

### **3.1 Project Abstract/Summary**

The Keys to Success (KTS) 21<sup>st</sup> Century Community Learning Center (CCLC) at Gerald Adams Elementary in Monroe County School District **serves 180** students in **afterschool and 100** in the **summer program**. Students from grades **Kindergarten through Fifth grade** participate in activities that advance student achievement in reading, math and science that complement the students' regular academic programs including homework completion, and English Language and Mathematics instruction. The program also offers students an array of enrichment activities that focus on community and civic engagement, the history of the Keys and the environmental and biological diversity of the Keys. Community organizations are utilized to enhance the enrichment lessons and provide hands on learning tools for students. Adult family members join the program to participate in mirrored lessons on the history and environment of the Keys as well as computer literacy, understanding district expectations, and connecting with the local resources of the Keys including organizations promoting mental health.

### **3.2 Applicant's Experience and Capacity**

Monroe County School District (MCSD) has served Monroe county students since the 1800's. It has record of fiscal accountability and community partnerships. The small district serves 8,940 students in 10 public and 6 charter schools. The district received a FLDOE letter grade of A from 2018-2019 and a B in 2017 and 2016.

The district has 15 years of experience in providing services under three previously awarded 21<sup>st</sup> CCLC grants. The district has provided all required components of the 21<sup>st</sup> CCLC program as evidenced by the documented completion of the Request for Application, reporting of data such as attendance, yearly formative and summative evaluations submitted to the Bureau of Family and Community Outreach and submittal of data into the EZ Reports system. Monitoring visits revealed successful program implementation.

The district also manages and is the fiscal agent for several federal, state and local grants including Title I, Part A that includes a district run Title I Tutoring and summer component.

In 2018, the Auditor General State of Florida audited MCSD including Federal Awards. No matters or findings were reported. There were no material weaknesses or significant deficiencies identified. There were no prior financial statement or Federal awards findings requiring follow-up. Title II, Part A was monitored in for the 2018-2019 school year and found to be in compliance in all areas. 21<sup>st</sup> CCLC was monitored in 2019 for program year 2017-2018. No official report has been received from DOE to date but all missing documentation was provided either on site or within 2 weeks of the Monitoring and Compliance Specialists request. In 2020, Title IX Homeless Education Program (HEP) 2018-2019 was monitored and all requested documentation were submitted. MCSD awaits official DOE monitoring results.

The district utilizes FOCUS software to create accounting systems to properly account for budgeted funds as well as track expenditures. MCSD serves as the fiscal agent for the 21<sup>st</sup> CCLC Grant. Departments such as Finance, Human Resources, and Purchasing already have policies and procedures in place that will meet grant specifications. A system of checks and balances with requisitions, purchase orders, and invoices are already systemic. Purchasing has a system of tracking all materials and ensuring their maintenance. All Partners will be required to follow MCSD policies and procedures and MCSD will maintain control over all funds. All financial transactions abide by federal guidelines audited yearly by the Florida Auditor General's Office and the district Financial Department's processes.

Monroe County School District has policies and procedures in the following areas: cash management, allowability, time and effort, procurement, travel, property management, records retention and conflict of interest. The Keys to Success 21<sup>st</sup> CCLC program utilizes district policies as well as program specific policies.

The Director of Federal Programs has a Master's Degree in Business Administration and 13 years of experience in federal funded programs, including 7 years of experience directly managing federal funded programs and 2 years overseeing the 21<sup>st</sup> CCLC in MCSD. The Director of Federal Programs has overseen the implementation of all aspects of the 21<sup>st</sup> CCLC including, scheduling, budgeting, transportation, curriculum, collaboration, snacks and training of all staff members. The 21<sup>st</sup> CCLC Project Director will report to the Director of Federal Programs. The 21<sup>st</sup> CCLC Project Director has a Bachelor's degree in General Studies and 5 years' experience managing Federal funds. Before joining MCSD, the Project Director managed a Health and Human Services Office of Community Services Center for Economic Development Healthy Food and Finance grant for a non-profit organization. The Project Director has served MCSD's 21<sup>st</sup> CCLC program for 2 years and successfully underwent program monitoring in 2019 and is still awaiting official DOE audit documentation. The Project Director in conjunction with the program Site Coordinator has experience in using the 21<sup>st</sup> CCLC evaluation data to implement change, improve program plans, and improve program quality. The Site Coordinator has 9 years' experience managing the on-site performance of the 21<sup>st</sup> CCLC program for MCSD and is a regular day physical education teacher.

### **3.3 Needs Assessment**

The Superintendent brought together all stakeholders (parents, business, and staff) to develop a strategic plan to address the issues faced by the district. Goals were written based on data including parent and student surveys, school and department improvement plans, student assessments, graduation rates, focus groups, and a number of partnerships. Two strategic objectives are observed for the creation of the 21<sup>st</sup> CCLC Afterschool and Summer programs: Outstanding Student Achievement and Effective Communication and Community Engagement. Furthermore, private schools were consulted during the 2019-2020 and 2020-2021 Private School Summit to assess their interest in developing and/or joining a 21<sup>st</sup> CCLC program.

The Executive Director of Teaching and Learning was given the task of developing strategies for Strategic Objective 2: **Outstanding Student Achievement:** The Monroe County Schools will produce globally competitive students and outstanding citizens. Goal Area 2.3 – All students will have pathways, choices and alternatives that meet their needs and engage them in the learning process. Metrics/Outcomes/Measurements: Graduation/diploma rates, student satisfaction surveys. Goal Area 2.4 – All students will demonstrate productive engagement in the community and support the common good. Metrics/Outcomes/Measurements: Volunteerism, volunteer hour requirements/expectation.

In addition to the district plan, **Gerald Adams Elementary 2019-2020 School Improvement Plan (SIP)** identifies Goal 1 as Increasing Math Proficiency and Math Learning Gains. An implementation of a Math Formative Assessment will identify needs for students and the modification of instruction. The 2018-2019 SIP had the goal of increasing all core content areas with emphasis on Math proficiency.

These plan goals were created in part, due to the proficiency outcome of Mathematics FSA results for Gerald Adams Elementary as indicated in the charts below. The Florida State Assessment (FSA) is an assessment test, given to students in grades 3-10 and consists of criterion-referenced assessments in English language, Mathematics, Science, and Social Studies and measures student progress toward meeting the high Florida Standards. These results were also used to determine the need for additional English Language and Mathematics instruction through the 21<sup>st</sup> CCLC programing. Results from the 2018 and 2019 FSA are used to display the need for additional instruction.

**2018 FSA English Language Results (FL Department of Education)**

Gerald Adams	Number of Students Tested	Percentage in Level 3 or Above	Percentage in Level 1	Percentage in Level 2
3 <sup>rd</sup> Grade	83	80	5	16
4 <sup>th</sup> Grade	81	63	19	19
5 <sup>th</sup> Grade	69	58	17	25

**2019 FSA English Language Results (FL Department of Education)**

Gerald Adams	Number of Students Tested	Percentage in Level 3 or Above	Percentage in Level 1	Percentage in Level 2
3 <sup>rd</sup> Grade	73	67	16	16
4 <sup>th</sup> Grade	74	61	15	24
5 <sup>th</sup> Grade	81	52	19	30

**2018 FSA Mathematics Results (FL Department of Education)**

Gerald Adams	Number of Students Tested	Percentage in Level 3 or Above	Percentage in Level 1	Percentage in Level 2
3 <sup>rd</sup> Grade	85	72	8	20
4 <sup>th</sup> Grade	84	46	35	19
5 <sup>th</sup> Grade	69	43	30	26

**2019 FSA Mathematics Results (FL Department of Education)**

Gerald Adams	Number of Students Tested	Percentage in Level 3 or Above	Percentage in Level 1	Percentage in Level 2
3 <sup>rd</sup> Grade	73	58	23	19
4 <sup>th</sup> Grade	79	56	24	20
5 <sup>th</sup> Grade	81	57	22	21

Additional statistics indicate the challenges faced by Monroe County in Developing Outstanding Student Achievement:

Poverty Rate Under Age 18 in Poverty: 12.0% (FL Office of Economic & Demographic Research, 2018).

Children Under 18 in Poverty: 19.2% (FL Office of Economic & Demographic Research, 2018).

Students on Free and Reduced Lunch: 52% (MCSD District Demographics, 2019).

Graduation Rate: District: 86.4% State: 86.1% (Florida Department of Education, 2018).

Number of Homeless Children in MCSD: 229 (MCSD Student Database, 2015).

Language Spoken at home other than English: 23.3% (Florida Office of Economic and Demographic Research, 2018).

The Superintendent was tasked with developing strategies for Strategic Objective 3: **Effective Communication and Community Engagement**: Strengthen family-school relationships and continue to expand civic, business and community partnerships that support improved student achievement through effective communication. Goal Area 3.2 – Demonstrate annual growth in the number of effective business and higher education partnerships that support student learning between the district and/or the local schools.

MCSD is located in the Florida Keys, a remote, rural area covering 120 miles of “keys” (islands) connected by 19.3 miles of bridge spans. The community is extremely rural with only 77.5 people per mile compared with the state at 399.7. (Florida Office of Economic and Demographic Research, 2018). The Keys are divided into three main regions of upper, middle and lower keys. Each region has its own unique characteristics, historic places, uncommon flora and fauna, distinct diving and fishing locations and local idiosyncrasies.

A survey performed by the Monroe County Tourist Development Council determined that 5.1 million visitors came to the Florida Keys in 2018. This robust tourism results in 34.7% of the

population being employed by the Leisure and Hospitality Industry. The average annual wage for this industry is the lowest in the county at \$33,603 and the state at \$25,881. (Florida Office of Economic and Demographic Research, 2018). The combination of an economy based on tourism and the cost of living being 147.2 compared to the states 102.8, leads to each family member holding down at least two jobs.

With increasing at-risk high poverty students and parents experiencing economic hardship, many MCSD students lack a supervised afterschool environment. Many families have both parents working in the service industry, which often requires them to work beyond the school day and during the summer. Children are “latchkey” kids left unsupervised with unintended negative results. Gerald Adams Elementary 21<sup>st</sup> CCLC program serves as a free 21<sup>st</sup> CCLC After-School Center providing a safe place for participating students. The only other afterschool program operating within the Gerald Adams Elementary target population is a Boys and Girls Club, fee based program.

Not only do students with parents working multiple jobs lack supervision, they also lack the ability to engage with the community in a meaningful way. Due to parent work schedules, many students have not experienced the history, culture, environment, and community organizations that makes The Keys so unique. 21<sup>st</sup> CCLC programming allows students to learn about the culture and history of The Keys and provides them with opportunities to communicate and engage with community organizations.

**Aligning Program Services with District Goals:** Considering the goals of the district strategic plan of Outstanding Student Achievement and Effective Communication and Community Engagement, and the Gerald Adams School Improvement Plan goal of Increasing Student Achievement, the 21<sup>st</sup> CCLC program operates to meets those goals and provide students with opportunities to be outstanding in both academics and as an involved community members.

Monroe County School District offers a comprehensive 21<sup>st</sup> CCLC afterschool and summer program that assists students with improving both academically and socially.

**Additional English Language Development Opportunities** are offered. The District Data indicates a population in need of supplemental English Language services. For students with low English Language proficiencies, Keys to Success 21<sup>st</sup> CCLC provides homework completion/help along with additional instruction. Instruction includes peer-to-peer reading, Read Right Meow (reading to shelter animals), Visiting Readers (adult family members and community members reading with students), Keys to Be the Change volunteers (high school students, many of whom are former students) volunteer to read challenging text with students who have been identified as in need of support, M.O.R.E. Literacy Program volunteers (volunteer community members), volunteer to read with students who have been identified as in need of support.

**Additional Mathematics Learning Opportunities** are offered. Data indicates that additional assistance is needed for children to reach math proficiencies. Keys to Success 21<sup>st</sup> CCLC provides academic remediation and enrichment programs. For students with low Mathematics proficiencies, homework completion/help is provided along with additional instruction. Project-based learning (PBL) is utilized during instruction to provide students with real-world applications, challenges, and problems. Students enjoy PBL lessons, as the lessons are hands on and explorative. Some of the PBL units include real-world mathematics connections.

**Effective Communication and Community Engagement Opportunities** are offered. The District data indicates the student need for community interaction and engagement to increase communication and student-community participation. An environmental literacy program will serve that goal. Keys to Success 21<sup>st</sup> CCLC works with community organizations like the Art and Historical Society, Reef Relief, MOTE Marine Labs, State Parks, Botanical Garden, College of the Florida Keys, Eco Discovery Center, and AHEC to provide enrichment



opportunities. Historical and community enrichment lessons include the history of The Keys, the history of Key West, Keys dining culture, Keys Art and literature, and Keys musical culture. Keys environmental enrichment is offered with hands on experiences and field trips to the Botanical Garden, Eco Discovery Center, and College of the Florida Keys. The Botanical Garden field trip will consist of learning about native and endangered flora. Students will tour the botanical center, complete a grade appropriate scavenger hunt for plants, and take part in the Botanical Gardens education program. At the Eco Discovery Center, students will learn about native aquatic animals, the reef environment, and take part in hands on learning conducted by the Eco Discovery Center education staff. Community organizations such as Reef Relief, MOTE, State Parks, and the Art and Historical Society bring interactive displays to provide hands on lessons and exciting enrichment to students. Community volunteers from both Keys to Be the Change and M.O.R.E. Literacy Program offer community connections through volunteering to read with students during the Keys to Success 21<sup>st</sup> CCLC.

**Target Population:** Priority is offered to K-5 students performing below grade level or scoring below proficiency in reading and/or math. A list of students by grade level with the most needy on top will be developed based off STAR testing data. Thirty students from each grade level will be eligible. Children will be served in afterschool and summer programming. Families of these students are also targeted for adult programming.

### **3.4 Community Notice and Dissemination of Information**

On April 8, 2020, the notice of the intent to apply was posted on the District webpage and the Gerald Adams Elementary webpage and will be posted until May 16, 2020. On April 23, 2020 e-mails and phone calls were placed with potential partners and past partners to determine interest in participating in the 21<sup>st</sup> CCLC program. District leadership was notified of the intent to apply in March 2020. Due to the district familiarity with the program, leadership from the District and Gerald Adams were in agreeance to apply for a new 21<sup>st</sup> CCLC program. Parents and adult

family members of current 21<sup>st</sup> CCLC students were asked in person and through phone call if they were in support of beginning a new program. Parents and adult family members were eager to continue the program. On February 26, 2020 private schools were solicited for interest in the program at the annual Private School Summit. Two private schools were interested in participating in the program and were notified in writing and verbally of the program requirements including purpose, documentation, eligibility, attendance policy, and transportation policy.

**Community Access:** The 21<sup>st</sup> CCLC application will be linked to the publically accessible Board agenda on the next scheduled Board meeting in June 2020. The application will remain publically available there for one year. If awarded the grant, MCSD will update the 21<sup>st</sup> CCLC section on the District Website where the application will be posted with other information about the 21<sup>st</sup> CCLC program. Gerald Adams Elementary will have the 21<sup>st</sup> CCLC section update with information specific to the program including the program schedule, site location, site and district contacts, parent handbook, bus routes, program purpose, program details, program hours, target students, adult family member activity schedule, and program policies along with the full application. MCSD also has an internal website accessible only to district and school staff. A 21<sup>st</sup> CCLC section will be developed with a copy of the application. The 21<sup>st</sup> CCLC Project Director will be responsible for updating both the District and Gerald Adams websites bi-monthly.

Gerald Adams has a Parent Resource Center where a paper copy of the application will be housed. In addition, computers are provided in the Center if parents wish to see an electronic copy. Parent Educators will have copies they will make available at parent meetings. They also will provide translations of the application during the ELL Parent Meetings so they fully understand the 21<sup>st</sup> CCLC program offerings. The application will also be included in the 21<sup>st</sup> CCLC Manual. Lastly, all partners present and future will be required to place the application on their website with what services they are providing to the 21<sup>st</sup> CCLC program.

Private schools with students attending the 21<sup>st</sup> CCLC program will be required to post the application along with program eligibility, purpose, hours, and contacts on their school website. Additional information like bus routes and program policies will be posted. The private school principal will be responsible for updating the information twice a year.

### **3.5 Partnerships and Collaboration**

**3.5.a. Partnerships:** 21<sup>st</sup> CCLC partners are carefully selected to provide substantial contributions to the 21<sup>st</sup> CCLC afterschool program. The largest partner is the school district and Gerald Adams Elementary School. The district provides use of playgrounds, gyms, cafeterias, classrooms, and computer labs. Daily services such as utilities, custodial service, air conditioning and district technology support are available. District Leadership including the Superintendent of School, Director of Teaching and Learning, and Program Fiscal Agent are all valued partnerships that benefit the Keys to Success 21<sup>st</sup> CCLC program.

MCSD Food and Nutrition Services offers, free of charge, an afternoon snack for all participating 21<sup>st</sup> CCLC students during the afterschool program. The snack, which is more of a meal abides by USDA nutrition standards and is served at the beginning of the program. Students enjoy both hot and cold meals including a drink, entrée, fruit, and vegetable. Meals are prepared and served in the Gerald Adams cafeteria by MCSD Food Services staff. MCSD Food and Nutrition Services also offers breakfast, lunch, and afternoon snack for all participating 21<sup>st</sup> CCLC students during the Summer program. Meals are prepared and served in the Gerald Adams cafeteria by MCSD Food Services staff. All Summer meals are also free of charge to 21<sup>st</sup> CCLC students.

MCSD Transportation offers free bus service to all 21<sup>st</sup> CCLC students in need of a ride home from school. District school busses transport students home all program days except for Fridays when parents pick students up. If activities are off site, transportation or supervised walking is provided. Summer programs have busses that bring students to the program and

take them home. Field trips requiring bus services will be offered free of charge to all 21<sup>st</sup> CCLC students and staff.

In addition to District partnerships, 21<sup>st</sup> CCLC at Gerald Adams has collaborated with community organizations. The Key West Art and Historical Society provides a monthly lesson on certain facet of the history of The Keys including the Flagler Railroad, the Turtling Industry, Keys Artists, Keys Authors and general Key West History. Reef Relief, an organization focusing on preserving, protecting, and educating the community about Florida's Barrier Reef offers monthly programing about threats to the reef, coral reef eco systems, and Florida's Barrier Reef. MOTE Marine Laboratory provides enrichment activities that inform students about the positive and negative ways that human activities impact the ocean environment. Bahia Honda State Park provides monthly activities that inform students about sea grass on the beach, mangrove trees, beach formation, and the history of Bahia Honda. The Key West Tropical Forest and Botanical Garden offers a field trip for the Living Lab. The living labs covers state-mandated benchmarks and includes hands-on, interactive activities that promote field investigation and personal, conscious, ethical thinking and discussions. Through this field trip students become environmentally conscious learners. Florida Keys Eco Discovery Center is a free museum where students explore exhibits interpreting the ecology of Keys' habitats, from the upland pinelands through the hardwood hammock, beach dune, mangrove shoreline, seagrass flats, hardbottom, coral reef, and deep-shelf communities.

**3.5.b. Collaboration:** Keys to Success 21<sup>st</sup> CCLC is located at Gerald Adams Elementary and is staffed by personnel employed by the school. Being district employees, the teachers providing academic enrichment are also responsible for what the students are learning during the school day. They have available to them all the district resources needed to fully implement the Florida Standards. All activities are coordinated with input from the principals and program specialists from each site to compliment the day curriculum. Site Coordinators will continually

request teacher feedback on afterschool activities with e-mails and surveys. Site Coordinators facilitate communication between during day and afterschool staff using e-mails, file folders of student homework, homework logs, and collaboration logs.

Renaissance Learning STAR Reading and Math, the screening and progress monitoring computerized assessments data is available to the entire school. However, to facilitate ease of communication between afterschool and during school staff, a 21<sup>st</sup> CCLC program special “group” will be created. That way, staff can easily see when the students were last tested, what skill deficiencies they still have, what skills they are working on and where they still need help with a touch of a finger.

Participating private school students are welcomed into the program based off agreed upon criteria determined by the Project Director and private school principal. The Site Coordinator will coordinate with private school teachers on a bi-weekly basis to determine the needs and best placement of private school students.

### **3.6 Target Population, Recruitment and Retention**

Targeted students attend Gerald Adams Elementary and participating private schools. Students are in grades K-5 with ages ranging from 5-11. Students working below grade level or have not received proficiency in reading, and/or math on the FSA will be targeted including children in regular education, English Language Learners, Exceptional Student Education (ESE) and/or homeless. Priority is given to students affected by homelessness per Title IX recommendations and ESE students. Grades, STAR progress monitoring data, and FSA scores are all used to target the neediest students. A list of students by grade with the lowest grades/scores being at the top of the list is made. Thirty students from each grade level will be targeted. Third graders must score proficient on the Reading FSA in order to move to 4th grade so they will be given priority as well. Private school students not meeting proficiency in private school administered testing or grading will be entered into the program. Parents and adult family members are also

notified of program updates through the 21<sup>st</sup> CCLC webpage, PeachJar E-flyers, Connect ED calls, and social media. The dissemination of information is appropriate for the program because all parents or guardians have access to one, if not many of the mediums that are used to convey information and all information is provided in a language that the parents can easily understand. For parents with disabilities, the information will be disseminated in a medium of the parent's indication at the time of regular day student registration.

Parents and adults family members are notified of their responsibility to attend parent activities and 21<sup>st</sup> CCLC Advisory meetings through the parent handbook and an additional summary/calendar of events that is sent home with the registration packet, posted on the 21<sup>st</sup> CCLC webpage, and PeachJar E-flyers. Parents also receive calls and newsletters from the school with the information.

**Recruitment:** Gerald Adams Elementary sends the students not meeting proficiency home with a golden ticket at the beginning of the year, beginning of the second half of the year, and at the end of the year for the summer program. The golden ticket indicates that the student has been selected to join the Keys to Success 21<sup>st</sup> CCLC afterschool program. Along with the golden ticket is a student registration form and parent packet explaining the policies and purpose of the program. All program materials are distributed in the home language of the student. Bilingual Parent Educators follow each letter with phone calls and e-mail to ensure understanding of the program including that the attendance requirements and the family involvement component. Letters are date stamped and color-coded to easily identify them as the initial recruitment. A due date for registration is marked on each letter. When the initial window closes, if necessary, a second round of recruitment letters are sent with the same follow up until all program slots are full.

Parents and adult family members are required to attend a minimum of one parent activity and one Advisory meeting. Meeting topics are not only educational and meet the program goals, but offer a variety of information that parents will be interested in learning.

**Retention:** Since the program targets the neediest populations and full explanations have been provided to parents before signing up, retention in the program is high. Parents are notified of the strict attendance policy and any student missing five or more days is sent home with a letter to the parents or guardian about the possible dismissal from the program unless attendance is maintained. Program attendance is mandatory and parents are notified multiple times throughout the program of the attendance policy. In many cases, the Site Coordinator will call the parent or have a conversation at pick up about the attendance issue. Students are eager to be in the program and Gerald Adams promotes the program as a privileged opportunity for students. Daily attendance is taken in the 21<sup>st</sup> CCLC program through the provided state application. The state application makes monitoring attendance days and missed attendance days easily identifiable. The students' teachers, Site Coordinator, and Project Director monitor student attendance on a daily basis.

Students want to consistently participate in the full array of activities because this program is unlike the previous 21<sup>st</sup> CCLC programs they may have attended in the past. This 21<sup>st</sup> CCLC program continues to focus on bringing students to proficiency but also incorporates local history and local environmental enrichment activities. These local enrichment activities are exciting for students considering they are learning about their own backyards and culture. This type of enrichment has not been offered to these students during regular day activities or through afterschool programming. Through the enrichment offerings, students feel more connected to the places they live, the community, and the environment, which translates to students wanting to attend the program. Students also do not want to miss the hands on activities and unique offerings of the partnering community organizations.

**Adult Family Member Participation and Retention:** Adult family members participate in activities throughout the program year. Activities are designed to mirror topics that students are learning as well as incorporate needs discovered during the Covid-19 school closures. The programs include literacies, activities designed to help adult family members help students

achieve academically, mental health, and community resources. Adult Family Member activities are explained in depth in section 3.7 Parent and Adult Family Member Programing. In addition to the activity programming, a welcome and information night is planned for both the Afterschool and Summer program. Two Advisory meetings are scheduled for further adult family member participation. Adult family members are notified of these events at the beginning of the program year and throughout the program year. Reminders for upcoming events are sent with sufficient time to plan attendance.

### **3.7 Times and Frequency of Service Provision for Students and Families**

Keys to Success at Gerald Adams 21st CCLC program offers services during non-school hours, afterschool and during summer break. The program-operating schedule is designed to meet the needs of the targeted students and their adult family members. To best serve the children of working families, the Afterschool and Summer programs operate Monday – Friday and transportation is provided Monday – Thursday.

**Afterschool Program Hours:** Program hours are Monday through Thursday 3:00 PM to 5:30 PM and Friday – 3:00 PM to 5:00 PM. The program operates a minimum of 12.5 hours per week. The Afterschool program begins promptly at 3:00 PM with students meeting in the cafeteria for a snack and attendance. From 3:15 to 3:20, students transition in to their classrooms for homework help and tutoring from 3:20 to 3:40. From 3:45 to 4:30, students engage in either a PBL or Remediation activity. At 4:30 to 4:35 students transition to the personal enrichment activity. At 5:25, students transition to the cafeteria to either board the bus or wait to be picked up by adult family members. Program activities are explained in depth in Approved Program Activities 3.9.

**Summer Program Hours:** Program hours are Monday through Friday 7:35 AM to 2:00 PM. The program operates a minimum of 6 hours and 25 minutes per day and 31.25 hours per week. The Summer program begins at 7:35 with breakfast and attendance until 8:00 AM.



Students begin tutoring and additional instruction from 8:05 to 10:15 AM. From 10:15 to lunch, students participate in Academic enrichment. Lunch times are staggered every fifteen minutes from 11:00 to noon with students receiving a half hour lunch break. From the end of lunch until students to 1:50, students attend academic and personal enrichment. From 1:50 PM to 2:00 PM, students are brought to the cafeteria for bus pick up or parent pick up. Transportation is provided in the morning and afternoon for all program participants. Dependent on the needs of the family, daycare services are available after program hours.

**Parent and Adult Family Member Programing:** Adult family members join the program to participate in a variety of informational sessions and meetings throughout the afterschool and summer program periods. Adult family members are required to attend a minimum of one activity and one Advisory meeting. Adult Family Member Activities will include a welcome event at the beginning of the program and a summer information session before the summer program. Two Advisory meetings are held, one mid-way through the first semester and another mid-way through the second semester. Advisory meetings include discussions where the Project Director, Site Coordinator, and teaching staff work with adult family members to identify additional program needs, upcoming events, and student progress. Adult family members are given the opportunity to add agenda items and be active participants in the meetings as well as with program development. Meeting dates, times, and agendas are posted on the 21<sup>st</sup> CCLC webpage. Adult family members are also offered five enrichment activities (attendance is mandatory for one event). Event topics are summarized in the Adult Family Member Activity Summary. Activities are designed to mirror topics that students are learning as well as incorporate needs discovered during the Covid-19 school closures. Adult family members participate in two activities about the History of the Keys and The Keys Environment. These topics reflect information about The Keys to help adult family members understand more about the geographic area, the environment, and area laws. The topics help participants become more

informed community members and give family members topics to discuss with their children. An activity on Computer Literacy will be presented to teach adult family members about district software available for their use and programs their children are using. This topic is especially important to empower parents to check student grades and attendance. Another activity will be Understanding District, School, and 21<sup>st</sup> CCLC Expectations. This activity begins with a reminder of program policies and ends with a presentation on how to steer your student towards success. The final activity is Connecting with Community Resources. This activity informs parents about community organizations offering meals, food pantries, financial support, mental health and emotional support, and free activities for families within the community. Community organizations will attend to present brief summaries of their programs and answer questions. Pre and post assessment surveys are given at all five adult family member activities to measure the effectiveness of the information presented.

Activities are held in the Gerald Adams Cafeteria and are presented by the Site Coordinator and Community Partners. Activities take place at 5:30 pm after the 21<sup>st</sup> Afterschool program ends so that adult family members can stay for the program after pick up. Students will be supervised by school staff so that adult family members can actively participate. Attendance is taken at all activities through a sign in sheet. Program materials are made available in English, Spanish, and Haitian Creole and are available in paper and online formats. Title I Parent Educators are available at all activities for language interpretation. Adult family members are notified about programs in multiple ways. The parent handbook, program flyers, emails, Connect Ed phone calls, Newsletters, and school calendars are all used to notify adult family members about upcoming events.

A Site Profile Worksheet, Funding Request Worksheet, and Sample Schedule of Activities for Afterschool, Summer, and Adult Family Members are attached in the application.

### **3.8 Program Evaluation**

D & C Education Company, LLC dba EduMatrix will be contracted to serve as the 21<sup>st</sup> (CCLC) program external grant evaluator. EduMatrix was selected as the external evaluator after seeking quotes in the Cost Analysis form (attached). EduMatrix specializes in 21<sup>st</sup> CCLC grant evaluation specifically, and currently evaluates other 21<sup>st</sup> CCLC programs in the state of Florida, including school districts and community-based organizations. The CEO and Lead Grant Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., will lead the evaluation efforts for this project and will also be the point of contact for the program. Other members of the EduMatrix team will assist in providing the services detailed in the evaluation plan including Grant Evaluation Specialists and Data Analysis team members. Crystal Taylor has over 10+ years of qualified experience while the other members of the EduMatrix evaluation team have a combined total of over 30 years of relevant experience.

**EduMatrix will work to provide evaluation results during the grant year.** The formative evaluation will provide the program with feedback from both formal (i.e., surveys, objective performance measurements, progress monitoring reporting) and informal (i.e., program and classroom visits, meetings, conference calls) assessments throughout the year. This type of feedback will promote continuous growth and improvement. The summative evaluation will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes. EduMatrix will collect and analyze both quantitative and qualitative data using a mixed methods research design. Collecting various types of data will help provide a more thorough understanding about program findings versus quantitative or qualitative data alone. Mixed methods data analysis will include the collection and analysis of independent and dependent variables and define how these variables affect each other. Triangulation through the mixed methods research design approach will allow for a complete and strong evaluation of quantitative and qualitative program data. Program evaluation best practices will be utilized throughout the evaluation process and include defining patterns in

collected evaluation data, disaggregating program data , analyzing site visit results and providing feedback (qualitative), establishing academic and enrichment connections (quantitative data) and using evaluation results to make recommendations. This will lead to relevant recommendations for program improvement regarding data collection efforts, completeness of data and connecting program implementation to grant outcomes.

**Data will be collected at the beginning of the year (baseline), middle of the year (formative mid-year) and at the conclusion of the year (summative end-of-year).** Between the baseline and mid-year data collection period, and the mid-year and end-of-year data collection period EduMatrix will collect quantitative and qualitative data by analyzing documents (student files, assessments, meeting minutes, rubrics), conducting focus groups or interviews (interviews with or surveys provided to 21<sup>st</sup> CCLC advisory board members and program staff), analyzing survey results from stakeholders (adult family member, teacher, student surveys), analyzing field notes from site visit observations, and analysis of student data (demographics, enrollment, attendance, participation, assessment scores, report card grades). The data source used by EduMatrix will be the objective assessment (report card grades, test scores, etc.) that is tied to each grant objective. Data will be analyzed using data collection and statistical software for test statistics, and to conduct significance tests, correlations, standard deviation and an inductive and deductive analysis. Collected data results will be disaggregated at midyear and end of year as follows: number of days for student attendance, student enrollment by age, gender, ethnicity, grade level, school, free/reduced lunch status, program academic activities, number of family member activities/workshops offered and attended, description of family member offerings, frequency of attendance and number of family members that took the assessments.

As part of the evaluation plan, EduMatrix will conduct an outcomes and implementation analysis to assess program impact. The following outcome evaluation questions will help measure program effectiveness and impact: Did the program efforts to address English Language Arts,

Science, Technology, Engineering and Math, College and Career Readiness, Dropout Prevention and Personal Enrichment Activities result in positive outcomes for program participants? Did the program efforts to address Adult Family Member Performance result in positive outcomes for adult participants? In order to answer these questions, EduMatrix will analyze all collected data (that was collected using the aforementioned data collection methods) at the beginning, middle and end of the program year. Positive outcomes will be measured by use of data collection and statistical software so that the data can be thoroughly analyzed. EduMatrix will also conduct an implementation analysis for the purpose of continuous program improvement and measuring program impact. Student recruitment strategies, program activities, student retention, participation, program operational plans and sustainability are all factors that are considered during the implementation analysis. This analysis will seek to answer the following questions: **(1)** How did the 21<sup>st</sup> CCLC program Advisory Board contribute to the program? What factors contributed to program success? **(2)** How were the 21<sup>st</sup> CCLC program curriculum and/or activities chosen? How were they modified to meet the needs of the program throughout the year? What was the progress monitoring system for program activities? **(3)** Did struggling participants receive additional services or more targeted services based on their needs? What were those services? **(4)** What was the leadership structure for the 21<sup>st</sup> CCLC program implementation? What were the positive and negative impacts of this structure? **(5)** How was student attendance and participation monitored in the 21<sup>st</sup> CCLC program? How did the program address and monitor irregular attendance and less than average participation (i.e. students leaving the program early on a regular basis or using the program as a drop-in service)? How did this impact program Average Daily Attendance (ADA) overall? **(6)** How did the program plan to address sustainability?

**Formative evaluation results will be used** to inform the program how it is progressing at mid-year. Programs can make adjustments in the program to address the needs and recommendations provided by EduMatrix at that time. Summative evaluation results will be

used to inform the program, stakeholders and community members about the overall performance of the program (from beginning to end of year), the program impact, objective assessment outcomes, recommendations, and other relevant evaluation information.

**The evaluation results will be shared with the community.** Formative and summative evaluation results will be shared with the program staff, parents/guardians, community and stakeholders via Advisory Board meetings, the 21<sup>st</sup> CCLC website, newsletters, email and other forms of communication.

**3.8.a. Statewide Standard Objectives** – Measureable Objectives and Assessments Attached

**3.8.b. Academic Benchmarks Objectives** – Measureable Objectives and Assessments Attached

**3.8.c. Applicant-Specified Objectives** – Measureable Objectives and Assessments Attached

### **3.9 Approved Program Activities**

Keys to Success 21<sup>st</sup> CCLC program has a broad array of activities that advance student academic achievement and support student success. All activities are offered for the entire year, including summer, with projects changing. Attached is the full Activity plans document.

#### **Activity 1: Homework Help and Tutoring**

Homework Help is an essential component of the Keys to Success 21<sup>st</sup> CCLC Program. This activity allows time for students to complete assignments and receive tutoring from certified teachers in a 1 teacher to 10 student ratio. Homework help is the first activity students participate in while at the program and is held four days a week for 20 minutes. Homework help is an academic enrichment activity that is used to meet Core Objectives 1, 2, and 3.

#### **Activity 2: Remedial Education**

Low achievers need intensive skill development. Remedial education includes small group **tutoring** and **computer assisted instruction** both student centered approaches. Each student is diagnosed using Renaissance Learning STAR Reading and Math, a research-based valid and reliable screening and progress-monitoring test. This data is used to differentiate instruction and practice for each student to reach Florida Standards Benchmarks. Students are regularly assessed to determine progress and to assure they are placed in the appropriate level in materials. Students participate in remedial education 2 days a week for 45 minutes per day. The activity is teacher lead with a 1 teacher to 10 students ratio. Remediation is an academic enrichment activity that is used to meet Core Objectives 1, 2, and 3.

### **Activity 3: ELL Language Skills and Academic Achievement**

ELL students need additional support in an after-school setting. During this time, ELL students are given the extra time they need to master English listening, speaking, reading and writing using ELL materials. All teachers have access to all district resources. All computer programs are supported by research based principles and include but are not limited to: Reflex Math, LEXIA, Rosetta Stone, FASST Math, English in a Flash, istation, and Explode the Code. Students are able to continue programs used during the day to assist in program fidelity. If students do not use the program according to established time guidelines, academic gains suffer. Teachers have expressed that having afterschool computer time has assisted students to get the number of minutes needed. Classrooms computers and labs are both used to assist students to master skills. ELL student activities are provided throughout the afterschool and summer programs. Afterschool ELL activities operate four days a week for 65 minutes. Students are taught by a certified teacher with a 1 teacher to 10 student ratio. ELL activities relate to Objective 1.

**Activity 4: Cultural Literacy**

To become well-rounded, engaged community members, students will participate in activities that will teach them about the culture, history, arts, and literature of the Keys. Community organizations and partners will join teachers to create lesson plans that inform students of Key West authors, artists, musicians, and communities through hands on and interactive learning. Students will learn about Bahamian, Haitian, Cuban, Caribbean, and other cultures that make the Keys unique. Cultural literacy is an Enrichment activity held 2 days per week for 50 minutes per day and has a class ratio of 1 teacher to 20 students. Cultural literacy relates to Objective 6: Cultural Awareness.

**Activity 5: Environmental Literacy Programs**

The Keys have such a unique and inspiring ecosystem. However, many children are not able to learn about the environment due to family work schedules and transportation barriers. Environmental Literacy provides opportunities for students to learn about the environment inside their classrooms. Community organizations and teachers work together to provide personal enrichment lessons two days a week for 50 minutes per day. The class ration is 1 teacher per 20 students. Students will participate in activities relating to coral reefs, marine ecosystems, shark conservation, seat turtle conservation, fish anatomy, and mangrove habitats. This activity relates to Objective 6 Cultural Awareness. It is linked to cultural awareness because the ecosystem of the Keys is part of the culture of the location.

**Activity 6 : Project-Based Learning STEM:**

Many teachers find the task of developing Project-Based Learning lesson plans complex and daunting. **MindWorks Project-Based Learning** (PBL) Resources solves that issue by providing



engaging student-driven projects enhancing student knowledge while developing authentic products dealing with real world issues. Students design, plan, and carry out extended projects in which they produce publicly exhibited results such as products, publications, and presentations. MindWorks PBL lessons are specially designed for different age groups and ability levels. Student-centered learning makes PBL projects conducive to a wide range of learners including English Language Learners, students with developmental and learning disabilities, and young children. By incorporating differentiated instruction, modeling, and scaffolding into each and every MindWorks lesson, all students are provided with the opportunity for success. MindWorks complete program will be provided to teachers. Each unit contains six subjects (math, science, art, social studies, reading, and language) with 36 hands-on teacher and student friendly activities directly tied to Florida Standards.

Since the students will be participating two days a week, two Units will be enough to last until the end of the year. Teachers will teach a different subject to the same group of students every two weeks all connected to the same Project Based Learning Unit. Teachers will rotate subjects until they have all covered all six subjects. They will then go on to the second unit and start over. Teachers will be provided with comprehensive PBL units containing a driving question, project information, significant content, project introduction resources, and a project implementation guide organized in a simple to follow lesson plan format. Each PBL lesson also includes reproducible forms for collaboration, presentation rubrics, student handouts, and a project calendar among other resources.

Students participate in PBL/STEM academic enrichment learning two days a week for 45 minutes per day. Each class has a 1 teacher to 10 student ratio and meets Objective 5: Social-Emotional Learning.

### **Activity 7: Parenting Skills Programs That Promote Parental Involvement and Family**

#### **Literacy**

Communication and community engagement are very important in both the lives of students and parents. Keys to Success 21<sup>st</sup> CCLC program encourages parents to attend multiple programs throughout the year. Programs are designed to promote parenting skill, parental involvement and family literacy. 2 Advisory meetings are held throughout the year along with 5 activities, and 2 informational nights. Parents are required to attend a minimum of 1 activity in person and will be provided the materials for any missed activity, meeting, or welcome night. Parents will also be surveyed and assessed throughout the program year. Adult family education relates to Objective 8: Adult Family Member Education.

### **3.10 Staffing & Professional Development**

**3.10.a. Staffing Plan:** The **Project Director** administers the Keys to Success 21<sup>st</sup> CCLC Program and reports to the Director of Federal Programs. The Project Director manages and implements the educational program and budget. The Program Director will manage and implement the program, collaborate with the outside evaluator on reports, oversee budgets, schedule staff development, plan Adult Family Member Activities, arrange transportation, and snacks. The Project Director also communicates with the Site Coordinator on a daily basis. Under the Project Director will be a **Site Coordinator** who is responsible for the day to day operation of the afterschool program, overseeing the recruitment and retention of students and parents, hiring of staff, scheduling, and budgeting for the site. The Site Coordinator is a teacher from Gerald Adams Elementary and is responsible for the daily operation, coordination and delivery of services at Keys to Success 21<sup>st</sup> CCLC program. The coordinator is responsible for the collection and maintenance of all data including attendance and assessment data and serves as the collaboration liaison with Gerald Adams regular day staff and private school staff. Site Coordinators are additionally supervised by each Principal who is familiar with the 21<sup>st</sup> CCLC Program. The Site Coordinator selected holds CPR and First Aid certification and remains at the program site from beginning until the last student is picked up.

Gerald Adams has had a program in the past and retains a well-trained and developed staff of teachers. All the requirements to be employed by the school district are followed by the Keys to Success 21<sup>st</sup> CCLC program including criminal background checks required by the Jessica Lunsford Act, fingerprinting, licenses and certifications. Teachers are required to be certified according to the Florida Department of Education. All paraprofessionals and bus drivers meet all the requirements expected by the Human Resources office for their job descriptions. All employees of the Keys to Success 21<sup>st</sup> CCLC program are approved by the Project Director. All current licenses and certifications are on file in the Monroe County School District Human Resources office. Certified teachers and paraprofessional will be hired from the school site for each of the program components. They will apply for the component they want to provide. Certified teachers have already received the training they need to provide remedial education. Continuing professional development is provided by the district.

Academic enrichment is supervised by a certified teacher with a 10:1 student to teacher ratio for all academic enrichment. The 10:1 ratio is designed to meet the needs of the students and to ensure more instructional time per student. Personal enrichment activities including Environmental Literacy and History of the Keys, have a 20:1 student to teacher ratio. New teachers needed for the program will be hired by the school principal and Site Coordinator. The new teacher will first sit through a staff orientation and train with the Site Coordinator on 21<sup>st</sup> CCLC policies and program rules prior to program assignment.

**3.10.b. Professional Development:** A professional development plan has been created to be responsive to the needs and requests of the staff. The Project Director seeks out and schedules training for both the teaching and administrative program staff. The professional development is linked to the 21<sup>st</sup> CCLC objectives and goals. Professional development plans include a Federal Programs Staff conducted “How To Fill Out a PAR” training which was requested by program teachers and the Site Coordinator. This program will take place yearly in the month of

October. In the months of October, November, and January, staff will participate in a “Parent and Family Engagement Strategies” and “Understanding How Poverty Effects Students” professional development series provided by the school district. Staff will also participate in a MCSD Mental Health professional development: Mental Health Awareness: Understanding and Responding to Students in Need K-8. The date for this event is still being determined. In addition, 21<sup>st</sup> CCLC staff will participate in First Aid/CPR training to seek certification renewals throughout the program year.

The FDOE provides a statewide training during the Fall of 2020. Both the Program Director and Site Coordinator will attend the training. After the training, any materials provided or information learned will be shared with district and school staff. Program teachers will receive paper and digital copies of any materials pertaining to instruction and implementation provided at the statewide training. Program teachers will also have a meeting with the Site Coordinator to address, in person, any changes or additions that will be made because of the statewide training.

### **3.11 Facilities**

Monroe County School District and Gerald Adams Elementary have a strong partnership with the Keys to Success 21<sup>st</sup> CCLC program. Gerald Adams Elementary allows use of the school cafeteria, gym, computer labs, recreational areas, and enough classrooms to accommodate all the students at the 10:1 ratio. The school’s cafeteria/gym is available to serve students who are scheduled to be outside during inclement weather. Computer labs can accommodate two separate classes. The cafeteria is the Adult Family Member, Advisory Meeting, and Professional development meeting space. Gerald Adams Elementary was built in 2018 and opened to students in 2019. Not only is the building beautiful, state of the art and spacious, it was built with a 21<sup>st</sup> CCLC program in mind. The school features a large 21<sup>st</sup> CCLC Site Coordinator Office with an afterschool safe pick up window and 21<sup>st</sup> CCLC storage room adjacent to the cafeteria.

The Site Coordinator office acts as the programs front office and ensures a single secure entry point for the school after regular day school hours. The Site Coordinator sits at the pick up window during instructional program hours and pick up hours. Adult family members approach the window to sign out students and the site coordinator radios teachers to request that the student be directed to the cafeteria for pick up. Students are let out of a cafeteria door by staff to the waiting parent. In addition to the single point of entry and safe pick up window, the cafeteria has a locking courtyard that can block entry to the 21<sup>st</sup> CCLC front office door and pick up window. Each classroom at Gerald Adams Elementary was built with class size in mind to ensure adequate space for instruction, activities, and storage. The classrooms also have single student restrooms. In a courtyard behind the school sits basketball courts, covered athletic patio, baseball field, playground and equipment for physical activities. Near the athletic fields and playground is a mangrove lined observation deck leading to the ocean. The observation deck will be used by teachers, students, and partners for environmental education. The building meets all the safety regulations required by the Departments of Health and Education. Gerald Adams Elementary is the regular day school for the Keys to Success 21<sup>st</sup> CCLC program students. Attending students and families are familiar with the site, pick up loop, bus route, and afterschool pick up window.

Monroe County School District consolidates summer school in the lower Keys. Summer programs are consolidated to one school site. Children from multiple schools will attend the consolidated summer school. The Keys to Success 21<sup>st</sup> CCLC program will serve Gerald Adams students. The school district announces what building summer will be consolidated to during the regular school year. A notification of the space and all requirements will be delivered to FDOE upon designation. The space provided will have adequate classroom, storage, and office space meeting Keys to Success 21<sup>st</sup> CCLC program needs.

### **3.12 Safety and Student Transportation**

Student safety is of the utmost importance to us at Monroe County School District.

MCSDTransportation Services is used to transport all program students. MCSD HR preforms criminal background checks required by the Jessica Lunsford Act, fingerprinting, licenses and certifications of all Bus Drivers and Transportation Staff. All staff has been trained on safety procedures and drills are conducted during the school day for all students and staff. School administrators will assist in oversight of students taking the bus home. All vehicles transporting students, including buses, are monitored and maintained by MCSD Transportation Services. Students are transported home by school bus at the end of the program day. The Site Coordinator takes the attendance of every student as they get on the buses to ensure students are on the right bus and that all students are accounted for. The Site Coordinator is notified by the school bus driver if a child was not picked up at a bus stop. The bus schedule is posted on the Keys to Success 21<sup>st</sup> CCLC – Gerald Adams website and program handbook. For field trips, the Site Coordinator and grade level teacher will take attendance and direct students to the buses. Teachers along with Transportation staff will monitor student activity on the bus. Attendance will be taken each time a student leaves the bus, enters the field trip location, leaves the field trip location, and exits the bus. Only students with guardian permission will attend field trips. Students not attending field trips will be assigned to a grade level teacher for in class hands on activities meeting program objectives.

For students not being transported by bus, pick up is available through the regular day pick up loop and parking lot. Adult family members park and approach the afterschool pick up window. Parents request their student and the Site Coordinator or teacher radio the student in the classroom for special early pick up or in the cafeteria for end of day pick up. It is required that all students are signed out by a designated guardian. The site coordinator maintains an active attendance log for after program pick up to ensure that all students are accounted for and safely transported home.

All students enter the program from their last regular day class in to the cafeteria. Staff escorts students to classrooms, activities and all transitions. Radios are used by the site coordinator and teachers to effectively communicate location. The Site Coordinator is present to address any safety issues and students will be under the direct supervision of staff at all times. In the event of an emergency, staff and students have been trained to follow regular day procedures for building lockdown or evacuation.

### **3.13 Sustainability**

Monroe County school district was able to sustain the program through 5 years of the previous 21<sup>st</sup> CCLC grant. All program costs were within federal guidelines and levels of service were met. In order to maintain the same level of services throughout the entire five years of this grant, big ticket items such as afterschool curriculum and equipment will be purchased in the first two years of the program. This ensures that enough funding will be available during years 3-5 to continue serving the same number of students with quality services.

Local support of the program is essential to sustainability of the program. Through positive working relationships with community partners, district programs have been supported. The Boys and Girls Club, Keys Area Health Education Center, and federal programs have generously contributed. Both the Site and District Coordinators and the 21<sup>st</sup> CCLC Advisory Board will continue to cultivated community partners ensuring sustainability after funding ends.

The Keys to Success 21<sup>st</sup> CCLC Advisory Board meets a minimum of twice a year and is comprised of parents/guardians, site coordinator, teaching staff, community organizations, and partners. The advisory board has between 10 and 15 members and posts meeting dates, agendas, feedback options, and meeting minutes. Meetings address current and future program needs, concerns, evaluation results, operations and resources for meeting sustainability. The advisory board has been developed to provide feedback and discussion opportunities for guardians and the community.

*Theresa Afford*