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Monterey Bay Charter School; A school worth investing in!

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Author Note

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Abstract

Charter schools as a whole are exceptionally underfunded causing a recurring challenge faced by these institutions. Despite receiving yearly support from the state due to cuts in education and increasing costs in the state, many charter schools are left insufficiently funded. Most charter schools in California are categorized as a Basic Aid district and funded by the State of California depending on the Average Daily Attendance (CDE, 2016). Monterey Bay Charter School (MBCS) is a nonprofit, tuition-free, public charter school that strives for diversity and accessibility. MBCS was founded in 1998 by teachers and parents who were inspired by the innovative Waldorf model of education. Monterey Bay Charter School has been educating and inspiring students through alternative teaching methods to further help students learn (MBCS, 2017). The school's mission is to, 'Inspire joyful learning and courageous living', in their students through their faculty (MBCS, 2017). The school's budget is supplemented with grants, fundraising as well as donations to fill the gap where the state falls short. A video commercial was developed to showcase Monterey Bay Charter School and its unique programs. To further establish its presence in Monterey County and bring awareness to their need for funds. The school is currently running off of a paper based system that causes delays in day to day operation from student attendance to lesson readiness. The school is also now required by the state of California to have student computers for standardized testing by mid-year of 2018. By utilizing the commercial with a link to a GoFundMe account, the goal is to raise funds for staff/ student computers and awareness of Monterey Bay Charter School in Monterey.

Keywords: Charter School, Waldorf, education, fundraising, community awareness

I . Agency & Community Served

The Monterey Bay Charter school (MBCS) is a nonprofit public charter school that strives for diversity and accessibility (G. Garland, personal communication, February 22 2017). MBCS was founded in 1998 by teachers and parents who were inspired by the innovative Waldorf model of education. Waldorf Education is an educational model that is based in the teaching and principles that of artist and scientist; Rudolf Steiner, to not only understand human development but to address the needs of each individual child (AWSNA, 2017).

As an independent institution, MBCS rents locations to conduct classes and activities. Starting out the school began with one kindergarten class in Monterey while first through sixth grade were located in Marina before moving again to Seaside. At that time the Monterey Bay Charter School was named the San Lorenzo Valley Unified School District until 2005, subsequently also removing their homeschooling component that was being offered (MBCS, 2017). As of 2001; the school moved one final time to their current location in Pacific Grove at a former elementary school campus. The school was later awarded its first autonomous charter status by the Board of the Monterey County of Education in 2006. In 2007; the school expanded exponentially, beyond what space that was available in Pacific grove that two kindergarten classes were moved to Seaside. Leading to the school's aspiration for a bigger school in the Seaside/Marina area to address their growth and goal of being a diverse and accessible campus (MBCS, 2017).

The Monterey Bay Charter school's mission is to, 'Inspire joyful learning and courageous living', in their students through their faculty (MBCS, 2017). Their vision statement further articulates that the school's strategic and effective Waldorf inspired public charter school education reflects the diversity of the community in which they are in and the core values they

represent. The school's core values being; Community, Children, Creativity, Communication and Integrity, a standard that is maintained by their faculty members. Community; MBCS views itself as a community that is inspired by the Waldorf Education Model, that as each individual learns from one another and collaborates to make a positive impact on not only their students now but for future generations to come. Children; MBCS values teaching children in a developmentally appropriate way, through creative and innovative learning that leads them to a sense of wholeness. With their belief that a healthy childhood creates a connection to the natural world and humanity, that allows the capacity for compassion, growth and courage (MBCS, 2017). Creativity; MBCS actively promotes all creative expression. They strive to educate their students to develop as adults who use their creativity to recognize and solve issues of the global community. Communication; MBCS focuses on the importance of communication and respects the rights of others as well as accepts diverse perspective of all communities. They stress their belief in compassionate, honest and open listening and speaking. Integrity; MBCS defines integrity as their ability as Waldorf based education professionals to apply and live by the previous four values. Stating that these values were formed by the founding faculty to promote compassionate actions that can be put forth to not only MBCS' community but the global community (MBCS, 2017).

II. Problem, Issue and Need

Lack of substantial funds do not meet Monterey Bay Charter School's demand.

What makes Monterey Bay Charter School special is that there is no tuition required for the unique lessons, electives and activities that all MBCS students have access to. Yet this also causes an issue for funding due to the school being characterized as a 'Basic Aid District', receiving less funds as a charter school compared to other public schools in the state

(CDE,2016). Charter schools receive the least amount of ADA funding from the State compared to that of regular public schools (CDE, 2017). The ADA is calculated by dividing the number of days of student attendance by the number of days of school taught during the same period. A student with perfect attendance generates up to \$6,500 according to the State ADA revenue for the school, if student attendance drops for any reason, revenue drops accordingly (CDE, 2017).

The school's budget is supplemented with grants, fundraising as well as donations to fill the gap where the state falls short. The advantage of this funding is the school has been recognized by the state as a valid public school standing and is receiving funds. The challenges of this being, as stated previously; that because MBCS is a charter school they receive the least amount of funding. Currently the school functions through a paper based system that causes delays; such as attendance recording and lack of technology throughout the campus. MBCS is also now required to have student access computers for California Standardized Testing by 2018.

Causes

State Funding

According to California State law, charter schools should be provided with equal operational funding to that of an identical school district serving similar pupils, reality leaves a different perspective with large gaps of funding existing between traditional public schools and that of public charter schools.

Charter schools receive less funding compared to an average public school. School districts of non-charter status received their funding through 'categorical funds' from the state while charter schools receive 'block grants'. Block grants provide charter schools with funds in which they can spend for a wide variety of purposes, however a block grant provides \$125 less per student than that of the state average. Furthermore, charter schools cannot have access to any

reimbursements for activities that are mandated by the state, unlike their school district counterparts. Charter schools are also excluded from funds that traditional money school districts can raise from school bonds or parcel taxes (CCSA,2017). In January 2012, the California Legislative Analyst Office (LAO), published a report that confirmed inequality of funding for at least 7% of categorical funding or \$395 of funds lost per students (LAO, 2012). The study states that the funding gap is due to the K-3 class size reduction (CSR) in 2008-09. The state blocked any new schools or additional classrooms from participating. Because of the rapid growth of new charter schools in California, only 49% of total K-3 students participated whereas 95% of traditional schools. This resulted in an additional \$721 loss of funding per pupil for new charter schools (LAO, 2012).

Another challenge charter schools face is the state's strategy to deal with declining revenues for schools by deferring payments of funding to charters beyond the allotted payment schedule that is required by law. Due to this strategy, the deferred funds create a large cash deficit leaving schools without proper funding (CCSA, 2017). Non-charter schools have access to affordable public lending options to help through deferred state funds periods and uphold school standards, unlike their charter school counterparts who do not have access to short-term borrowing tools (CCSA, 2017).

Basic Aid District

Since 1972, California school districts have received general purpose funds such as 'revenue limit' which is a mix of local property taxes and state aid, which are awarded to traditional schools. Whereas Monterey Bay Charter School (MBCS) and other districts are known as, 'basic aid' or 'excessive tax', they receive funds from their revenue limit entirely through property taxes and receive no general purpose state aid (Weston, 2013).

Revenue limit funding is composed of the majority of the school's financing, providing funds for standard school operations such as instructor's salaries. The revenue limit is a per pupil funding level for each individual school district based on past spending levels and patterns (Weston, 2013). **See Appendix A for chart.** Although basic aid districts are dispersed throughout California, they are more commonly concentrated along the northern coast and eastern border of the state. About 40% of all basic aid school districts (1/3) are based in the San Francisco Bay Area, 30% are located along the coast south of the Bay Area, and the remaining 30% are located in inland counties (Weston, 2013). Sixty-three percent of basic aid districts are elementary school serving students from kindergarten to eighth grade.

School Growth

As of the school year 2016-2017, 388 students from grades kindergarten to eighth are attending Monterey Bay Charter school (MBCS) compared to the starting out number of about 100 students in 2001. A unique aspect of MBCS is the teacher-student relationship that is built as students move on to other grade levels with their original instructor starting in kindergarten to further on in eighth grade. As each class progresses on to the next grade a new kindergarten class is established to begin the process again. Currently the school introduces three new kindergarten classes at the beginning of each new school year to further expand school growth and diversity. As many charter schools, MBCS has an annual lottery (random drawing) of student applications to the school (MBCS, 2017). California state law requires that charter schools to be open to all students, regardless of ethnicity, national origin, gender, gender identity/ expression or disability. This same law also requires charter schools to use the tool of a public random drawing to select students if local demand exceeds the school's capacity (NAPCS, 2017). MBCS' current 388 students are made up of three kindergarten classes, two first 2nd, 3rd, and 4th grades as well as one 5th

, 6th, 7th and 8th grades. Presently MBC's waiting lists vary from 35-260 student applications for each grade each year (MBCS, 2017). MBCS is anticipating their number to continuously grow in the year to come with a predicted 414 students in the school year 2017-18 and 480 in 2018-19.

Consequences

High Demand

As the success of charter schools spread throughout the U.S., more parents seek out charter schools to enroll their children in hopes of giving them the best education that they can provide. With this move in the right direction for the acceptance of charter schools, there is also a challenge for these schools that are unable to meet the growing demand. Over 1 million names are on charter school waitlists, an overall 186% increase since 2008 (Rees, 2015). Waitlists across the nation range in the thousands; such as Houston's 35,000, 68,000 in LA, and 18,500 in Washington D.C. mirror the public demand for public charter schools. Waitlists in charter schools don't reflect the institutions as a whole but rather the strong reputations of quality of each individual school. However different policies at all level of government regarding charter schools that restrict funding and prevent expansions of current charter schools as well as the opening of new ones (Rees, 2015). **See Appendix B for chart.**

Removal of creative programs

For the average public school; many were forced due to budget cuts from the state, to reduce teaching staff and the removal of classes outside of state core curriculum such as music and art. Charter school's face the same challenges by receiving less funding per pupil from the state (NAPCS, 2017). With the independence of charter schools compared to traditional schooling teachers and staff are allowed to use new and inventive teaching methods and activities, to higher the standard of public education. Charter school instructors are able to focus

on improving each individual student's success in their education. The ability to give teachers new and affective model of teaching contrast in comparison to public school teaching, by incorporating different ways to learn (NAPCS, 2017). Charter schools emphasize on the importance of multi-age programs to introduce new and innovative ways to make learning new subjects/lessons easier to understand each concept. Across the United States, public charter schools are creating a wide range of innovative programs such as, advanced placement, foreign languages, science technology, extended learning time and other multi-age programs, to improve public learning (NAPCS, 2017). In Monterey Bay Charter School (MBCS); their unique Waldorf model of education incorporates new subject lessons through storytelling, painting, drawing, and reading. An average class is composed of a main lesson taught by the class teacher, furthermore special programs fill out the remainder of the day with hand working skills, Spanish, music/singing, and fine arts (MBCS, 2017). All remaining funds from state aid after the schools direct funding needs are put towards these 'special programs', because they are what make the school different from public schools. An example of negative effects of the removal of programs is the Marshall academy in the district of Columbia of Virginia state. President-elect Donald Trump, proposed an overall increase funds towards charter schools but as many of his campaign promises it may not be what is seems (Klein, 2017). This is solely due to the passes Every Student Succeeds Act; that focuses on the using Title II funds towards replicating high performing charter schools. If approved these funds would only go towards new charter schools rather than the already existing high performing charter schools. Marshall academy is a D.C. charter school that dedicated itself to preparing students for legal careers and receive \$285,000 from Title II funding. The school offers special programs to prepare students to acclimate to high school prior to attending, trips to local law firms, teacher-student tutoring as well as pay for more

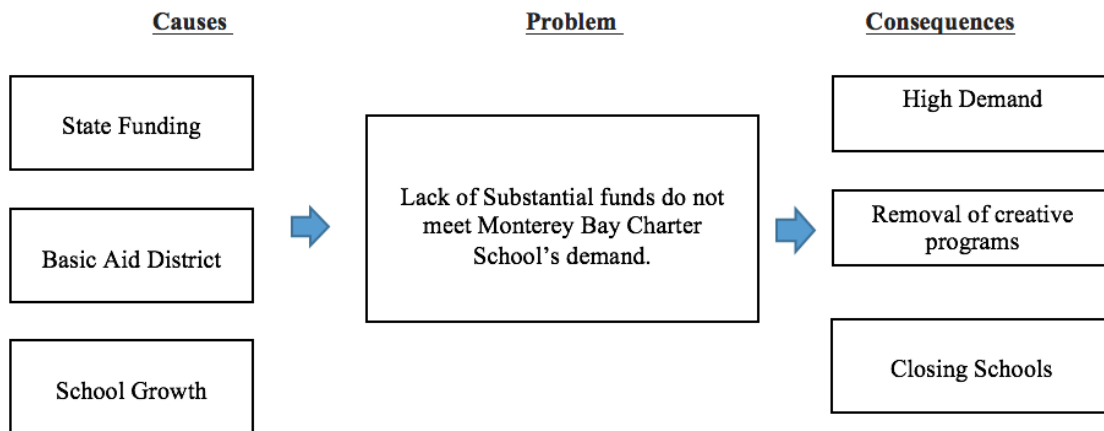
than two dozen after school clubs (Klein, 2017). If the act were to be approved by congress, the removal of already insufficient funds will force charter school like Marshall academy to prioritize school funds and removal of programs that would be seen as ‘extra spending’.

Closing Schools

Research continuously indicates that the primary reason for closing of many public charter schools are related to inequitable funding and financial deficiencies. A conclusive national percentage of charter school closures in 2011 due to financial reasons in the U.S. was 41.7% (Consoletti, 2011). According to the Center for Education Reform (2011); compared to charter schools, their traditional counterparts stay open regardless of financial difficulties. Unlike traditional schools, charter schools only receive 68% of funding according to the 2010 Annual Survey of America’s Charter Schools (Consoletti, 2011). Charter schools are forced to abide by the weak funding laws; that put them in financial distress and close their schools. In 2011, 37% of Golden State public charter schools were closed for financial reasons (Consoletti, 2011). As of the 2015-16 academic school year, more than 400 new charter public schools were opened in the United States alone. In addition to the previous year, the nation’s number of charter schools increased to 6,800 with an estimated 2.9 million American students enrolled throughout the country (NAPCS, 2017). In the past 15 years, charter school enrollment has increased six times, with an estimated 9% growth in 2014. Out of an estimated number of 6,825 operating charter schools about 60% are classified as independent schools. **See Appendix C for chart.** California is the state with the highest number of new charter school with 80 in 2016-16 and 36,00 additional students. With the increase of new charter school opening every year 272 ceased operation in 2016 (NAPCS, 2017). Charter school close for many reason; low enrollment, low academic performance and most commonly financial concerns. Each charter school is given the

opportunity for freedom in the classroom, while staying accountable for improving student achievement. Evidence provided from charter school closures suggest the accountability of the charter school model being upheld. The states with the largest amount of public charter school closures in 2016 are Florida (35), California (32), Arizona (30), Texas (15), and Wisconsin (14). Out of the 272-closed charter school, 53% were classified as independent (NAPCS, 2017). The data repeatedly shows the standard that is being held accountable; but the lack of financial equality and struggle to find suitable funds; afflict schools throughout the nation. Public charter schools consciously struggle with budgeting problems resulting from involuntary causes such as insufficient funds and costs exceeding project revenues. Many charters voluntarily close within financial issues become overwhelming.

Problem Model



III. Capstone Project description and Justification

By using the platform of social media and GoFundMe, the project was able to both inform the public (Monterey County) of Monterey Bay Charter School's presence in the community and also address its need for funds. The commercial highlighted the school's extraordinary approach to teaching and learning through the explanation of their model of

Waldorf education. Instructors, administrative staff and students participated in interviews to show their perspective in learning, classroom activities and their opinion of the school itself. The video also showcased its classroom lessons, electives and programs to give viewers insight to how the school operates as a whole. This gave the school an opportunity to show the public what Monterey Bay Charter represents, as well as remove the generalized stigma towards charter schools that viewers may have. The goal and purpose of this project was for commercial viewers and possible donors to become interested and invested in the school. Utilizing GoFundMe to collect donations by attaching it to the video on the campaign page also allowed the school to further explain its urgent need for funds for computers.

Project Implementation

The first steps towards implementation started with the finding and hiring of a local cinematographer to help film and edit the commercial. Michael Williams, a film student from California State University of Monterey Bay agreed to work on the commercial for a fee as well as bring his own filming equipment. Implementation began with filming on October 2nd after parent permission slips were signed and returned **see Appendix D**. Students from three class grades of; 3rd, 5th and 8th were selected as the main participants of the video and were recorded during elective classes for one on one short interviews. Ten students from each class who were most likely to talk in front of the camera while recording were selected out of the average class size of 25 students. Prior to the start of filming, separate questionnaires were developed for students and staff **see Appendix E & F**. Student questionnaires began with ice

breaker questions in hopes of getting each student comfortable answering then followed by opinionated enquires of everyday school life at Monterey Bay Charter School. Staff and instructors who also participated were asked about the school's core values and to explain the Waldorf education model to possible viewers as well as their opinions of what made this school special. Additional to the interviews, instructors were asked what they wanted the video to entail and what was an important message they wanted to convey to the public. The project also included directing of all filming and interviews with both students and staff. The GoFundMe page was created on October 27th and launched after administrative approval from the school.

Obstacles and/or unexpected circumstances

Originally, Gabriela Mendoza was the cinematographer who agreed to film and edit the video but had to step away from the project due to the new given timeline conflicting with her own Capstone Project. This created a large issue, and the entire idea of a commercial almost stayed an idea and the project was to be rewritten as a whole.

Thankfully, a new cinematographer, Michael Williams stepped in and developed the commercial aspect of the project with direction and guidance of what the goal of the video was.

Further challenges that were faced was the lack of a microphone to record clear interviews and filming for the commercial. A mic was unable to be obtained due to the limited access, Mr. Williams was unable to obtain, leading to some low volume interviews in the final cut of the commercial.

IV. Project Outcomes & Results

Initially the effectiveness of the project was to be measured by the dollar amount raised

for the school's computer fund; with the goal being \$3,000. To receive the most funds, the GoFundMe page will be up until mid-December and will be continuously shared to meet the set goal. The anticipated outcome in the fundraising aspect of the project was to raise the \$3,000 as a startup fund for computers so that the school can further build up donations for technology on campus. The school anticipated a positive response from the community to the video and may even surpass the goal, in which would have possibly lead to a further deadline (January 2018) for the closure of the campaign. In reality due to a limited amount of shared posts of the video and GoFundMe Campaign; only \$185 were raised, far below that of the set goal by Mid November (2017). The commercial's efficiency was calculated by the number of views the video received, to determine the range the school's recognition in the community and if new community awareness towards the school is recognized in Monterey County. By middle of November, a month since the commercial was posted, it received an average of 300 views.

To further evaluate the success of the project, Monterey Bay Charter School's entire staff watched the commercial and fill out surveys to give feedback during a faculty meeting. The survey contained a scale rating from a 1 to 5, one being the lowest and five being the highest, to determine what was great about the commercial and what needed to be improved on. Questions on the survey ranged from overall presentation, video length, and if it captures what they want the public to know about their school. There was also a comment section for staff to write their thoughts about the video and any constructive criticism that could further develop the commercial in the possible future **see Appendix G**. After the surveys were collected and analyzed, a strong positive response from a majority a staff expressed their approval of the video

and the hope for another in the future. Suggestions to add more footage of electives and different activities as well as more student interviews were noted.

Strengths/ Success:

The biggest success of this project was the shattering of the charter school stigma that many people believe when it comes to charter school funding. Towards the end of the commercial the question: Why should you donate? appears on the screen and is followed by an explanation from the school's director that the school is free to the public and primary funding is through donations, grants and little state support. By showing this in the video, it breaks a large stigma that is against public charter schools and shows the reality of lack of substantial funds for Monterey Bay Charter. Additional success was found in student participation, parent permission that were distributed prior to filming came back with an overwhelming positive response. The number of staff and faculty who were excited and wanting to be a part of the video, was larger than first anticipated and greatly appreciated.

Limitations/Challenges

Limitations that were face throughout the filming of the commercial was the instructor scheduling that was put in place to not interrupt student learning. Regardless of the designated schedule, this created an issue of not being able to film key electives such as woodworking or waiting for students to finish a lesson before conducting an interview became increasingly difficult. Furthermore, this developed an additional challenge to find times to film between the instructor schedule and that of the cinematographer's. Lastly after all interviews were conducted a large number of interviews were not used due to the lack of responses creating

an issue of diversity in the commercial. Three Caucasian students gave the best interviews along with one of Asian descent, the challenge being that one of the school's core values is diversity within their campus. The lack of diversity shown in the commercial could possibly negatively affect the commercial and the entire project.

V. Personal reflection/ final thoughts

Although this the GoFundMe campaign did not reach its set goal, the true star of this project was the video commercial that is a new tool that the school. With the further use of this commercial and the development of a possible new video in the future, MBCS has the potential to meet their goal of a community based school. Furthermore, if the school utilizes the finished commercial for orientations, student recruitment and their website, their presence and values will be further recognized in Monterey county. An additional recommendation is to continue raising funds for computers, technology has the opportunity to be introduced to Monterey Bay Charter, the school will adjust to a more modern setting throughout their campus. Given proper guidance MBCS has the opportunity to utilize these new tools to further enhance their student's education. As of now, the school had zero student access computers leaving students from grades K-8th without basic knowledge of computer use or typing. This leaves students unprepared from higher education requirements that students may face after graduating from MBCS. By exposing students to basic functions of computer software such as Word, Excel, PowerPoint and typing; this leaves students well prepared for their education after Monterey Bay Charter. Educating students in these essential skills of modern technology and advancements, the school introduces another unique program to their already long list and aids their students in their future higher education.

Through this project I was able to gain insight to the disparities between charter schools and their counterparts that I had not known prior. Public Charter Schools such as Monterey Bay Charter School (MBCS) are restricted from meeting their full potential due to lack of sufficient funding from the state. Charter schools are perceived as entitled education rather than that of the reality of MBCS' principles and values. This internship and project showed me the dedication of staff and faculty of MBCS to keep the school's doors open to current and future students to provide a well-rounded education. It also taught me to not give up on the goal that you are determined to achieve, through the successes and challenges; my determination to leave this school with a positive impact drove me through the process of implementing my project. When I first started my capstone, I thought I had it figured out and already had an idea lined up. As I know all too well now, things never go as planned; in which became the main theme of my Capstone. If I were to give advice to someone going into the Capstone process for Collaborative Health and Human Services is to take it day by day, challenge by challenge, planning is good but improvisation is key.

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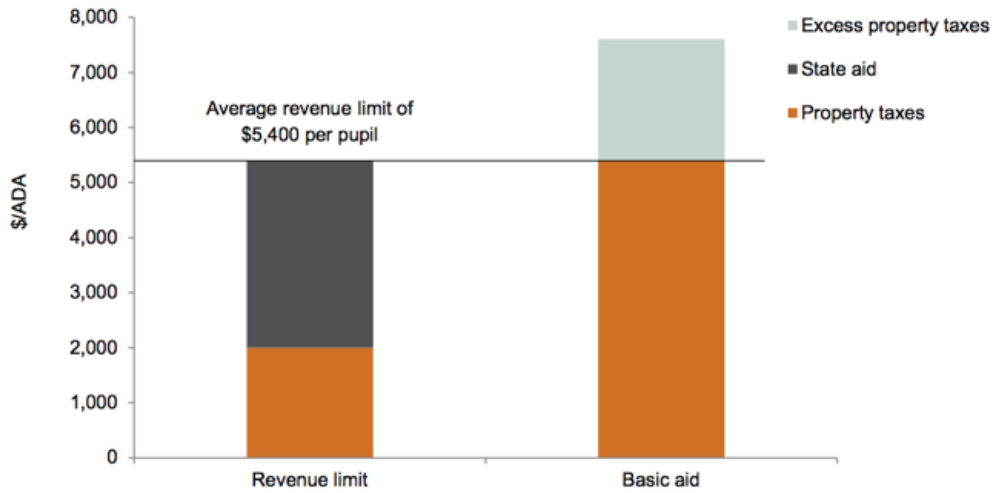
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Appendix

Appendix A Basic Aid vs. Revenue Limit

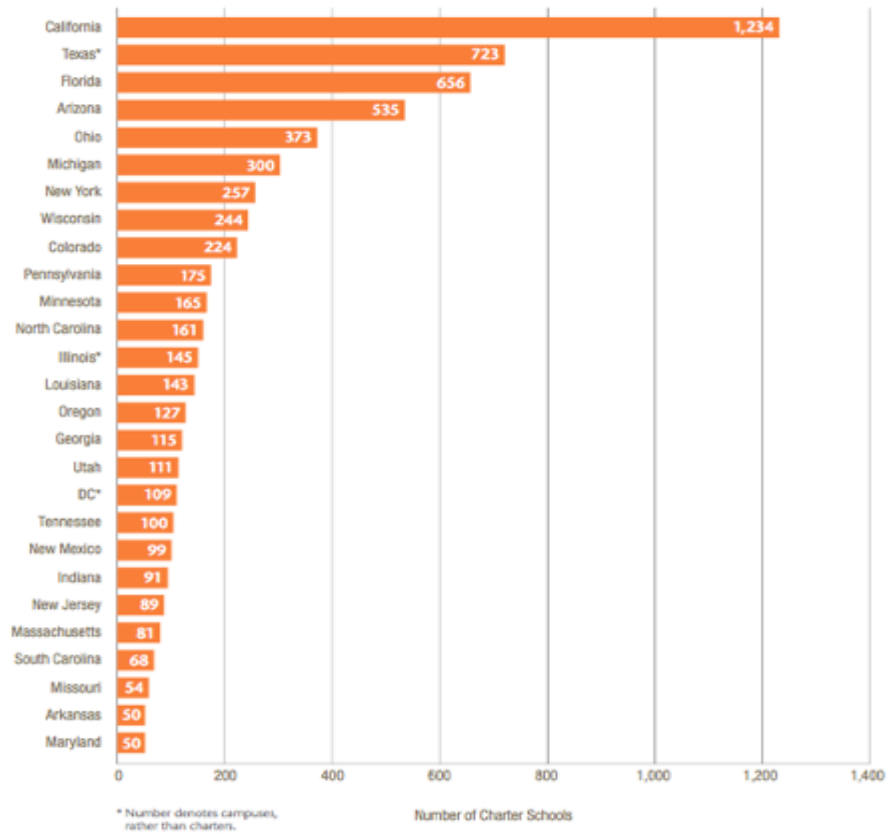
FIGURE 2
Revenue limits are financed through a mix of property taxes and state aid



SOURCE: PPIC School Finance Model (2013).

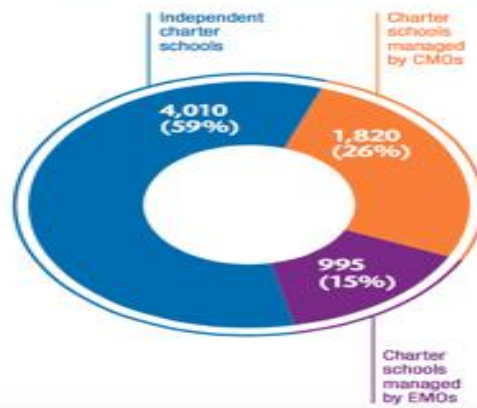
Appendix B
Charter school growth/demand

States with at Least 50 Charter Schools, 2015-16



Appendix C
Independent Charters in the U.S.

Charter Schools by Management Type, 2015-16



Appendix D
(Student Permission slip)



California State University
MONTEREY BAY
Extraordinary Opportunity

CONSENT FOR AUDIO VIDEO PARTICIPATION FOR STUDENTS

PROJECT TITLE: WELCOME TO MONTEREY BAY CHARTER SCHOOL

My name is Diana D. Munoz, I am a current student at California State University of Monterey Bay (CSUMB) and I plan to graduate this December 2017 with my Bachelors in Collaborative Health and Human Service with a minor in Community Health. For the conclusion of my studies, I must have a Capstone project that meets the needs of the internship where each student is placed. I have been a 1 year intern at Monterey Bay Charter School (MBCS), and as a part of my Capstone I plan on creating a 'commercial' for the school. The purpose of this film is to introduce MBCS to the entirety of Monterey County to form recognition and promote the school's values. I will be asking students questions about, what they like about MBCS and their experience as well as day to day operation at the school such as classes.

***** Questionnaire will be attached**

Your child's participation is entirely up to you. Only students with parental/ guardian permission can be in the video. In any use of filming, your child will not be identified by name. Video will be posted on MBCS's school website, Facebook page as well as other available media outlets.

*Parents/ Guardians can choose the level of participation for their child (Please make a check mark next to approved participation)

Permission to:

To film student & record voice

To only record voice

To only film NOT record voice

My child does **NOT** have permission to participate _____
(Sign or Leave blank if other boxes were marked) Signature

Consent Statement

I have read the description given above and I hereby give my consent Diana D. Munoz and Monterey Bay Charter School, it's affiliates and agents, record and film my child for the purpose of a promotional commercial for MBCS.

Signature

Date

Appendix E (Student Questionnaire)

Student Questionnaire

1. What is your name?
 - a. (ice breaker question)
2. What's your favorite color?
 - a. (ice breaker question)
3. Do you have any hobbies?
 - a. (ice breaker question)
4. What grade are you in?
5. Who is your teacher?
6. How long have you been at MBCS?
7. Did you go to a different school before this one?
 - a. If yes, how is it different from MBCS?
8. How did you feel when you found out you were going to MBCS?
9. What do you like about your school?
10. Do you have any siblings at MBCS?
11. What is your favorite part of your day at school?

*****Ice breaker questions will not be included in the final video**

Appendix F (Staff Questionnaire)

Faculty/ Staff Questionnaire

1. What is your name?
2. What is your job title at MBCS?
 - a. If a teacher, What grade & how many students
3. Can you give me a small description of your teaching experience.
 - a. Where did you get your degree?
4. How long have you been working here?
5. In your own words, what is Waldorf education?
6. How long have you been with your group of students?
7. How is this school different from other schools?
 - a. Special programs?
8. Can you explain some of the school's values?
9. What makes MBCS special to you?
10. What is something you would like others to know about MBCS?

Appendix G (Staff Video Survey)

Commercial Survey

* The Purpose of this survey is to collect feedback and evaluate the success of the overall Capstone Project implementation. All surveys will remain anonymous, feel free to be honest as possible. Please fill out survey after viewing the video.

Scale Ratings:

Overall Presentation	<u> 1</u>	2	3	4	5
Video Length	<u> 1</u>	2	3	4	5
Conveyed School Values	<u> 1</u>	2	3	4	5
Grabbed your attention	<u> 1</u>	2	3	4	5
Engaging throughout video	<u> 1</u>	2	3	4	5
Explained Waldorf Education	<u> 1</u>	2	3	4	5
Captured What kind of school MBCS is	<u> 1</u>	2	3	4	5

Written Feedback:

What did you like about the video?:

What needs to be improved?:

What was your overall opinion of commercial?

Scope of Work (Updated)

Time Frame: August 2017 to November 2017

Activities	Deliverables	Timeline/ Deadline
<p>Before Filming:</p> <ul style="list-style-type: none"> - Develop & distribute permission slips - Creating separate questionnaires for students and staff - Finding staff to participate - Select students 	<p>Recruitment tool; through the process of preparing for the video, I will use different strategies to bring participants to join. As well as understanding the process of needing parental permission to include participants</p>	<p>September 14th-October 3rd 3 weeks</p>
<p>Start/ During Filming:</p> <ul style="list-style-type: none"> - Conduct & record interviews - Film classroom activities - Create GoFundMe account - Find additional outlets 	<p>Fundraising; new knowledge in experience of fundraising, such as analyzing MBCS' budget I was able to develop a fundraising strategy to meet the school's particular need of a technology based system</p>	<p>October 3rd- October 15th 2 weeks</p>
<p>After Filming:</p> <ul style="list-style-type: none"> - Editing video - Create Spanish subtitles translation - Add Video to GoFundMe account - Launch project (6 weeks) 	<p>Cross cultural competency; by translating the finished video project and inserting non-optional subtitles to communicate MBCS' goal to become a more diverse campus.</p>	<p>October 17th- October 29 October 30th -31st</p>
<p>Concluding Project:</p> <ul style="list-style-type: none"> - Collect data - Collect funds - Give funds to MBCS 	<p>Progress Report; concluding the capstone I will reflect on the data I have collected from this project. As well as evaluate the challenges I face and the areas I could have improved.</p>	<p>November 15th 1 day</p>