

### 5.1 - Project Abstract or Summary (Fixed Requirement – 129 Words)

The PINES Future Citizens 21<sup>st</sup> CCLC program provides academic and personal enrichment to 150 students in kindergarten through 8<sup>th</sup> grade attending RCS at PINES, a public charter school in Broward County. The overall goals are to (1) improve academic achievement in reading, math, and 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 desire to pursue college and career; and (6) improve parenting skills and literacy among adult family members. The activities provided are heavily focused on science, engineering, and mathematics – with integrated reading and writing to support academic achievement. Students will also engage in homework help, nutrition and physical education, performing arts, and several environmental projects.

### 5.2 – Needs Assessment (7 Points)

**Strategies and Data Used:** RCS at PINES worked closely with Charter Schools USA (CSUSA) to conduct a **comprehensive needs assessment** using the most recent data from reliable sources (e.g., US Census, FLDOE, NCES), as well as surveys & meetings with students, parents, and school staff. Several meetings were held with the principal, administrators, teachers, and grant development staff at CSUSA (management organization). While school personnel were provided an overview of the 21<sup>st</sup> CCLC program and operational requirements, they were not provided specific ideas during the initial meetings. Rather, they were asked to work with students and parents to identify the gaps in the school day and develop high-interest and engaging ideas for projects to ‘fill the gaps.’ Meetings began in November 2015, with the post-release planning meeting held January 22, 2016, and follow-up meetings held in the months following. Ultimately, school administrators, partners, & potential participants unanimously agreed that the 21<sup>st</sup> CCLC program would help address several unmet needs, and proposed activities towards this end.

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***Involvement of Community and Private Schools:*** The program identified 16 private schools within five miles of RCS at PINES. Private schools are oftentimes hard to get involved with public charter school programs, as they may see charter schools as competition. However, the school engaged in best practice methods to involve private schools in the design of the program. For instance, in the first week of February, the school principal provided individualized letters to the surrounding private schools informing them of the grant application and requesting any feedback on or interest in the planned program. Unfortunately, no private schools responded to the attempts at contacting them. Other important community members, such as the parents of students, were actively engaged for feedback and ideas in developing the program elements.

***Consideration of Stakeholder Viewpoints:*** RCS at PINES worked closely with existing community partners to develop an initial plan, providing briefings about 21<sup>st</sup> CCLC, potential objectives, and activities. These items were shared with partners and stakeholders, including students, parents, and teachers. All those interested were provided opportunities to provide feedback and/or suggest different objectives and activities. ***Teachers*** reported an overwhelming need for academic enrichment in science and math, homework support, college and career prep, service learning, and art. ***Parents*** expressed interest in an afterschool program with academic components. ***Students*** surveyed agreed they would be interested in an afterschool program with project-based activities. The most popular topics requested by students were video production, robotics and technology, inventions, forensic science, dance, cooking, sports, and arts. These align with the teacher's ideas for the program, and most are included in the project activities proposed in the application. The viewpoints shaped the final design, such as including lower grades, adding 'upcycling', expanding drama, and redesigning adult services. The principal was actively engaged and directly oversaw the development of the project.

***Community Needs:*** According to the U.S. Census (2015), the population of the community surrounding Renaissance Charter School at PINES (164,262) has significantly increased since

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2000 (6.9%). This has exacerbated the devastating effects of **poverty**, with declining budgets and fewer resources per family. Low per capita income (\$28,398) is underscored with 7.3% of all families with children living in poverty, and 14.6% of female-headed households living in poverty (Census, 2015). Moreover, RCS at PINES targets those students and families with the greatest need for wraparound educational services, with 70.9% of the student body living in economically disadvantaged homes and qualified for free or reduced price lunch (FLDOE, 2016). In addition, according to the most current Florida Behavioral Risk Factor Surveillance System (Fl. Dept. Health, 2013), the surrounding county has disturbingly high **obesity** rates, with 25.8% of the population obese and 54.4% **physically inactive** or ‘insufficiently active.’ High poverty is further compounded by rising **unemployment**, increasing to from 5.1% in 2010 to 6.5% in 2015 – this while Florida rates have dropped from 11.2% to 5.0% in the same period (USDOL, 2016).

**Needs of Working Families:** Students and families served by RCS at PINES are primarily composed of young working families - nearly 20% of families are **single-parent households** (Census, 2016). Even when home, many parents may lack the tools to assist with homework and academics due to **low educational attainment** – with 15.4% of young adults not completing high school, 44.1% not completing college, and only 7.2% completing a Bachelor’s Degree (Census, 2016). The 21<sup>st</sup> CCLC program will support working families by providing academic support and a “safe place” when students might be home alone afterschool and during the summer.

**Target Population:** A total of 150 students in kindergarten through 8th grades at RCS at PINES will be served in 21<sup>st</sup> CCLC. The school has an enrollment of 1,271 students, with 44.4% African American / Black; 44.4% Hispanic; and 7.0% White. In addition, 6.6% have been identified with a special need or disability, and 15.7% are identified as English Language Learners.

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**Student Academic Needs:** The *National Assessment of Educational Progress* (NCES, 2011) found that only 16% of low-income students are proficient in reading and math, compared with 44% of students above poverty. Impoverished students were also twice as likely to repeat a grade, be expelled, be suspended, or drop out of school entirely. With a disproportionately low-income and “at-risk” population, it is not surprising that RCS at PINES has experienced challenges in academic achievement. In 2015, performance on statewide assessments (i.e., FCAT and FSA) showed only 32% of students as proficient in science, 37% proficient in reading, and 36% proficient in math - not uncommon for first year charter schools. To better tailor interventions, the school utilizes interim ‘Measures of Academic Progress’ (MAP) from the Northwest Evaluation Association (NWEA). Thus far in 2016, the school has administered two MAP assessments, with the diagnostic showing a 60% proficiency rate in reading and a 49% proficiency in math. This is certainly an impressive improvement from the prior year, but is still far lower than desired.

**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 were discipline, behavior, homework, and spending productive time with children.

**Currently Available Out-Of-School Programing:** As with many, the School 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 afterschool, with a cost of approximately \$1,800 per year. An important question explored when deciding whether there

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was a need for structured afterschool programming was the utilization of the fee-based aftercare program. The needs assessment conducted by the Renaissance Charter School at PINES and Charter Schools USA determined 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 unable to afford even small fees for aftercare.

**Closing the Gaps:** The program is 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) visual and performing arts education to increase creative expression and academic enhancement; and (6) adult services to address educational levels and knowledge of parenting. There are few other out-of-school programs in the area, and none offering this level of support.

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

#### **5.3a – Evaluation Plan**

**External Program Evaluator:** 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. Q-Q Research Consultants has been initially selected as the external evaluator for this project. Q-Q Research will oversee all aspects of program evaluation, including formative, summative, and data reporting. Q-Q Research is a full service-consulting firm with extensive experience in research and program evaluation. As an organization currently engaged in 21st CCLC programs, Q-Q Research is aware of the needs, factors, and service goals for recipients of these services. Currently, Q-Q Research 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.

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**Evaluation Plan (Phase I): Planning:** Q-Q Research provides all materials necessary for an effective evaluation. Q-Q Research meets with 21<sup>st</sup> CCLC staff prior to implementation of the program to discuss project goals and timelines. Q-Q Research works with grantees to develop assessment tools to best capture data to evaluate outcomes. **(Phase II): Implementation:** Q-Q Research will have periodic meetings with RCS at PINES to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results. Q-Q Research meets with the program following data collection and analysis to discuss any recommendations for improved programming identified. In addition to collecting and using quantitative data, Q-Q Research also compiles qualitative data via the facilitation of focus groups with parents and program staff, as well as any other free responses captured on surveys and observational data obtained during site visits. formative and summative reports utilize all quantitative and qualitative data. **(Phase III): Reporting:** Q-Q Research completes a formative report for its grantees in early Fall so that an entire semester does not elapse without some form of evaluation. It is important that programs receive feedback on a regular basis so that interventions or changes can be made in a timely fashion. **(Phase IV): Dissemination:** Q-Q Research also collaborates with 21<sup>st</sup> CCLC grantees on their dissemination plans. In collaboration, Q-Q Research identifies outlets for dissemination and appropriate method for communicating findings for each outlet (e.g., overview/snapshot of findings for website).

**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 (attached). 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)

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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**). Below are the roles of Q-Q Research:

<b>Deliverable</b>	<b>Brief Description</b>
<b>Formative Reports</b>	Q-Q Research will be responsible for the submission of the Formative Evaluation Reports to FDOE. Formative evaluation reports will provide a snapshot of the program’s performance. Q-Q Research will utilize findings from descriptive analysis to determine if any amendments are warranted.
<b>Site Visits &amp; Monitoring</b>	Q-Q Research Supervisors will review the Formative Evaluation Reports and all findings from any site visits with program staff.
<b>Summative Reports</b>	Q-Q Research will be responsible for the submission of the Summative Evaluation Reports to FDOE. Summative reports will provide information on performance for the year. Will include findings from quarterly reports, program monitoring, and focus groups to inform efforts for the coming year.
<b>Create Database</b>	Q-Q Research will develop a database to compile all outcome data, including student-level data (grades, attendance, number of hours in program, etc), parent and student survey data, and focus group data. This database will allow data from a myriad of sources to be merged for analysis.
<b>Data Entry</b>	Q-Q Research will be responsible for entering all data and maintaining the database to ensure compliance with the FDOE Reporting Outcomes. This includes preparing and labeling data files, timely data entry, and data cleaning/preparation of data for formal analysis.
<b>Data Analysis</b>	Descriptive Analysis on program and participant characteristics (e.g. mean GPA, # of student activities, # of parent workshops) Outcome/Goal Analysis

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Deliverable	Brief Description
	will examine change in performance on predetermined outcomes and evaluate progress towards goals (e.g. pre and post test scores). Qualitative Analysis will identify trends in data that will inform program delivery.
<b>Student/ Parent Surveys</b>	Q-Q Research will convert existing student and parent surveys that assess the 21st CCLC Program Evaluation outcomes into scantron documents.
<b>Focus Group Questionnaire</b>	Additionally, a focus group questionnaire will be developed to obtain parents', students' and school staff's feedback regarding the program.
<b>Focus Groups with Parents and Students</b>	Q-Q Research will conduct focus groups with parents and students to obtain feedback regarding the program. Focus groups will provide qualitative data that will inform program's continuous quality improvement efforts.

**Data Collection and Reporting:** The RCS at PINES principal was directly involved in writing this application and has agreed to provide all data to complete all proposed and required 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.

**Use and Dissemination of Evaluation Results:** Distribution 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 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

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individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and will help guide administrators in refining and addressing any identified concerns. In addition, a debriefing will be provided to 21st CCLC staff to engage staff in addressing challenges. Finally, evaluations will be shared with all stakeholders (e.g., administrators, parents, and partners) to share information about the program and encourage feedback. To inform the community, evaluation results will be uploaded to the 21<sup>st</sup> CCLC website.

**5.3b – Measurable Objectives and Assessments**

Measureable objectives and assessments were created using the web-based system required by the FLDOE. A letter from the school principal 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.

**5.4 – Applicant Experience and Capacity (10 Points)**

**Program Administration and Fiscal Management:** This application is submitted by Broward County Public Schools (BCPS) on behalf of RCS at PINES, a school managed by CSUSA. Both BCPS 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 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).

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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. Although a new school, RCS at PINES was audited last year and had no fiscal or operational findings. Overall, at no cost to grant, the 21<sup>st</sup> CCLC program will be fully supported to ensure continued compliance with all federal, state, local, and internal rules and regulations.

**Program Implementation:** Both BCPS and CSUSA have substantial experience operating 21<sup>st</sup> CCLC programs. During 2015-2016, CSUSA has 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. However, not all schools achieve these levels, with lower performing schools receiving substantial support from CSUSA to ensure higher performance. This support includes 21<sup>st</sup> CCLC programming for the most at-risk students, such as those at RCS at PINES. CSUSA currently operates six 21<sup>st</sup> CCLC programs – three in Indiana and three in Florida. These programs have benefited from supports provided by CSUSA, including administrative services mentioned above, curriculum development, recruitment support, and parent resources. In addition to 21<sup>st</sup> CCLC, CSUSA has nearly 20 years of experience providing afterschool, before school, and summer enrichment 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

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program. All six 21<sup>st</sup> CCLC programs have been evaluated and monitored by independent agencies, and they have received no compliance or evaluation findings regarding the operation of the programs.

**Program Evaluations:** RCS at PINES is a public charter school managed by CSUSA and reporting to BCPS, 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 often reported to multiple entities, such that it is well-organized and easily accessible when needed. For instance, NWEA MAP diagnostic data is provided to CSUSA in a format that will enhance reporting the same data to the 21<sup>st</sup> CCLC evaluator and to the FLDOE to support the program. The principal has expressly agreed to provide all necessary data to the 21<sup>st</sup> 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 difficult processes associated with detailed evaluations.

## **5.5 – Partnerships, Collaboration and Sustainability (8 Points)**

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

RCS at PINES was proactive in informing the community about the intent to submit an application for a 21<sup>st</sup> CCLC program. The 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 on February 2, 2016, and included a dedicated email address for the grants department at CSUSA. In addition to posting the notice of intent and inviting feedback and questions, the final application will be uploaded as a protected PDF after submission, thus

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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 from school).

**5.5.a – Program Website**

RCS at PINES enjoys access to outstanding website and graphics designers at CSUSA. The website will be interactive and designed consistent with the school's main website, thus providing a harmonious online experience. Because the school uses 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' pages. 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, 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.

**5.5.b -- Partnerships**

RCS at PINES and CSUSA received support from a number of partners that have and will assist in developing, implementing, and sustaining the program. Although impossible to indicate all partners due to space, following are major partners. The **RCS at PINES** principal has agreed to provide space, administrative resources, data, identification of students and staff, and afterschool snacks and summer meals. **CSUSA** will provide a wide range of administrative and evaluation support (detailed in Prior Experience section). **Broward College** will provide access to the planetarium and arrange visits to the radiology department (for career exploration and alignment with STEM projects). The **Miami Dolphins**, through its youth programs will provide 2

junior training sessions during the program year to promote physical fitness. In addition to these partnerships, the school and CSUSA have invited a number of additional partners to support the STEM and career exploration components, including Pembroke Pines public services (e.g., police, fire, and city offices), local restaurants, Publix, and Home Depot. While the program was not able to obtain letters from these partners specific to the 21<sup>st</sup> CCLC program, these (and many more) are already partnered with the school and efforts will be made to extend their connection to the program.

**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 teachers. 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. The program certainly enjoys several advantages of being a single-site project in a Charter School, particularly in that the school principal and administrators will remain heavily involved in all aspects of program implementation and sustainability.

**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

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(conferences are only for those students with the greatest needs); (5) **Curriculum Maps** 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; and/or (5) **Faculty Meetings** will include a discussion of the 21<sup>st</sup> CCLC program and a request for feedback from faculty and staff in the meeting, when possible.

**School Improvement Plan (SIP):** The 21<sup>st</sup> CCLC program will be added to the SIP. The SIP has several areas where the 21<sup>st</sup> CCLC program will be specifically listed as a supporting program: (1) creating more opportunities for teacher input into the school day and academic supports (such as 21<sup>st</sup> CCLC); (2) improve teacher retention (21<sup>st</sup> CCLC will allow teachers to be creative and teach topics in which they are most interested); (3) development of a tutoring program to allow students to practice skills (21<sup>st</sup> CCLC will be more than a ‘tutoring program’, but will help support this area); and (4) implement programs to improve student behavior (21<sup>st</sup> CCLC will help students see the benefits of education and improve their motivation to stay in school).

**5.5.d – Sustainability**

One of the main purposes of this funding is to create a program that is both high-quality and sustainable after the end of federal funding. Renaissance Charter School at PINES and Charter Schools USA (CSUSA) will work closely with the partner advisory board (discussed above) and implement methods to ensure active partner participation. Both the School and CSUSA have underscored their commitment to continuing this program after federal funding ends with in-kind services and external funding acquisition. Communications have already started within the vast CSUSA network to solicit private and foundation funding to augment and expand the 21st CCLC program during years 3-5, with the School (by way of this application) agreeing to provide any financial assistance necessary to sustain the level of services in years 3-5. In addition, the partner advisory board will be charged with assisting in locating and obtaining additional external funding to sustain the program after the end of the fifth year of operations.

## 5.6 – Program Plan (35 Points)

### 5.6.a – Target students

**Targeted School:** This is a single-site program, with all activities occurring at Renaissance Charter School at PINES, a Title I school nearly 900 students enrolled in 2016. With 70.9% of students eligible for free or reduced price lunch, the school meets all eligibility requirements for the 21<sup>st</sup> CCLC grant application (NCES ID: 120018008297; FLDOE ID: 5710).

**Targeted Students:** A total of 150 students will be served each day in the 21<sup>st</sup> CCLC program, with approximately 100 elementary school students (K-5) and 50 middle school students (6-8). 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 90% of the students coming from the traditionally defined minority groups. It is expected that approximately 7% of the students will be disabled and 16% will be English Language Learners.

**Identification and Enrollment:** Students will be identified by the School 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 have one less, the third having two less, etc. 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 to rolling out based on risk indicators, the program will also first target students in grades 3-8 and, after two weeks, enroll younger students in groups of 10 (to meet staff ratio). In addition, services will be provided to family members of these students to enhance involvement in student education and improve the overall family within which children reside (see adult family member section for detailed activities for parents/adults).

**5.6.b – Recruitment and Retention**

**Recruitment:** The targeted student section discusses the enrollment plan. To some extent, recruitment has already occurred, as students were involved in selecting the activities proposed. Once students are identified for targeted enrollment, the student and/or their adult caregivers will be approached with information about the program and encouragement to attend. For elementary school students, this process will primarily involve the parents and will focus on the academic assistance that will support their student. 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. The name of the program will be 'PINES Future Citizens' to underscore one of the primary programs (competition in the Future Cities program). 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 21<sup>st</sup> CCLC program to the overall school model and encourage their participation in the adult family member services.

**Retention and Participation:** 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 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 them to have their students remain the entire program day. This has proven effective at other 21<sup>st</sup> CCLC sites at CSUSA schools in Florida. In addition, particularly for the older students, the program will focus on hands-on and engaging activities using a project-based learning model – which provides for student voice and

student choice, thus making them part of the ongoing design and implementation of the program. This sense of ownership will be further enhanced by having students sit on the advisory board. Unfortunately, not all students will be motivated to remain in the program, such that the parent agreement and student agreement (MS only) will outline expectations for student attendance and behavior.

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

The 21<sup>st</sup> CCLC program at RCS at PINES is designed to provide high-quality, structured, and education-focused activities. A range of activities were developed to energize students about the learning process. All activities were designed with direct feedback by students, parents, and teachers at RCS at Pines, thus ensuring student and teacher engagement. The program is created to specifically address each identified need: (1) homework help to address academic progress; (2) STEM to address science and math deficiencies; (3) career and college exploration to promote matriculation; (4) nutrition and physical education to address obesity and poor health; (5) visual and performing arts education to increase creative expression and academic enhancement; and (6) adult services to address educational levels and parenting knowledge.

**Homework Help:** The program will provide homework help for at least 20 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). Students reported by teachers to be not completing homework will then have a homework log signed each day by the regular teacher and the 21<sup>st</sup> CCLC teacher. If students have completed all homework, they will be provided leveled readers and books based on the current project themes. *Frequency: Daily, 20+ Minutes. Ratio: 1:10. Grade Levels: K-8*

**Science-Based Service Learning (Middle):** Middle school students expressed interest in hands-on science projects, such as recycling and the environment. As such, through

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incorporating reading, science, and math, students will explore environmental sciences from a service-learning model. The service projects have not been decided, as a critical element is allowing student voice and choice, thus requiring a high degree of flexibility in the program design. However, the program will utilize best-practices in designing the service learning projects from the Buck Institute of Education, ensuring a research-based application of service learning. With a focus on environmental science, environmental engineering, and community service, the students have already identified recycling as one of the primary service projects to start the 21<sup>st</sup> CCLC program. Additional service projects could include reducing energy consumption, water quality, bat houses, butterfly garden, environmental gardening and composting, and green schools. *Frequency: Weekly, 55 Minutes (PBL). Ratio: 1:10. 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). In addition to the green science curriculum, the Kidz Science component of the program will include lessons from the Physical Science Kits, Life Science Kits, and Sunlight Science Kits. Students surveyed while developing this project also expressed interest in forensic science, which is also offered by KidzScience, and will be used if time permits in the Summer. *Frequency: Weekly, 55 Minutes (PBL). Ratio: 1:10. Grade Levels: K-5*

***Robotics and Coding:*** Both elementary and middle school students will explore robotics and coding. The coding component will utilize standards-based and research-based curriculum

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that best fits the needs and desires of the students, in the first weeks of the program, students will be shown several options for coding curriculum (e.g., code.org, Tynker, etc.) and be afforded the opportunity to select the version they would be most interested in pursuing. Holding true to project-based learning, students will have a voice in the selection. As these are web-based, they can be set up quickly. In addition to coding, the program will implement a research-based curriculum for robotics and rollercoasters. The plan is to use the K'Nex Education and Lego educational curriculum and materials, which has multiple curricula for both elementary and middle school grades (Grades 1-4 and Grades 5-12). The curricula are aligned to both Florida Standards in Science and in mathematics. *Frequency: Weekly, 55 Minutes. Ratio: 1:10. Grade Levels: K-8*

***Future City (Engineering):*** This starts with a question: “How can we make the world a better place?” Students imagine, research, design, and build cities of the future that showcase their solution to a citywide sustainability issue. Past topics included stormwater management, urban agriculture, green energy, and waste management. Students present their solutions via a virtual city design (using SimCity); a 1,500-word city description; a scale model; a project plan, and a presentation to judges at Regional Competitions. This cross-curricular program allows students to be engineers - identify problems; brainstorm ideas; design solutions; test, retest and build; and share their results. With the Engineering Design Process at its core, Future City is an engaging way to build 21st century skills. Students will apply math and science concepts to real-world issues; develop writing, public speaking, problem solving, and time management skills; research and propose solutions to engineering challenges; and discover different types of engineering and careers options. *Frequency: Weekly, 55 Minutes (PBL). Ratio: 1:10. Grade Levels: 6-8*

***Engineering Exploration:*** Elementary students will engage in their own activities to learn the engineering design process. Curriculum will include the *Design It!* and *Explore It!* curriculum series, each consisting of introductory science and engineering projects developed by

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Education Development Center (EDC) under the National Science Foundation (NSF). The projects are developed for use afterschool, and each consists of multiple activities which build upon each other around a single design challenge. This allows for learning basic engineering principles (such as troubleshooting and optimization), while promoting problem solving and creativity. Projects will also include such curriculum as Teach Engineering on simple machines. The goal is for students to work in small groups and tie engineering concepts into society, leading them into the Future City curriculum. *Frequency: Weekly, 55 Minutes (PBL). Ratio: 1:10.*  
*Grade Levels: K-5*

**Journalism:** Students and teachers expressed interest in making use of the underutilized TV production room at the school. As such, the program will incorporate both print journalism and video journalism activities. In both instances, the school already has all necessary equipment to provide these activities (e.g., cameras, editing equipment, and a green screen). Although the projects will overlap when possible, 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: Weekly (Q1-2), 40 Minutes. Ratio: 1:20.*  
*Grade Levels: K-8*

**Applied and Performing Arts:** A large portion of students and teachers requested drama and art projects within the 21<sup>st</sup> CCLC program. As such, to address the need for increased creativity and commitment to the educational process, two art education components are included: (1) drama and (2) upcycling for art. The drama component will utilize curriculum kits for all grade levels, with a focus on supporting the proposed ELA, mathematics, and performing arts objectives. The kits will be from Theatre International or Broadway Junior, which provide plays and musicals lasting from 30 minutes (elementary) to 60 minutes (middle school). These drama programs are aligned directly to Florida Standards in reading literature, writing, speaking

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and listening, language, and mathematics. Students that do not wish to participate in drama will enroll in Upcycling for Art. Upcycling is about enhancing the value of materials through recycling and transforming something cheap into something valuable – a valuable social lesson combining art, science, and math. *Frequency: Twice Weekly, 40 Minutes. Ratio: 1:20. Grade Levels: K-8*

**Culinary Arts Integration:** Designed as a ‘cooking club’ to attract student interest, students will be offered an opportunity to learn about nutrition, healthy behaviors, and wellness activities. The school has a fully equipped teaching kitchen, which is underutilized during the school day. Given student interest, the principal agreed to allow full use of the teaching kitchen and all equipment. All culinary arts integration activities will use research-based curriculum and be project-based learning, when possible. Current plans include: (1) students convert recipes by size or various units of measurement; (2) students consider how different cultures store their food and how that affects their meal choices; (3) students consider the chemistry of flavor, texture, and smell - experiment with various ratios to create these aspects in a recipe. *Frequency: Weekly (Q2), 40 Minutes. Ratio: 1:20. Grade Levels: K-8*

**Sports and Physical Education:** The 21<sup>st</sup> CCLC program will use the school’s large gymnasium, outside fitness area, and all equipment present at the school. The program will be able to provide an outstanding sports education component. Elementary students will participate each day, while middle school students will engage in fitness activities at least once per week. The school already has a strong rotation of sports each day, and the afterschool program will extend the lessons from the school day. In this way, the students will learn a new sport every three weeks. Elementary students will also be provided curriculum-based physical fitness activities developmentally appropriate to their ages. Students also requested the ability to do dance in the program, which will be incorporated as one of the physical fitness activities. *Frequency: (K-5) Daily, 30 Minutes. (6-8) Weekly, 40 minutes. Ratio: 1:20. Grade Levels: K-8*

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**Scientifically Based Research and Standards:** All proposed activities use research-based, professionally-developed curricula. In addition, Mayer (2003) demonstrated scaffolding (used in the proposed projects) as an effective strategy to enhance reading and comprehension. Yorks and Follo (1993) found higher student engagement with thematic instruction (as proposed). 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).

**Day in The Afterschool Program:** Elementary and middle school students will experience a slightly different day in the afterschool program. Elementary students end their school day at 3:05pm and are escorted to 21<sup>st</sup> CCLC and sit in their assigned groups. The program begins at 3:10pm for elementary school with students receiving their afternoon snack – a USDA approved snack supported by the school. Students begin homework at this time, and are able to continue homework during the enrichment time at the end of the program. At 3:25, elementary students transition to the gym to engage in their daily physical education component –provided every day. The middle school students are released from regular school at 3:25pm and report to the 21<sup>st</sup> CCLC program no later than 3:30pm for snack and check-in (having the elementary students go to the gym or outside before the middle schoolers are released helps reduce confusion and noise). All students then rotate to their daily project-based learning activity, which rotates throughout the week. All students then transition into the enrichment activities for the last 40 minutes of the program, which includes sports, visual and performing arts, culinary arts, and journalism.

**5.6.d -- Adult Family Member Program Activities**

Ultimately, parental participation is essential to the delivery of the Educational Model and is integral to the success of each student. Services are already an integral part of the RCS at

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PINES, where parental involvement is both commitment and active participation during the planning, program design, and implementation of the school and the 21<sup>st</sup> CCLC program. Parents are encouraged to sign a “parent obligation” agreeing to volunteer at least twenty-hours per year.

RCS at PINE surveyed parents prior to writing this grant to gather feedback on topics and frequency of services. Based on this feedback, the 21<sup>st</sup> CCLC program will provide “Literacy Fairs” every two months for all adults of participating students, with parents required to commit to at least two of the six events provided during the program year. The director will be responsible for all aspects of developing the Literacy Fairs, with teachers and partners providing the instruction on specific topics. Within each event, the program plans to create ‘stations’ to provide parenting skills and adult literacy, wherein adults would rotate through the stations on their own schedule. The stations will include topics chosen by parents, with the first event having topics selected by parents during the design of this proposal. Based on the surveys from parents and teachers, it appears parents want help with everything! Initially, stations will include helping students with homework (differentiated by grade categories); creating quality time with children; meal planning for better nutrition; reading literacy; and educational topics to support students (e.g., reading techniques, math help, Florida Standards, best practices, etc.). Partners will also be involved in assisting with the parent events, such as financial literacy provided by the local bank. The Literacy Fairs will last no more than 60 minutes, based on best practices with adults family members, and will occur approximately once every two months (or more often) for a total of six events per year. 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, in keeping with best practices identified by the Florida

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Afterschool Network. The program director will maintain safety and security, communicate with parents, and relieve teachers if needed. School principals will recruit 21<sup>st</sup> 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 21<sup>st</sup> 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 FBI background screening. In addition, all 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 21<sup>st</sup> CCLC staff will participate in a range of trainings related to academic achievement provided by CSUSA. The PD plan for the 21<sup>st</sup> 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 21<sup>st</sup> CCLC. Meetings will be conducted quarterly to identify priorities in training needs and ensure PD activities are completed. The 21<sup>st</sup> 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 21<sup>st</sup> CCLC Kick-Off Meeting (program director and lead teacher); and (4) KidzScience Virtual Training and

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webinars (program director and all teachers). Information will be disseminated during follow-up trainings for all staff.

**5.6.f – Program Center(s)**

The 21<sup>st</sup> 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 provide services to over 1,500 students, such that there is ample space to serve 150 students in the 21<sup>st</sup> CCLC program. The school is designed as a single-story, single-building facility to enhance student safety and security, while also ensuring accessibility to students and parents of all abilities. 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 of the ADA Accessibility Guidelines. The school principal has agreed to allow the 21<sup>st</sup> CCLC program to use any part of the school facility at no cost, including the cafeteria, individual classrooms, a storage room for 21<sup>st</sup> CCLC, fully equipped computer lab, teaching kitchen, media production room, a fitness room, and the indoor gymnasium. Being an inner city school, the outdoor space is somewhat limited, but fully sufficient for all proposed 21<sup>st</sup> 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 are escorted to their assigned 21<sup>st</sup> CCLC room where attendance will be taken. Transitions between activities will be supervised by 21<sup>st</sup> 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

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will also be required to walk in 'rough lines' because of the limited staffing on site afterschool, such that '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 21<sup>st</sup> 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. Busses will be provided for off-site educational experiences, with parents signing permission slips and providing emergency information. 21<sup>st</sup> 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. 21<sup>st</sup> 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**

Renaissance Charter School at PINES will disseminate understandable and accessible information about 21st CCLC, such as the location of services, proposed activities, and

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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 21<sup>st</sup> CCLC: (1) contact information, (2) approved application, (3) operations, (4) schedules / activities, (5) project demonstration; and (2) 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 "21<sup>st</sup> CCLC Announcement Board," where families can read about monthly activities, view special events, and see photos and projects created in the program. The students and faculty helping design this project indicated a desire to have **student-produced** journalism projects (television journalism shows in middle school and written newspapers in elementary), which will be displayed at the school. The journalism projects will revolve around information on projects and activities, with some faculty-assisted elements on progress towards objectives. Most materials will be translated into Spanish.