Community Needs:** According to the U.S. Census (2017), Kissimmee City (the location of the school) is a moderately sized city with a rapidly growing population of 69,369 – an incredible increase of 16.5% since 2010 (with the overall Osceola County growing 25.1% in the same time
period, compared to 4.7% growth across the U.S.). Osceola County and Kissimmee City are often thought to be high-income areas because of their proximity to Walt Disney World and Universal Studios, but these are in neighboring counties and students attending PM Wells Charter Academy and residing in the surrounding area receive little tangible benefits from the wealth of the nearby tourism industry. The school is located in one of Orlando’s largest Hispanic communities where several of the neighborhoods are over 85% Hispanic. Many of the students qualify for homeless services (Families in Transition – FIT). The students at PM Wells Charter Academy experience pressing socio-academic needs including food and clothing; relying heavily on the school for resources. As per the US Census Bureau (2017), low per capita income ($17,373) is further complicated with high rent ($1,049/month) and underscored with 32.7% of all families with children living in poverty, as well as 50.2% of female-headed households living in poverty (Census, 2015). PM Wells Charter Academy targets those students and families with the greatest need for wraparound educational services, with 95.0% of the student body qualifying for free or reduced price lunch (FLDOE, 2017). In addition, the current Florida Behavioral Risk Factor Surveillance System (Fl. Dpt. Health, 2017) shows the area has disturbingly high obesity rates, with 66.0% of the population overweight or obese and 58.9% physically inactive or ‘insufficiently active.’ Equally concerning, 30.6% of the area does not have health insurance and 29.9% have not seen a doctor in the past year, suggesting a low priority for health within student families. High poverty is further compounded by rising unemployment rates of 4.9% in 2016, while overall Florida rates have dropped 4.5% (USDOL, 2017).

**Needs of Working Families:** Students and families served by PM Wells are primarily composed of young working families, with 39.5% of families being single-parent households (Census American Community Survey, 2015). Even when home, parents may lack tools to assist with homework and academics due to low educational attainment – with 18.7% of adults not completing high school and only 14.9% completing college in the area surrounding the school
(Census ACS, 2015). The 21st CCLC program will support working families by providing academic support and a “safe place” when students might otherwise be home alone.

**Target Population:** A total of 80 students in kindergarten through 8th grades at PM Wells will be served in 21st CCLC program. The school has a current enrollment of 697 students, with 81% Hispanic; 9% African American/Black; 7% White; and 3% other races/ethnicities. In addition, 3.4% have a special need or disability, 27.5% are English Language Learners, and 95.0% receive free or reduced price lunch (FLDOE, 2017).

**Student Academic Needs:** Notably, PM Wells is in the top five schools with the largest numbers of ELL students (27.5%) in the school district. Results from the FLDOE (2017) showed only 18% of 5th grade and 38% of 8th grade students were proficient in science, 42% were proficient in reading/writing, and 30% were proficient in math. In addition, 50% of the lowest 25% of students demonstrated learning gains in reading and 26% showed learning gains in math (FLDOE, 2017). With a disproportionately low-income and “at-risk” population, it is not surprising that PM Wells Charter Academy has experienced challenges in academic achievement. In fact, the school dropped to a grade rating of “D” in 2016 due low student performance on statewide assessments (i.e., FSA and FCAT). The school also administers the Northwest Evaluation Association (NWEA) assessments for all students, and the 2017 (winter & spring) NWEA diagnostic shows continued low proficiency rates in both reading and math, demonstrative of a significant need for additional education enhancements, such as that provided under 21st CCLC.

**Adult and Parent Needs:** It is widely recognized that students require the support of adult caregivers to maximize their potential in school. Research has supported Epstein’s typology (Kreider, 2000), showing the importance of parenting skills, communication, volunteering, teaching at home, decision making, and collaborating with the community. Research also shows parental involvement is negatively impacted by each of the identified needs (Sacker et al., 2002). Parents were asked to provide ideas and topics of workshops and activities they would attend – with the most popular topics included in the adult literacy section of this proposal. The most
popular topics selected by adult family members and parents were helping children with homework, improving student reading skills, and improving parenting skills.

**Currently Available Out-Of-School Programming:** As with many schools, PM Wells has worked to provide out-of-school programming with limited budget and resources. Currently, the school provides simple daycare for students needing a safe place before school and afterschool, with an average annual cost for afterschool care of $1,134 per year. There is no summer program currently at the school. There is limited Title 1 tutoring (targeted intervention) during the week and on Saturdays; however, it does not address the full scope of academic needs at PM Wells. The needs assessment conducted by PM Wells Charter Academy determined a great number of unserved students that would greatly benefit from an academic-focused, structured, project-based program – most of whom are underperforming academically and unable to afford even small fees for out-of-school programming. Unfortunately, students attending PM Wells are not eligible to attend out-of-school programs located at nearby schools due to DCF licensing laws and lack of space. The proposed 21st CCLC program will provide an exponentially more impactful program than what is currently available to these students and families.

**Closing the Gaps:** The program is created to specifically address each identified need: (1) academic remediation and homework help to address academic progress; (2) project-based learning to address reading, writing, science, math deficiencies; (3) character education and career and college exploration: (4) health and physical education to address obesity rates and health outcomes: (5) music, visual and performing arts education to increase creative expression and motivation: and (6) adult services to address educational levels and knowledge of parenting. There are few out-of-school programs in the area, and none offer this level of support.

**5.3 – Program Evaluation (15 Points)**

**5.3a – Evaluation Plan**

**External Program Evaluator:** The evaluator was selected on the following criteria: 1) well-qualified with demonstrated evaluation experience in K-12 education programs; 2) knowledge of
21st CCLC programs; and 3) ability to provide high quality, independent evaluation that will assist in driving program improvements. QQRC is a full-service research and evaluation firm with staff having over 20 years of experience in program evaluation, including experience evaluating 21st CCLC programs in South Florida. Currently, QQRC is working with four 21st CCLC grantees that serve elementary and middle grade students attending schools experiencing high-poverty and low academic achievement.

**Evaluation Plan:** QQRC will implement an evaluation plan that meets the Principles of Effectiveness, and QQRC will provide: data collection, program monitoring, interim reports following each evaluation visit, formative evaluation summary each year, and summative evaluation reports (as required by the FLDOE). *(Phase I): Planning:* QQRC provides all materials necessary for an effective evaluation. QQRC will meet with 21st CCLC staff prior to implementation of the program to discuss project goals and timelines. QQRC works to develop assessment tools to best capture data to evaluate outcomes. *(Phase II): Implementation:* QQRC will have periodic meetings with PM Wells Charter Academy to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results. *(Phase III): Reporting:* QQRC completes a formative report in Fall so an entire semester does not elapse without evaluation. It is important that programs receive feedback on a regular basis so interventions or changes can be made in a timely fashion. *(Phase IV): Dissemination:* QQRC collaborates on dissemination plans. QQRC identifies outlets for dissemination and appropriate method for communicating findings for each outlet.

**Data Collection and Timeline:** The following provides the types of data to be collected to assess project objectives and performance. Details about measures specific to objectives are provided in the objectives table (submitted online). Data collection will include: (1) Average daily attendance and enrollment *(Monthly)*; (2) Standardized Assessments in ELA, Math, and Science *(Annual)*; (3) End-of-Course Examination in Algebra *(Annual)*; (4) Diagnostic Benchmark Assessments (NWEA) in ELA, Math, and Science *(3X / Annual)*; (5) School Grades in ELA, math,
and science (*Quarterly*); (6) Pre-post knowledge assessments (*Quarterly*); (7) Behavioral and Discipline Data (*Quarterly*); (8) Teacher and Administrator Surveys on student impact / change (*Annual*); (9) Student attendance during regular school day (absences / tardiness) (*Quarterly*); and (10) Attendance at adult events (*Monthly*). In addition to student data, data will be collected from students, family members, and school day teachers to examine stakeholder perceptions of the impact of the project on student academic and personal development. Parent surveys will be made available in English, Spanish, and Haitian Creole to accommodate bilingual populations.

QQRC will be responsible for collecting assessment data and survey data. Mid-year data will be collected at mid-point of the year (in December) and will be compared to baseline data in order to examine progress towards meeting objectives. End-of-year data will be collected at the end of the Spring (May). Baseline, mid-year, and end-of-year data will be used to demonstrate achievement of objectives and enrollment and participation rates from the start to the end of the year. All data will be submitted to FDOE electronically utilizing the required data collection format by the FDOE deadline.

Using quantitative data, baseline/mid-year/end-of-year analyses will be conducted to examine changes that occurred as a result of program participation. Analyses will include descriptive analyses on program and participant characteristics (e.g. mean Math report card grades); outcome/goal analyses to examine changes based on the implementation of academic enrichment, personal enrichment, and adult family member services (e.g. pre-post test scores); and quantitative analyses to identify youth, parents’, and staff’s perspectives on program services via parent and student surveys, and program staff surveys and interviews.

QQRC will also conduct two primary site visits to include: (1) completion of a semi-structured interview with program staff to ascertain compliance with proposed service delivery model, (2) observations of the delivery of program components, and (3) exit meetings to discuss findings. Follow-up (secondary) site visits will also be conducted to evaluate any changes to service
delivery model based on recommendations from initial visits. Formal guided-discussions on data analyses of baseline and mid-year data will occur the month following data collection.

**Data Collection and Reporting:** The PM Wells Charter Academy administrators were directly involved in writing this application and have agreed to provide all data to complete proposed evaluation reporting activities. The program will have access to submit data to FLDOE, including student grades, FSA and FCAT scores, end of course exams, and NWEA diagnostic results. The program will collect and provide teacher surveys on student progress, parent surveys, student surveys, and staff surveys on implementation. All survey data will be collected through online systems to ensure accuracy. Response rates will be improved through with: (1) principal encouragement, (2) distributing surveys equally, and (3) providing incentives from program partners (e.g., Starbucks gift card). The FLDOE will have access to all data.

**Coordinating Evaluation Activities:** Staff and regular school day staff will be informed of data collection efforts through media platforms and staff meetings. Students and adult family members will be involved through surveys throughout the year. The school administrators, school district, and CSUSA have committed to providing all necessary data on 21st CCLC students, including attendance, behavior, grades, and other performance data.

**Examining Impact:** Focus groups, town hall meetings, interviews, and surveys conducted annually will be utilized to guide program improvement modifications. Annual formative evaluation summary reports will be submitted by February each year and will outline all stakeholder input and provide recommendations for program improvement modifications. Additionally, evidence of program modification reports will be submitted in March of each year. Summative evaluations will be completed at the end of each year and will provide detailed information on program outcomes, student performance, program activities, and operational success stories.

**Use and Dissemination of Evaluation Results:** QQRC will collaborate on the dissemination plan, which will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Monthly conferences will be held with the evaluator, program director, principals, and any staff
wishing to participate. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of students. For formative and summative evaluations, the evaluator will provide written reports to the program director. To inform the community, evaluation results will be uploaded to the 21st CCLC website. Evaluations will be shared with all stakeholders and feedback encouraged.

5.3b – Measurable Objectives and Assessments

Measurable objectives and assessments were created using the web-based system required by the FLDOE. A letter from the school is submitted reiterating that the program will have full access to all data necessary to evaluate progress towards program objectives. All objectives were designed to align with the needs and gaps identified in the needs assessment, and each provides a detailed data collection plan to ensure continuous improvement of the program.

5.4 – Applicant Experience and Capacity (10 Points)

Program Administration and Fiscal Management: This application is submitted by the School District of Osceola County on behalf of PM Wells Charter Academy, a school managed by CSUSA. Both the District and CSUSA have tremendous experience operating both small and large programs, with a plethora of strong financial management policies and practices. A dedicated School Operations Administrator at the school will monitor financial expenditures and adherence to the approved budget. The school’s board reviews monthly financial statements and academic reports to ensure expenditures and academic results are consistent with school goals. CSUSA is responsible for financial management of the school. All accounting procedures, including accounting for expenditures under this grant, are performed using General Accounting Standards Board (GASB) guidelines and are maintained utilizing the “Financial and Program Cost Accounting and Reporting for Florida Schools,” as recommended in F.S. 1002.33(9)(g).

The school follows financial management processes defined by CSUSA, including a strict conflict of interest policy, purchase orders for any item over $500, multiple signatures for checks, annual audits and monthly reports, inventory management, and use accounting software. In
addition to fiscal policies, CSUSA provides a dedicated finance department, grants management and compliance, centralized data management and secure storage, payroll department, and human resources department—at no charge to the grant. Specific to financial management, CSUSA provides a financial management team including: (1) Accounts Payable Coordinator; (2) Staff Accountant; (3) Accounting Manager; (4) Controller; (5) Budget Analyst; (5) Director of Financial Planning and Analysis); and (6) Chief Financial Officer. PM Wells Charter Academy has been audited every year and has had no fiscal or operational findings in the last two audits.

**Program Implementation:** Both Osceola County and CSUSA have substantial experience operating 21st CCLC programs. During 2016-2017, CSUSA enrolled over 65,000 students in 77 schools located primarily in Florida. Based on the most recent FDOE data, 90.2% of CSUSA schools surpassed statewide averages of students meeting high standards in at least one academic subject, with 43.9% surpassing state averages in at least three subjects. CSUSA currently operates twelve 21st CCLC programs—three in Indiana and nine in Florida. These programs have benefited from CSUSA support, including administrative services, curriculum development, recruitment support, and parent resources. In addition to 21st CCLC, CSUSA has nearly 20 years of experience providing afterschool, before school, and summer programs. In addition to direct services, CSUSA also provides substantial training and professional development for the staff and faculty, including trainings that benefit the afterschool program. All nine Florida 21st CCLC programs have been evaluated by independent agencies, and received no compliance or significant findings regarding the operation of the programs.

**Program Evaluations:** PM Wells Charter Academy is a public charter school managed by CSUSA and reporting to the School District of Osceola County, such that collecting, maintaining, analyzing, and reporting accurate evaluation data is almost second nature—required for every activity in which the school partakes. Data is reported to multiple entities and is well-organized and easily accessible. For instance, NWEA MAP diagnostic data is provided to CSUSA in a format that will enhance reporting the same data to the 21st CCLC evaluator and to the FLDOE to support
the program. The school administrator has expressly agreed to provide all necessary data to the 21st CCLC program, and CSUSA maintains databases of all performance measures for the school (which will also be made available for evaluation purposes). For nearly 20 years, CSUSA has employed evaluators across the network to provide independent and objective data and analysis to help guide the schools. As such, CSUSA not only has experience with evaluation, but values the outcomes of the often long and difficulty processes associated with detailed evaluations.

5.5 – Partnerships, Collaboration and Sustainability (8 Points)

5.5.a -- Community Notice

PM Wells Charter Academy was proactive in informing the community about the intent to submit an application for a 21st CCLC program. An announcement was placed prominently on the school website – a professional site the community (e.g., students, parents, and teachers) encounters when logging into the school information system (SIS), PowerSchool, and Edmodo. Community members also frequent the site, particularly families interested in enrolling their children into the school. The notice was posted by June 1, 2017, and included a dedicated email address for the grants department at CSUSA. A flyer was also made available and distributed to all families in the school (through the school announcement system) in English and Spanish.

Access to Application: In addition to posting the notice of intent and inviting feedback and questions, the final application will be uploaded as a PDF after submission, thus providing the community unfettered access to the application. The application will be uploaded no later than 48 hours after final submission. A copy of the application will also be printed and placed in a hard folder at the front office (where parents sign out children).

5.5.a – Program Website

PM Wells enjoys access to outstanding website and graphics designers from CSUSA. The website will be interactive and designed consistent with the school’s existing website, thus providing a harmonious experience. By using CSUSA’s internal design services, the website will be online within one month of the approval of the grant application. The current design proposes
six 'major' element: (1) contact information, (2) the approved application, (3) program operational information, (4) monthly schedules and activities, (5) project demonstrations (e.g., project photos), and (6) program impacts and progress towards objectives (e.g., samples of projects, teacher and student statements, evaluation reports, etc.). The website will be updated at least once every month, or when new items are available (e.g., after the conclusion of a major project). The site will include all evaluation reports and proposed modifications. The program director and school principal will be responsible for designating and approving content for the website.

5.5.b -- Partnerships

PM Wells and CSUSA received support from several partners that have and will assist in developing, implementing, and sustaining the program. The PM Wells Charter Academy has agreed to provide space (facilities and operational costs), computer labs, administrative resources, data support, identification of students and staff, and afterschool snacks and summer meals. CSUSA will provide a wide range of services to support the 21st CCLC program with grant technical assistance and compliance, human resources, financial accounting and marketing (website). Girl Scouts have agreed to provide a number of activities to students, far from the traditional scope of a “troop” including self-esteem and character building, anti-bullying programming, and robotics. The Girl Scouts bring their own grants/financial resources and curriculum that uniquely support the needs of girls from Hispanic heritage. Odyssey of the Mind (OotM) will foster problem solving and creative thinking the 21st CCLC program by incorporating a program with local, state and national competitions; wherein teams compete in different problem solving events that range from mechanical to literature problem solving. The 21st CCLC program will also ensure postsecondary support mechanisms are in place with the nearby Technical Education Center of Osceola (TECO), which will assist with speakers, student volunteers, and ESL resources for parents and families. All major partners have provided a letter of support and are listed in the partner table attachment of this application.
5.5.c – Collaborations with the Regular School Day

**Design Collaboration:** As part of the needs assessment process, the program has already initiated the important task of collaborating with the regular school day administrators and teachers. Being a single-school site located at the school attended by targeted students certainly provides a number of distinct advantages to collaboration efforts. Not only did the school administrators oversee the design of this application, but other school faculty and staff members were involved in the development of the objectives and worked in groups to design each of the selected activities. In fact, to ensure input, teachers were provided meetings and surveys to inform the development of the application, thus helping to ensure the highest order student needs were addressed with chosen activities and components. Moreover, some teachers have already expressed a strong desire to work in the afterschool program, which helps demonstrate both their commitment and involvement in designing this proposal.

**Continued Communication and Collaboration:** In order to maintain the high level of collaboration between the regular day and the afterschool program - necessary for an effective 21<sup>st</sup> CCLC program - the school intends to employ several techniques: (1) **Student Quarterly Progress Reports** will be provided by the 21<sup>st</sup> CCLC director on each student in the program and provided to the regular day teacher; (2) **Quarterly Teacher Feedback Reports** will be provided and signed by regular teachers to communicate with the program (rating scale on core subjects and comments); (3) **Monthly Emails** will be provided by the program director to the regular day teachers to alert them of the upcoming activities and request feedback on students; (4) **Teacher Conferences** will provide regular teachers a time to talk with the program director about the needs of specific students, which will then be relayed to the program teachers (conferences are only for those students with the greatest needs); (5) **Personal Learning Plans (PLP)** are developed for all students and the 21<sup>st</sup> CCLC director will have direct access to these resources to track student data and show deficiencies and strengths; (6) **Student Data** (grades, FSA, attendance) will be
shared with the CCLC program; and (7) Faculty Meetings will include a discussion of the 21st CCLC program and a request for feedback from faculty and staff in the meeting, when possible.

School Improvement Plan (SIP): The 21st CCLC program will be added to the SIP, which is updated annually. The SIP has several areas where the program will be specifically listed as a supporting program: most notably, the need for “out of school” programming (afterschool and summer) to capitalize on potential learning opportunities, increasing parental involvement, fostering connections with students to produce high academic achievement, and offering ancillary opportunities for math and science integration. The SIP plans are further reinforced throughout the year with “CSUSA Strategic Planning”, a collaborative year-long process which includes identifying and strengthening school improvement strategies, data assessment, stakeholder meetings, SWOT analysis and surveys. Feedback from this process, indicates that a top priority is to provide high quality out of school time opportunities, such as the 21st CCLC.

5.5.d – Sustainability

Both the PM Wells and CSUSA have underscored their commitment to continuing this program after federal funding ends with substantial in-kind services and external funding acquisition. CSUSA has a strong track record of submitting and receiving grants to public and private foundations, and CSUSA has a formal strategic plan designed to help maintain programs such as 21st CCLC. Communications have already begun in the CSUSA network to solicit private and foundation funding to augment and expand the 21st CCLC program. In addition, the advisory board will be charged with assisting in locating external funding to sustain the program. Other CSUSA 21st CCLC programs show the commitment of CSUSA to continued staffing in years 3-5, with schools using other funding to hire staff to offset the funding reduction in these years.

5.6 – Program Plan (35 Points)

5.6.a – Target students

Targeted School: This is a single-site program, with all activities occurring at PM Wells Charter Academy, a Title I school with 697 students currently enrolled in the school day. With
95.0% of students eligible for free or reduced price lunch, the school surpasses minimum eligibility requirements for the 21st CCLC grant application. Additionally, PM Wells Charter Academy is a “D” school for school year 2016 and qualifies for the 21st CCLC program. It is the goal for the school to raise the school grade and not be eligible for 21st CCLC after the initial three years.

**Targeted Students:** A total of 80 students will be served each day in the 21st CCLC program, including both elementary (K-5) and middle school students (6-8). Students will be placed in groups of 20, with the design allowing for four (4) groups of students without impacting staffing ratios. Based on the demographics of the overall school, the student population is expected to consist of approximately equal numbers of boys and girls; with nearly 94.5% of the students coming from the traditionally defined minority groups. It is expected that about 3.4% of the students will be disabled and 27.5% will be English Language Learners.

**Identification and Enrollment:** Students will be identified by the Principal, Curriculum Resource Teacher, RTI (Response to Intervention) team, and regular day teachers for targeted enrollment (see recruitment section below). The school will have a rolling priority enrollment, wherein students with the greatest risk factors and barriers to academic achievement being targeted for enrollment before ‘rolling’ to the next group with fewer risk factors. The initial group will have all risk factors, with the second group having one less, etc. The identification risk factors are based on established needs and will include: (1) lowest 25% in reading (FSA and/or NWEA) (2) lowest 25% in math (FSA and/or NWEA); (3) low performance on NWEA and/or FCAT science; (4) students identified as academically at risk by teachers; and (5) students struggling with the English language. In addition, services will be provided to family members of these students to enhance involvement and improve family literacy.

**5.6.b – Recruitment and Retention**

**Recruitment:** The prior section discusses the enrollment plan. To some extent, recruitment has already occurred, as students were involved in selecting activities. Once students are identified, the student and their adult caregivers will be approached with information about the
program. For elementary students, this process will primarily involve parents and will focus on the academic assistance for students. For middle school students, the recruitment methods will be slightly adjusted to focus on enticing the student into the program with high-interest, hands-on, and engaging activities. Through the use of project-based learning, the older students will view the program as fun and exciting. Recruitment efforts will also be employed to engage families, primarily through focused outreach efforts and inclusion of high-interest adult services. To maximize impact, all recruitment efforts will be provided in both English and Spanish. The school principal and school administrators will reach out to adult family members to underscore the importance of the 21st CCLC program to the overall school model and encourage their participation in the adult family member services. Other recruitment efforts will include a summer newsletter, a strong Parent-Teacher Committee, and outreach by the Community Liaison (in kind).

**Retention and Participation:** It is also important for students to stay for the entire program day and come every day. As with recruitment, the strategies are different based on student grade level – strategies for younger students focused on the parents and strategies for older students focused on the students. In all grades, parents will be reminded about the importance of the program, provided results from the program, and be required to sign a participation agreement that outlines the expectation for students to remain the entire program. This has proven effective at other 21st CCLC sites at CSUSA schools in Florida. In addition, the program will focus on hands-on and engaging activities using project-based learning – which provides for student voice and student choice, thus making them part of the program design and implementation. This sense of ownership will be further enhanced by having students sit on the advisory board. A parent agreement and student agreement (MS) will outline expectations for attendance and behavior.

**5.6.c -- Student Program Activities**

The 21st CCLC program at PM Wells (to be known to students at Panther Marvels) is designed to provide high-quality, structured, and education-focused activities to all students and families. A wide range of activities have been developed to help ensure students are energized...
about the learning process. All activities were carefully designed with feedback by students, parents, and teachers at PM Wells, thus ensuring student and teacher engagement. The program is created to specifically address each identified need; (1) homework help and remediation to address student academic progress; (2) project-based reading and writing activities to address academic performance; (3) hands-on STEM to address science and math deficiencies; (4) career exploration to help promote matriculation and engagement; (5) physical education to address obesity and poor health; (6) arts and culture education to increase creative expression and enhance dedication to education; and (7) adult services to enhance parental skills in helping students and families succeed despite challenging circumstances.

**Homework Help and Academic Support:** The program will provide homework help for at least 35 minutes per day, with additional time built into the enrichment ‘clubs’ for both elementary and middle school students should they need additional time. All students will complete homework assigned by the regular day teacher. If students have completed all homework, they will be provided leveled readers and books, including an ELL reading focus, especially for the younger grades. Alternatively, students will utilize the in-kind software provided by the school (e.g., TenMarks, Imagine Math, Reading Plus, Lexia Core 5 and Strategies ELL) for remediation and/or catching up on skills, in which computer labs and laptop carts (in-kind) will be used. *Frequency: Daily, 35 Minutes. Ratio: 1:10. Grade Levels: K-8.*

**Tinkering Tunes:** Both elementary and middle school students will explore project-based learning through rhythm, engineering and music curriculum and lessons. SYNTH Kits and DJ rhythm and music kits will help support his project-based theme provided throughout the program year. Using a tinkering approach, students will engage in projects with engineering-integrated music themes, such as that outlined by Gever Tulley (2009). Tulley is the founder of the Tinkering School and stated, “When given tools, materials and guidance, these young imaginations run wild and creative problem-solving takes over!” The National Science Foundation and the Board of Science Education also expressed the importance and positive impact of tinkering and ‘making’
for children to conceptualize and internalize science and engineering concepts. Students will use standards-aligned lessons to build synthesizers, learn audio engineering, and explore concepts such as sound waves, phase angles, forms, frequency, pitch, and octaves. Students will tinker with live sound and mixing, audio engineering, rhythm exercises, patterns with phonetics, and sound energy experiments (e.g., string telephone, boom box balloon, etc.). This project-based tinkering atmosphere provides teacher-requested performing arts combined with math, science, reading, and writing to assist all students better achieve academic achievement expectations. 

**Frequency:** 2X Weekly, 45 Minutes, Ratio: 1:10. Grade Levels K-8.

**Makers Club:** Elementary and middle school students expressed interest in hands-on technology projects, such as graphic design, coding and 3D printing. Incorporating reading, writing, science, and math, students will rotate through a variety of hands-on creative “Making” throughout the program year. Moreover, a critical element in project-based learning (PBL) is allowing student voice and choice in the direction of the projects (particularly with older students), thus requiring a high degree of flexibility in the program design. However, the program will utilize best-practices in designing the projects from the Buck Institute of Education and the Corporation for National and Community Service, ensuring a research-based application of STEM PBLs. To further support this element, Odyssey of the Mind will be incorporated. Current topics identified by stakeholders include (1) graphic design; (2) coding (e.g., code.org or tynker.com); (3) 3D printing and design; (4) and k-nex roller coaster and similar engineering kits. Younger grades will be exposed to concepts of problem solving and creating with age appropriate activities, such as early STEM mechanics, early computing and age appropriate building projects. **Frequency:** Weekly, 45 Minutes. Ratio: 1:10. Grade Levels: K-8.

**Green Dragons** and **Number Ninjas:** The AfterSchool KidzMath and KidzScience curriculum kits from the Center for the Collaborative Classroom will be utilized within the program, all aligned with the science and mathematics needs for these students. This rotation is collaborative with age appropriate engaging activities and experiments. The science themes will
be the Green Science kits and will include: (1) Alternative Energy Kit (exploring solar and wind power); (2) Food from Plants Kit (plant science); (3) Fresh & Water Kit (explore and conserve the ways we use water in our everyday lives); and (4) Waste Not Kit (learn about where our trash goes). The math segment will use cooperative games, storybook-based and real life math activities to promote mathematical understanding and increase enjoyment of mathematics. The program will utilize AfterSchool KidzMath K–2 primary sets and 3-6 intermediate sets, designed expressly for out-of-school settings. Middle school students will use the Classroom Collaborative Math Explorer Program. These programs, aligned with the National Council of Teachers of Mathematics Standards, offers considerable support for after-school staff. Frequency: Weekly, 45 Minutes. Ratio: 1:10. Grade Levels K-8.

**Marvel Creators:** All students will be provided a variety of cultural, arts and English language arts education programming. The goal is providing a chance for students to creatively explore arts and culture, while skill building in reading and writing, thus helping improve their dedication and motivation to learn and break the cycle of poverty. The primary rotations will include (1) Performing Arts with students engaged in playwriting, directing, and performing (e.g., Reader’s Theater, LitArtLearn); (2) Book Club where students read books in groups and then develop a discussion about the book; (3) Newspaper Club where students create a program-wide newspaper to showcase 21st CCLC and enhance communication skills (e.g., Newsday Group Projects); (4) ‘World of Journalism’ where students write stories on different cultures and (5) Karaoke ELL where students read and speak English. Other options may be provided based on student voice and choice. Activities will emphasize English language immersion strategies, including writing, speaking and listening. In addition to in-house activities provided throughout the year, students may also be provided the opportunity to engage in educational field trips (either in-house or off-site, as appropriate). Frequency: Weekly-45 Minutes Ratio: 1:10. Grade Levels K-8.

**Character & Careers:** Some of the primary interests of students, teachers, and parents for the 21st CCLC program overlap with character education (behavior and motivation) and the
encouragement to continue into college. In this component, earlier grades will focus on leadership, aptitudes, early careers, and character education while upper grades will be exposed to college admissions, high school magnet programs, dual credit programs and careers. In addition, most project-based learning plans and tinkering-based lesson plans will include career exploration components and an emphasis on team work whether it be audio engineering with “Tinkering Tunes” or a wide variety of engineering and science within “Makers Club” and “Green Dragons.” Students will be encouraged to research and discuss the variety of careers involved with these fields, while ‘accidentally’ learning about the importance of education and college to engage in these careers. Frequency: 2x per week 20 minutes. Ratio: Grade Levels: K-8.

Phantasic Phitness: The 21st CCLC program will use the school’s outside fitness areas, as well as equipment present at the school. The program will be able to provide an outstanding physical education component through the use of SPARK. The Sports, Play and Active Recreation for Kids (SPARK) is a research-based, public-health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. 21st CCLC will use the afterschool version, reinforcing what is occurring during the regular school day. SPARK promotes quality, daily, health-related physical activities that encourage maximum participation by all students regardless of their physical ability, including ESE students. SPARK curriculum and activities are in alignment with National Standards in Physical Education (NASPE). SPARK has been identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity. Based on student interests, SPARK will be augmented with such fitness activities as organized sports, basic martial arts (student requested), dance, Zumba, and other health and wellness activities. Students will have some movement and fitness each day through SPARK PE during the first 20 minutes of the program, with dedicated fitness time provided once per week for 45 minutes. Frequency: 1X weekly, 45+ minutes (Enrichment). Ratio: 1:20. Grade Levels: K-8
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**Scientifically Based Research:** All proposed activities are research-based. Mayer (2003) demonstrated scaffolding (used in projects) as effective to enhance reading and comprehension. Yorks and Follo (1993) found higher student engagement with thematic instruction. Reform efforts show effectiveness of theme-based curricula for math and science (e.g., National Research Council, 1996; Rutherford & Ahlgren, 1990), and research shows theme-based learning allows for integration of content; higher order thinking; long term memory of concepts; different learning styles; and connections between knowledge and real world (Shanahan, 1995).

5.6.d -- Adult Family Member Program Activities

Ultimately, parental participation is essential to the delivery of the CSUSA Educational Model, and is integral to the success of each student. Parent services are already an integral part of PM Wells, where parental involvement is both commitment and active participation during the planning, program design, and implementation of the school and 21st CCLC program. All parents are encouraged to sign a “parent obligation” agreeing to volunteer at least 20 hours per year.

The academic year will begin with a 21st CCLC Parent’s Night to “kick-off” the program and to collect additional survey data about the immediate needs of parents and families. However, prior to writing this grant, PM Wells Charter Academy surveyed parents to gather feedback on topics and frequency of services. Based on this feedback, the 21st CCLC program will provide topic-driven literacy events at least once every two months for all adults of participating students, with parents required to commit to at least two of the five events provided during the program year. The director will be responsible for all aspects of developing the adult family member activities, with teachers and partners providing the instruction on specific topics. Based on the surveys from parents and teachers, it appears parents want help with everything! For initial services, the current topics requested by surveyed parents are: (1) helping their children with homework, (2) improving their reading skills, and (3) improving parenting skills. The events will last no more than 60 minutes (as per best practices), and will occur approximately once every two months (or more often) for a total of five events per year. Parents will be encouraged to attend
and participate in parent activities, with incentives donated by local businesses or the school PTA, such as gift cards to local restaurants.

5.6.e -- Staffing Plan and Professional Development

Staffing Plan: The staff-to-student ratio will be 1:10 in academic activities and no more than 1:20 within enrichment activities, in keeping with best practices identified by the Florida Afterschool Network (Gold Standards). The program director will maintain safety and security, communicate with parents, and relieve teachers, if needed. The principal will recruit 21st CCLC staff from the current teachers already at the school. For some projects, additional staff may be recruited from other schools and community businesses (e.g., engineers). 21st CCLC staff will have qualifications verified to provide the activities for which they are hired. To ensure high quality academic programming, the 21st CCLC program will utilize a combination of certified teachers by FLDOE, instructors (non-certified grade teachers at the school), and other outside instructors (outside instructors with verified qualifications) for academic and personal enrichment components. The program director will also be a certified teacher, thus helping with development of curriculum and projects. Additionally, staff from the School District of Osceola County will provide professional development with teachers and technical assistance with curriculum and materials. The director, teachers, instructors, and contractors must pass a Level 2 FBI background screening. All instructors and contractors must demonstrate expertise in services provided. Administrative duties will be provided in-kind by the school (e.g., bookkeeper, data clerk, and support staff) and CSUSA (e.g., HR, payroll, compliance monitoring, grant management, operational oversight, etc.).

Professional Development: All 21st CCLC staff will participate in a range of trainings related to academic achievement provided by CSUSA. The PD plan for the 21st CCLC includes the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, and webcasts. All staff are required to complete at least two annual trainings related to 21st CCLC. Meetings will be conducted quarterly to identify priorities in training needs and ensure PD activities
are completed. The 21st CCLC Director and the CSUSA grant management team will ensure all trainings are completed by staff members. PD activities will be documented through attendance logs, meeting agendas, and feedback inventories. The program will use surveys to examine PD satisfaction and impact. The following primary trainings are planned: (1) On-Site Training provided by CSUSA – all staff will learn best practices to engage elementary and middle school students during afterschool; (2) Florida Afterschool Conference (program director and lead teacher); (3) FLDOE 21st CCLC meeting (program director and lead teacher); (4) 21st CCLC professional development from the School District of Osceola County; (5) Afterschool Training Toolkit provided by South East Development Laboratory (SEDL); and (6) 3D virtual professional development curriculum. Information will be disseminated during follow-up trainings for all staff that do not attend the primary training, thus ensuring maximum spread of information.

5.6.f – Program Center(s)

The 21st CCLC program will be located at the public charter school where targeted students attend regular day school. The facilities are fully accessible, meet all health and safety ordinances, and are maintained by the Charter School and School District. The school is designed to serve over 1,000 students, such that there is ample space to serve over 80 students in the 21st CCLC program. The school is as a one story, three-wing, U-shaped building designed to enhance student safety and security, with all 21st CCLC programming planned to be located in a single ‘wing’ to consolidate students and enhance safety, all accessible to students of all abilities. As required by law (402.305(5), F.S.), the school follows standards set by Florida Building Code, State Requirements for Public Educational Facilities, and the Florida Fire Prevention Code. The school facilities are in compliance with architectural accessibility regulations and codes, including ADA Accessibility Guidelines. The school has agreed to allow the 21st CCLC program to use any part of the school facility at no cost, including the cafeteria, individual classrooms, office and storage room for 21st CCLC, computer labs, and art room. There is also ample outdoor space, which is secure and fully sufficient for all proposed 21st CCLC fitness activities.
5.6.g – Safety and Student Transportation

**Student Safety:** Policies and procedures for ensuring student safety are a primary component of the CSUSA Operational Manuals, which the program is required to follow. Student safety is enhanced, as the site is located in the regular school students attend. Following dismissal from school, students will be escorted to their assigned 21st CCLC room where attendance will be taken. Transitions between activities will be supervised by 21st CCLC staff escorting students according to the school day procedures and school-wide behavioral expectations for transitions (e.g., walking in lines, staying together, etc.). Middle school students will be required to walk in 'rough lines' because of the limited staffing on site afterschool ('free range' transitions are not permitted). Upon dismissal from the 21st CCLC program, the program director, teachers, and instructors will be available to communicate with parents. In addition: (1) parent(s) must designate authorized adults to pick up child; (2) designated adult must sign the dismissal log; (3) designated adult must present photo identification (compared to a copy on file). Additional procedures for student safety include: (1) school evacuation plan and crisis response; (2) outdoor safety; and (3) off-site field trips. Students will never be alone during field trips, with safety procedures including: (1) buddy system; (2) regular head counts (visual & verbal); (3) training in heat exhaustion; and (4) drinking water always available. Off-site activities will be staffed by a minimum of one chaperone to 10 students. Parents cannot be chaperones without the appropriate Level 2 FBI background check.

**Safe Transportation:** The 21st CCLC program is located at the same school attended by the targeted student population, such that transportation to the site is not necessary. However, procedures are in place to ensure students arrive to the program rooms each day (e.g., students are escorted to the program location by their teachers) and ensure they are picked up safely at the end of the day. Parents are responsible for transportation home, and are required to sign-out the students at the end of each day. Students are not permitted to walk themselves home without permission from the legal guardian. Buses will be provided for off-site educational experiences,
with parents signing permission slips and providing emergency information. 21st CCLC chaperones are responsible for enforcing off-site rules, such as: staying in seats, keeping hands inside the windows, and being quiet at railroad crossings. 21st CCLC teachers and chaperones will sit in the front, middle, and back of the bus. All busses will be contracted from district-approved providers and/or will be school district busses. All drivers will have a Level 2 FBI background check and will hold a valid CDL license allowing for the operation of a school bus.

5.6.h – Dissemination Plan

PM Wells Charter Academy will disseminate understandable and accessible information about 21st CCLC, such as the location of services, proposed activities, and evaluation outcomes. The school has an existing online infrastructure for disseminating information about educational services, which is already used as a resource by a wide range of stakeholders. As described above, the website will include pages for 21st CCLC to include: (1) Program contact information, (2) approved application, (3) operations, (4) schedules / activities, (5) project demonstration; and (6) program impacts. The website will be updated at least once every month. In addition, information sessions will be held at school family events, such as PTA and school performances. The school will incorporate a “21st CCLC Announcement Board,” where families can read about monthly activities, view events, and student-produced projects created in the program. Given the population, dissemination materials will be translated into Spanish and Haitian Creole.