

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

5.1 PROJECT ABSTRACT

Woodmont Charter School (WCS), a public charter school located in Hillsborough County, provides academic and personal enrichment through their 21st Century Community Learning (CCLC) program for 120 economically disadvantaged students in 3rd through 8th grade. The program goals are to (1) improve academic achievement in reading, math, and science; (2) improve knowledge and application of STEM; (4) increase fitness and healthy behaviors; (5) promote college and careers; (6) integrate creative expression and academic enhancement through arts and culture education; and (7) improve parenting skills and literacy among adult family members. Activities such as robotics, coding, homework help, film and news center and project based learning opportunities are provided. The program involves community partners such as the Museum of Science and Industry, YMCA, and FIRST Robotics. The program operates 5 days a week before and after school and for 6 weeks in the summer.

5.2 NEEDS ASSESSMENT

a. Strategies used to identify the need for out of school programs: A comprehensive needs assessment was conducted to ensure the best use of public resources. Key stakeholder viewpoints were blended into the process to ensure all activities were ***well-thought out and deliberate***. Woodmont Charter School governed by the Bay Area Charter Foundation worked closely with Charter Schools USA (educational management provider) to conduct a comprehensive needs assessment - reviewing various data points with the most recent data from reliable sources (e.g., US Census, FLDOE, NCES, Title 1 School Wide Plans and School Strategic Plans) to determine academic and community needs. In addition to data sources there were ***surveys and meetings*** with students, parents, and school staff.

b. Community and Private Schools: The program identified 19 private schools within five miles of Woodmont Charter School. Accordingly, the school principal ***sent individualized letters*** to the surrounding private schools informing them of the grant application and requesting any feedback

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

or interest in the planned program. Unfortunately, no private schools responded to the attempts at contacting them. The listings of private schools has been provided as an attachment.

c. View Point of Stakeholders: Woodmont worked closely with all partners and stakeholders, including students, parents, and teachers. The principal was actively engaged and directly oversaw the development of the project. Meetings were held with the Title 1/SAC committees and **surveys** were distributed to students, parents and teachers. The results of meetings and surveys revealed the following: 1) **Teachers** - reported an overwhelming need for academic enrichment with homework support, science, math, technology, and art; 2) **Parents** – advised about needs for reading with children at home, internet safety, ESOL, physical fitness opportunities, and financial literacy (Financial Fitness for Life Program); and 3) **Students** - requested computers (3D, applications, graphics), robotics, music, sports, arts and video news production.

d. Community: Woodmont is located in an urban fringe (northern area of Tampa) area that contains heavily congested corridors, older shopping plazas and older depressed housing (low-income, voucher - subsidized housing) - intermingled in the City of Temple Terrace near USF/ Busch Gardens. According to the U.S. Census, American Community Survey of 2014 (Temple Terrace – 33617 zip code vicinity) 34% of the children ages 6-11 were living in female single head of households and **59% were living in households receiving some type of public assistance.** The school also serves a minority community in which 35% of the population is Black (non-Hispanic) and 18% are Hispanic. Parents often need assistance with finding food pantries and some children are in shelters. There are many well-known neighborhood pockets with high **crime, unemployment and homelessness.** Some students live in a neighborhood referred to as “suitcase city” as families there are very transient. If rent cannot be made they move. They move to nearby complexes (Temple Terrace vicinity) and their children remain at Woodmont since there are no local school boundaries. According to the most current Florida Behavioral Risk Factor Surveillance System (Fl. Dept. Health, 2013), the surrounding county has disturbingly high weight rates, with 38% of the population overweight and 53% physically inactive or insufficiently active.

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

e. Needs of Working Families: Many families are juggling *multiple low paying jobs* and cannot afford fee based programs. Teachers of the school describe the parents as working 2 or 3 jobs. Nightly routines of homework, reading and other educational activities are difficult to adhere to with unpredictable work schedules and job demands. Moreover, parents lack resources and skills to help students at home where only 36 % of the parents have a high school diploma and only 11% completed a Bachelor's Degree (Census, 2016). Additionally, before school programming is needed for parents that work.

f. Target Population: The 21st CCLC program at Woodmont will be a single site program. A total of 120 students in 3rd through 8th grades will be served in 21st CCLC. The school has an enrollment of 729 students with 56% Black (Non-Hispanic), 26% Hispanic, 8% Multi and 7% White. There are 79 ESE students and 110 ELL English Language Learners. Woodmont targets those students and families with the greatest need for wraparound educational services, with **88% of the student body** living in economically disadvantaged homes that receive for free or reduced price lunch (FLDOE, 2016). The program will give priority to students identified with a risk for retention, low test scores, and economically disadvantaged students in need of more rigorous learning opportunities.

g. Student Academic Needs: In 2015, performance on statewide assessments (i.e., FCAT and FSA) showed that only 22% of the students were proficient in reading, and 30% proficient in math and 15% of fifth graders and 26% of 8th graders were proficient in science. In 2015 Woodmont **dropped one school** letter grade from a C to D. With a disproportionately low-income and "at-risk" population, it is not surprising that Woodmont has experienced challenges in academic achievement. Planning documents indicate afterschool, summer and other out of school time (OST) interventions as a leading strategy to increase academic achievement.

h. Adult and Parent Needs: Overwhelmingly, parents expressed the need for before, after school and summer programming that was not fee based. Many of these families do not have computers,

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

laptops or internet at home. A large portion of Woodmont students are first generation college students and parents were eager for their children to receive early exposure. Parents were asked to provide ideas and topics of workshops and activities they would attend –the most popular topics are included in the adult literacy section of this proposal.

i. Currently Available Out-Of-School Programing: Assessments for afterschool or summer programs (both academic and recreation) indicate that there are limited options for free or sliding scale programs. Many have waiting lists. Stimulating summer learning programs with STEM and other academic enrichment activities are also rare. In fact, there are only four 21st CCLC programs in Hillsborough County operating at this time. Woodmont offers a fee based afterschool -daycare type of program, but generally only the younger grades K-2 use the program.

Additionally this service has a fee and most families cannot afford to send their children. There is a great number of unserved students that would greatly benefit from an academic-focused, structured, project-based afterschool program – most of which are both underperforming academically and in **families that are unable to afford** even small fees for aftercare.

j. Closing the Gaps: There are few other out-of-school programs in the area, and **none offering this level of support.** The program has been created to specifically address each identified need: (1) academic remediation/homework help to address student academic progress; (2) STEM to address science and math deficiencies; (3) career and college exploration to help promote matriculation; (4) nutrition and physical education to address obesity rates and health outcomes; (5) creative expression and academic enhancement (film/news center, arts and culture): and (6) adult services to address educational levels and knowledge of parenting. Out-of-school programs and services that are academically oriented are promising solutions, especially during summer breaks, when the achievement gap widens (Institute of Education Sciences, Structuring OST, 2009). This program is creative, innovative and academically challenging involving an inquiry-based learning model and student led projects (project based learning).

5.3 PROGRAM EVALUATION

5.3 a. Evaluation Plan

a. Evaluator Qualifications: The evaluator was selected based on their experience with evaluating 21st CCLC programs, experience in K-12 education, and their ability to provide high quality, independent evaluation that will assist in driving program improvements. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will oversee all aspects of program evaluation including formative, summative, and data reporting. CASPER is a full service-consulting firm with extensive experience in research and program evaluation. The organization's lead evaluator not only has extensive educational experience, but has specialized experience with middle school students and 8 years of experience with 21st CCLC afterschool programs. As an organization currently engaged in 21st CCLC programs, CASPER is aware of the needs, factors, and service goals for recipients of these services. Since 2002, CASPER has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted in adherence to the organizational ethical codes and procedures. Currently, CASPER is working with four Florida Department of Education's ("FDOE") 21st Century Community Learning Centers ("CCLC") grantees that serve elementary, middle and high school students attending schools experiencing high-poverty, low academic achievement.

b. Activities of Evaluation & Timeline: Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The Evaluation will be conducted through formative and summative evaluations, both of which incorporate elements

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. The school commits to provide all data on 21st CCLC students, including attendance, behavior, and grades.

c. Coordination with Program Staff, Students, and Adult Family Members: Program staff and regular school day staff will be informed of data collection and assessment procedures through staff meetings. Students and adult family members will be involved through surveys throughout the program year. The school has committed to providing all necessary data on 21st CCLC students, including attendance, behavior, grades, and other performance data.

Data Collection: The following table (table 5) list provides the types of data to be collected to assess project goals, objectives, and performance measures with the estimated frequency of collection.

| Table 5: Program Evaluation Outline for the WCS CCLC Afterschool Program | |
|--|---|
| Frequency Assessments | |
| | <ul style="list-style-type: none"> ● Computerized tracking of student progress through curriculum-based software Bi-Monthly ● Pre-post knowledge tests ● Average daily attendance and student enrollment ● Attendance logs from parent events Monthly |
| Quarterly | <ul style="list-style-type: none"> ● Student attendance records during regular school day (absences and tardiness) ● Student-report surveys on health beliefs and health intentions ● President's Physical Fitness Challenge ● Behavioral and Discipline Data on Students ● School Grades in ELA, Mathematics, and Science ● School records on academic course completion and credits earned ● Self-reported STEM awareness and interest surveys ● Staff surveys of professional development to provide 21st |

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

| | CCLC activities |
|---------------------|--|
| Semi- Annual | <ul style="list-style-type: none"> • Parent satisfaction and Parent engagement surveys • Local Diagnostic benchmark Assessments in ELA, Math, and Science • Individual College Development Plan • Student and Parent Surveys • Pre-Post Civic Engagement and Service Learning Surveys • Parent satisfaction and Parent engagement surveys • End of Course Assessments in ELA, Mathematics, and Science • Teacher Surveys of Student Progress |
| Annual | <ul style="list-style-type: none"> • Teacher, Administrator, and Stakeholder Surveys on student impact /change |

d. Annual Reporting: Formative Evaluations will be completed no less than once per year (through December 31, submitted by January 31), with additional interim evaluations completed after on-site visits. Each report will include a review of programmatic accomplishments and challenges, actual vs. proposed operation, progress, and recommendations. Summative Evaluations will be completed at the end of each year (submitted by June 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of the evaluation is recording and developing a model that can be applied in other settings. Summative evaluations will include program operation, activities, attendance, academic performance, impact surveys, feeder schools, staff information, and partnerships. Focus will be placed on: (1) evidence of program quality (using Florida's Afterschool Standards); (2) student attendance trends; and (3) progress towards each of the stated performance measures included in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data. As this is a five-year grant, the fifth year report will include aggregated data across all years of the grant.

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

e. Use of Results for Program Improvement: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. 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 individual students. In addition, a debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback.

f. Required Data from Schools: Woodmont administrators have agreed to provide all necessary data to complete the state evaluation and federal reporting. The program will have access to submit information to the FDOE, including student grades, State Assessment test scores, end of course examinations, credits earned, and diagnostic results. The program will collect and provide teacher surveys on student progress, program-specific teacher surveys, parent surveys, student surveys, and staff surveys on program implementation. All survey data will be collected through online systems and/or other software selected by FDOE for 21st CCLC. Response rates will be improved through a number of methods: (1) the principal has agreed to assist in encouraging completion of surveys, (2) surveys will be distributed equally, if possible, to students' teachers, and (3) teachers will be provided incentives from program partners to encourage participation (e.g., Starbucks gift card).

g. Sharing the Results with the Community: Results will be shared with the community through the 21st CCLC program website, as well as shared at parent and teacher meetings.

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

Information will be made available to anyone who inquires via digital copies through email or hard copies in person at the school's main office.

5.3 b Measurable Objectives & Assessments: Measureable objectives and assessments were created using the web-based system (as per FLDOE) and align with the gaps in service needs identified through the comprehensive needs assessment. Measurable objectives and assessments are included as a separate attachment to this proposal.

5.4 APPLICANT'S EXPERIENCE AND CAPACITY:

a. Program Administration & Fiscal Management: This program will be held to the highest standards to ensure fidelity on both aspects of program administration and fiscal management. This application is submitted by Hillsborough County Public Schools. Woodmont is governed by the Bay Area Charter Foundation and is a part of the Charter Schools USA (CSUSA) national network of schools. Both CSUSA, an Education Management Organization (EMO), and Hillsborough County Public Schools have extensive experience managing state and federal grant funds. Currently, Woodmont receives Title 1 and IDEA funds through the District. The administrative capabilities of CSUSA to manage grant funds are extensive as they currently manage over \$20 million in grant funds that support more than 77 schools in its network. 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 charter goals. CSUSA is responsible for financial management of the School. All accounting procedures, including accounting for expenditures under this grant, are performed using the 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). CSUSA Finance and Accounting departments will ensure all expenditures are reported correctly and will reconcile records with the School District. Annually, an independent

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

audit will be conducted to ensure public funds are managed in compliance with fiscal regulations and guidelines. 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 department, centralized data management and secure storage, payroll department, and human resources department. 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. Yearly, the school undergoes an independent audit and there have been no finding to date.

b. Program Implementation: During 2015-2016, CSUSA has enrolled over 65,000 students in 77 schools located primarily in Florida. CSUSA has nearly 20 years of experience providing direct services including before and after care and summer enrichment programs. Additionally, CSUSA has been successful in developing innovative Title funded academic out of school time programming such as Saturday School, intersessions and summer. More so, CSUSA currently operates six 21st CCLC programs throughout the US; three are located in Florida. These programs successfully leverage CSUSA supports as “value-added” program benefits and include resources for parents and families, curriculum development, and recruitment support. Furthermore, CSUSA’s commitment to professional development is evident through its substantial training offerings for faculty and staff; many of which are strategically aligned to benefit the afterschool programming.

d. Program Evaluations: CSUSA with its experience in operating 21st CCLC programs is accustomed to the level of documentation, data collection, state reporting requirements and evaluators needs. The program structure lends easily into obtaining data concerning state assessment results, student grades, attendance and other data necessary for reporting. *The*

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

Director of the 21st CCLC is an employee of the school and reports directly to the Principal.

The principal 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). The program will collect teacher surveys, parent surveys, student surveys, and staff surveys on program implementation. Performance measures outlined in this application will be analyzed routinely and results from annual reports will be reviewed by the Principal and the leadership team. In fact, ***the principal at Woodmont ran a successful 21st CCLC program for several years*** prior to moving into school administration.

5.5. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY

5.5. a Community Notice: Timely and adequate official notice was provided to the community beginning in the first week of February, following the announcement of the RFP. The issue of notice to the community of the intent to apply was conducted by Hillsborough County Public Schools in accordance with District public notice procedures. Public notice was additionally placed on ***Woodmont's school website*** – Notices were placed around the main office providing all stakeholders access to a paper copy. Copies of the final application highlighting program features will be made available on the school's website and front office. Materials will be translated into Spanish, and other languages, as necessary. The application's status will be posted on the website and front desk area of the school as the application moves from development to submittal and potential selection or non-selection.

21st CCLC Program Web Page: Woodmont will build on their current web site and provide ample opportunity for the 21st CCLC program to have a high quality web page off their school's web site. The initial site will have the following pages: (1) contact information, (2) the approved application, (3) program operational information, and (4) monthly schedules and activities. By the second month, the website will add two new pages: (1) project demonstrations (e.g., project photos); and (2) program impacts and progress towards objectives (e.g., samples of projects,

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

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 content for the site. It is anticipated that a quality web site for the program will easily be developed utilizing the school's existing web site and host. Additionally, the program staff of the 21st CCLC will utilize marketing and graphic design staff of CSUSA to ensure an ***engaging and safe website***.

5.5 b Partnerships: The 21st CCLC program at Woodmont has successfully built several partnerships to compliment the program components. At the forefront a strong partnership with the Museum of Science and Industry (MOSI) will be in place for the afterschool and summer program. MOSI, one of Florida's leading centers is located with a few miles of Woodmont and it is across from University of South Florida. Over the past two years they have been involved in extracurricular activities with students, parents and staff at Woodmont. Their expertise with robotics, computer technologies and other sciences ***is invaluable and will lend easily*** into the STEM programming. FIRST Robotic League will assist with robotic competitions, mentors and technical assistance with robotics. The Tampa Metropolitan YMCA will assist with health and fitness needs for the students and parents. They will provide routine workshops and classes for the students on health education, functional movement, BMI and other related health assessments. The Partnership letters are attached to this application; as well as, the Partner Table. Additionally, the School Principal of Woodmont has provided authorization for the 21st CCLC to utilize classrooms, cafeteria, music room, art room, computer labs, mobile lap top carts and outdoor play areas with physical education equipment. CSUSA will provide a wide range of administrative, professional development, grant and evaluation support.

5.5 c. Collaborations with the Regular School Day

(1) Consultation on Proposal Development: The approach to the development of this proposal relied heavily on the input of the parents, students, school staff and community members. Planning stages for the program began in fall of 2015 in which stakeholders identified vital gaps. Meetings began in November 2015, and the post-release planning meeting was held January 22, 2016, and follow-up meetings will be held in the months following. Not only did the school principal oversee the design of this application, but other school administrators and school faculty were involved in the development of the objectives and worked in groups to design each of the selected activities. In particular the school's science and technology teachers contributed substantially.

(2) Continued Collaboration: This proposal is a single site application and only the students from Woodmont Charter School will be served. However, deliberate strategies were developed to ensure meaningful and open communication with the school day program activities and academics. In particular the following strategies will be used: (1) Student Quarterly Progress Reports will be provided by the 21st CCLC Director on each student 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, especially those students with the greatest needs); (5) Personalized Learning Plans (PLP) are developed for all students and the 21st CCLC director will have direct access to these resources to track student data and show deficiencies and strengths. The Director will be an employee of the school and reports to the principal. This position will attend staff meetings, school professional development, data meetings, and other school related meetings as needed.

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

c. (3) School Improvement Plan: The 21st CCLC program at Woodmont, directly aligns with the School Wide Plan that is developed annually as a School Wide Title 1 school. In particular, the School Wide Plan indicates the need for after, summer and other out of school time programming to address severe academic needs of the student population.

5.5 d. Sustainability: Strategies to sustain the program encompasses a multi-faceted approach including 1) applying for grants with local and regional foundations, county summer programming funds, and charter school/education reform organizations; 2) leveraging networks of the 21st CCLC Advisory Board and the Bay Area Charter Foundation; 3) utilizing parent volunteers for fundraising and donation drives; 4) utilizing local businesses including restaurants and stores; and 5) involving local nonprofit agencies that have similar missions with the program i.e. health, parent services, literacy.

5.6 PROGRAM PLAN

5.6.a – Target students

Targeted School: Woodmont Charter School is the only site selected for this proposal.

Woodmont is a schoolwide Title 1 campus with 88 % of their students that are eligible for free or reduced price lunch. The school meets all eligibility requirements for the 21st CCLC grant program.

Targeted Students: A total of 120 students will be served each day in the 21st CCLC program, with approximately 70 elementary school students (K-5) and 50 middle school students (6-8). The school has an enrollment of 729 students with 56% Black (Non-Hispanic), 26% Hispanic, 8% Multi and 7% White. Based on the demographics of the overall school, the student population is expected to consist of approximately equal numbers of boys and girls; with over 88% of the students coming from the traditionally defined minority groups.

Identification and Enrollment: The school will have a systematic enrollment process in place to ensure that students with the greatest risk factors and barriers to academic achievement will be identified first. Students will be identified by the School Principal, Curriculum Resource Teacher,

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

RTI (Response to Intervention) team, and regular day teachers. The program will give priority to students identified with educational difficulties/risk factors (e.g., retention, low test scores, poor attendance, risk of not completing 8th grade), low-income students in need of more challenging content opportunities, and other needs determined by the school principal and individual teachers. The identification risk factors will include: (1) low 25% in reading (FSA and/or NWEA) (2) low 25% in math (FSA and/or NWEA); (3) low performance on NWEA and/or FCAT science; and (4) students identified at academic risk by teachers. In addition, services will be provided to family members of these students to enhance involvement in child's education; as well as information and resources for family needs.

5.6.b – Recruitment and Retention

Recruitment: In an effort to ensure a smooth adjustment from award notification to implementation, a well-developed approach has been developed. The team responsible for identifying students has already been actively engaged in the development process. Hence, a preliminary assessment per grade and early potential enrollment has been completed. Once students are formally identified for targeted enrollment, the student and/or their adult caregivers will be approached with information about the program. All recruitment materials will be translated into languages most appropriate for the parents and families. Materials also will be developed on comfortable adult literacy levels. The recruitment strategy will rely on multiple avenues to ensure even "hard to reach" families are contacted. The following activities will be utilized in the recruitment phase 1) parent link web tools that send out texts, notices to parents 2) newsletters including summer edition 3) recruitment nights 3) mailings 4) pep rally 5) open house and school registration. The school bulletin board and school outside signage will also be utilized. The recruitment phase will integrate a "personal touch" with personal phone calls and networking (word of mouth) with school's parents, school's community liaison, front desk staff, teachers and community resources. Families at Woodmont tend to be transient (moving to different local apartment complexes). Consequently, close and personal approaches will be important.

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

Recruitment efforts will also be employed to engage families, primarily through focused outreach efforts and inclusion of high-interest adult services. Ongoing recruitment for subsequent years will also include students of the program.

Retention and Participation: Long-term retention strategies will be critical to the success of the program. The program will emphasize a feeling of camaraderie among participants, promoting excitement for their clubs, activities, teamwork and gratification in their afterschool projects. There will be *ongoing student interest/satisfaction inventories* to ensure the program is matching students' interests and expectations. Guest speakers, partners, and field trips will be used to connect learning experiences. Additionally, this program has been designed to serve a large grade span to accommodate sibling needs. It is also important to get students to stay for the entire program day and come every day. As with recruitment, the strategies are different based on student grade level – with strategies for younger students focused on the parents and strategies for older students focused on the fellow students. Likewise, procedures supporting early intervention of participants that are not routinely attending will be adhered to by site staff. This requires phone calls and teacher contact. Parents will be reminded about the importance of the program and be required to sign a participation agreement that outlines the expectation for them to have their students remain the entire program day. Family retention and participation is important and the program will provide interesting activities during reasonable hours when parents can attend.

5.6.c. Student Program Activities: The 21st CCLC program has been carefully thought out with input from stakeholders (including students) to ensure the structure, activities, and partner roles will generate a compelling program. A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by Woodmont's 21st CCLC program: (1) Homework and academic supplemental instruction to address low levels of student academic performance in reading, writing, mathematics ; (2) Hands-on technology, science and math integration to address insufficient knowledge base skills for 21st Century Learners

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

(technology, computing, sciences, math); (3) Literary and Creative Arts applying English language art skills with a news/video center, music, reading and arts to increase skills in reading, writing and concepting; (4) College readiness (6th-8th grade) and youth talent search (3rd-5th grade) to expose high risk and underrepresented youth to postsecondary education, careers, leadership, and socio-academic skills; (4) Exercise, fitness and health to address problems associated with the lack of physical activity and weight ; (5) Family activities to help foster children literacy skills, financial literacy, fitness/nutrition and information on community services and resources (ESL/GED and health needs). Ultimately, the proposed project focuses on those students with the greatest needs and those with the greatest potential for positive growth. Students will be able to provide input throughout the year to help shape the program and their individual learning experiences. The 21st CCLC program at Woodmont is designed to provide quality, structured, and education-focused activities. A range of activities were developed to energize students about the learning process. The program will ensure that strategies to incorporate all learning styles will be used. An emphasis on project based learning will intertwined through the components.

Homework Help/ Academics: The program will provide homework help for at least 30 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, which will be checked using online dashboards for each student (e.g., PowerSchool and Edmodo). Additionally, computer based academic programs and reading will be provided. *Frequency: Daily, 30 Minutes. Ratio: 1:10 Certified Teachers - Grade Levels: 3-8*

Robotics & Computing: Both elementary and middle school students will explore robotics, computers, coding and roller coaster building. The coding component will utilize standards-based and research-based curriculum from Tynker. In addition to coding, the program will implement a research-based curriculum for robotics. The plan is to use the LEGO robotic kits- curriculum and materials, which has multiple curricula for both elementary and middle school grades. Likewise, K Kits K'Nex Roller Coaster Kits will be utilized in this component with age appropriate materials

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

and sets. This allows for learning basic engineering principles through simple machines. All curricula is aligned to both Florida Standards in science and in mathematics. Museum of Science and Industry (MOSI) located only a few miles away and directly across from USF will assist with robotics, coding and other technology needs. *Frequency: Weekly, 50 Minutes (PBL). Ratio: 1:10.*

Certified Teachers - Grade Levels: 3-8

Global Innovations (Middle): This component will expose students to global advancements by experiencing facilities, projects, and museums (internationally) through virtual tours in other countries. Additionally, K-12 National Geographic Xpeditions Activities will be used to integrate a diverse collection of activities covering various aspects of geography, science, and social studies through hands-on, inquiry-based learning experiences. This component will also offer hands on experiences with innovations in alternative energies and project based learning opportunities.

Frequency: Weekly, 50 Minutes (PBL). Ratio: 1:10 Certified Teachers - Grade Levels: 6-8

Kidz Science (Elementary): The AfterSchool 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. The primary theme will be the Green Science kits, and will include: (1) Alternative Energy Kit (exploring solar and wind power), (2) Food from Plants Kit (food comes from plants and that people can grow plants in gardens), (3) Fresh Water Kit (explore the ways we use water in our everyday lives and how they can conserve this limited resource), and (4) Waste Not Kit (learn about where our trash goes, how it decomposes, and how the choices they make can affect the Earth). Additionally, the Kidz Science component of the program will include lessons from the Physical Science Kits, Life Science Kits, and Sunlight Science Kits.

Frequency: Weekly, 50 Minutes (PBL). Ratio: 1:10 Certified Teachers - Grades 3-5

TV Woodmont WCS- Both elementary and middle school students will experience a mock news production center. Activities such as using a teleprompter (reading), developing concepts and writing scripts, public speaking, current events and science (weather) will be offered in this component. Additionally technology with audio and video equipment will be used. Lastly, graphic

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

design integration with adobe graphic design products will be integrated in this section. The news club will focus on reading current events and building concept themes around them. Elementary students will focus on print journalism (e.g., writing stories, taking pictures, and developing a pseudo-newspaper for the program), while middle school students will focus on video journalism (e.g., video recording and editing, broadcasting weather, etc.). The activities support ELA and science, career exploration, art education, and improving dedication. *Frequency: Twice Weekly, 50 Minutes (PBL). Ratio: 1:10 Certified Teachers. - Grade 3-8*

College, Careers & Business: This component will be offered to both elementary and middle grade participants. The lower grades (3-5) will participate in a Talent Search Club in which items such as careers, talents, and leadership will be introduced. The upper grades (6-8) will undergo college readiness, career interest curriculum, aptitudes, learning style inventories; as well as, financial literacy utilizing the Financial Fitness for Life Curriculum and book sets. During the summer program, middle grade students will take field trips to local colleges and universities. Lastly, high school selection will be intertwined to learn about available magnet/choice programs and to prepare for high school transition. *Frequency: Weekly, 30 minutes (Grades 3-5); 50 Minutes (Grades 6-8) Ratio: 1:20 Certified Teachers*

Expressive Literary Arts: This component will be offered to both elementary and middle grade participants. A large portion of students and teachers requested drama, music and art projects within the 21st CCLC program. To integrate these popular themes, the program has developed an expressive arts component which will merge English language arts with creative arts. Activities in this component will include ethnic arts (historical perspectives to African American and Latin American art) with projects such as carnival masks, clay, and painting in conjunction with reading exercises. Additionally, a focus on the dramatic arts, particularly in rap/poetry and small impromptu play making will be offered. This segment will expand creative writing skills and concept development. Lastly, students expressed interest in music sessions (bringing their own

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

instruments) and sharing with the younger students in open music sessions *Frequency: Weekly, 30 minutes (Grades 3-5); 50 Minutes (Grades 6-8) Ratio: 1:20 Certified Teachers*

Physical Education & Health: The 21st CCLC program will use the outside fitness area, extra-large classrooms and sports equipment (soccer balls, basket balls) at the school. Elementary students will participate each day, while middle school students will engage in fitness activities at least two times per week. Elementary students will use curriculum-based physical fitness activities developmentally appropriate to their ages such as Spark's gym kits. Woodmont already has events surrounding a walking club and this feature will be intertwined in the program. Students also requested the ability to do dance in the program, which will be incorporated as one of the physical fitness activities. The Tampa Bay YMCA will do workshops for the students on fitness, functional motion, and BMI assessments. Workshops on healthy eating and a garden will be part of this component. *Frequency: (grades 3-5) Daily, 30 Minutes. (Grades 6-8) 2 X Week, 50 minutes. Ratio: 1:20 Certified Teachers - Grade Levels: 3-8*

Scientifically Based Research and Standards: All proposed activities use research-based, professionally-developed curricula. Materials and kits in this program are nationally recognized and supported by the SEDL, an affiliate of American Institutes for Research, a nonprofit education research, development, and dissemination organization that oversees the National Center for Quality Afterschool. The program is creative, innovative and academically challenging involving an inquiry-based learning model and student led projects (project based learning). Combining enriching activities with academics will lend to positive outcomes. Best practices recommend a combination of stimulating enrichment activities and materials to accompany core academic out of school instruction (Institute of Education Sciences, Structuring OST, 2009).

Day in The Afterschool Program: Elementary and middle school students at Woodmont attend school until 3:15 pm. The afterschool program will operate M-F from 3:20 to 6:00 pm, for approximately 2 hours and 40 minutes per day, adhering to the 12 hour minimum requirements. The program begins at 3:20pm with students receiving their afternoon snack – a USDA approved

Woodmont Charter School
2016-2017 21 Century Community Learning Center Proposal

snack supported by the school. An estimated 15 minutes is allotted for snack. Following snack students will rotate to classrooms (based on grade) to complete homework or to participate in book reading/computer based academic programs for 30 minutes. Following homework students will rotate into program components such as technology (robotics, coding, and computers), KidzScience, news center, and global innovations etc. Following this academic enrichment component elementary students will participate in physical exercise daily (30 minutes) and spend the remainder of the day (30 minutes) in expressive arts (rap, poetry, art culture, drama) or early career, aptitude and leadership segments. For middle school students, their last rotation will have extended time with options of physical exercise, college & careers, nutrition, expressive arts (rap, poetry, art culture) etc. depending on the daily schedule. Dismissal is promptly at 6:00 pm.

Day in The Summer Program: The 21st CCLC will provide a 6 week summer program from 8:00 am to 2pm (Monday through Friday). All students will experience an engaging summer program with programming that begins at 8:00am with a healthy breakfast. At 8:20, the students will rotate through two project-based learning and academic activities, with a focus on disguised learning through hands-on and informal STEM and reading. The morning will be focused on academics with a 1:10 certified teacher ratio, followed by lunch. In the afternoon enrichment activities will be offered and students are placed into groups of 20 with a certified teacher ratio of 1:20. Activities such as physical exercise, creative arts, drama etc. will be offered in the afternoon. Field trips to academically enriching establishments such as science museums and local colleges will be intertwined. Additionally, academically oriented workshops with vendors such as theatre, science on wheels, YMCA will occur on the school campus.

5.6.d -- Adult Family Member Program Activities: It is the goal of the program that we serve our parents in a manner which is engaging and enticing. The program will provide a comfortable environment for parents, promoting camaraderie, and valuable resources to help the parents. Several items have been suggested by the parents either through surveys, meetings or conversations. The academic year will begin with a 21st CCLC Parent's Night to "kick-off" the

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

program. The program will provide 6 events per year. All parent materials will be provided in other languages, as needed. The Program Director will oversee activities for family members and their students, with opportunities provided to learn valuable skills together, with common themes including children's education (book reading), financial literacy, college/careers and physical fitness. In particular, families have inquired about physical fitness opportunities such as walking club challenges (with children) and nutritional cooking. Additionally, families have inquired about the Financial Fitness for Life program and the 21st CCLC program will offer workshops using their materials for students and parents. Speakers and resources to help parents will be provided such as learning about college opportunities for their children, including how to look for and apply to colleges, financial aid, student loan information, and helping their children to succeed. Other activities and speakers will include home ownership, help with free tax returns, ESOL information on free classes, internet safety and medical/healthcare resources. Parents will be encouraged to consistently attend and participate in parent activities through 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 teacher-to-student ratio will be 1:10 in academic activities and no more than 1:20 within enrichment activities. The program director will maintain safety and security, communicate with parents, and relieve teachers if needed. The School's principal will recruit 21st CCLC staff from the current pool of teachers and staff already employed at the school, each of whom are qualified, trained, and experienced in working with the targeted populations. For some aspects of the proposed projects, additional staff may be recruited from other schools and community businesses (e.g., engineers). All 21st CCLC staff will have qualifications verified to provide the activities for which they are hired. Each teacher will be certified by FLDOE, thus ensuring high quality academic programming. The program director will also be a certified teacher, thus helping with development of curriculum and projects. The director, teachers, instructors, and contractors must pass a FBI Level 2 background screening. In addition, all

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

instructors and contractors must demonstrate strong expertise in activities provided (e.g., engineer). Administrative duties will be provided by the school, including the bookkeeper, data clerk, and support staff.

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 will ensure all trainings are complete. 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 Kick-Off Meeting (program director and lead teacher); and (4) The 21st CCLC program at Woodmont will use the Afterschool Training Tool Kit (SEDL) and other nationally recognized web tools such as the Afterschool Alliance.

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 school has a large playground, sports area, basketball courts, soccer field, art room, cafeteria, computer labs, music room, and indoor classroom for gym. 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 provide services to over 729 students, such that there is ample space to serve 120 students in the 21st CCLC program. As required by law (402.305(5), F.S.), the school follows standards set forth 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 those

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

of the ADA Accessibility Guidelines. The school principal has agreed to allow the 21st CCLC program to use any part of the school facility at no cost, including the cafeteria, individual classrooms, a storage room for 21st CCLC, fully equipped computer lab, playground, art room and conference areas..

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 are escorted to their assigned 21st CCLC room where attendance will be taken. Free range transitions will not be 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, to be 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.

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. Parents will pick up students in the 21st CCLC during fall and winter time changes. Additionally, 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. Busses will be provided for off-site educational experiences, with parents

Woodmont Charter School
2016-2017 21st Century Community Learning Center Proposal

signing permission slips and providing emergency information. 21st CCLC chaperones are responsible for enforcing off-site rules, such as: staying in seats, keeping hands and belongings 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.

5.6.h – Dissemination Plan

Woodmont Charter School 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. The website will include six 'major' pages for 21st CCLC: (1) 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, or when new items are available (please see Section 5.5a). 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. The students and faculty helping design this project indicated a desire to have **student-produced** projects (television journalism shows in middle school and written newspapers in elementary), which will be displayed at the school and, when possible, sent home with students and made available to all stakeholders.