3.1 Project Summary (Fixed Requirement)

The Turie T. Small Elementary Kids Zone 21st CCLC after school program serves 120, 2nd – 5th grade students and operates daily from school dismissal until 6:00pm. The program is designed to increase students’ academic performance in English Language Arts, Math, Science, and increase positive peer-to-peer interactions between students and their families. Students receive academic tutoring daily at a 10:1 ratio. Students participate in enrichment activities daily at a 20:1 ratio within a rotational schedule that includes Physical Fitness, Art, Dance, STEM-based learning projects, Character Education, Photography, Culinary Arts, and Health & Nutrition. Our summer program serves sixty students in twenty-four, eight-hour days that mirror the after-school program design. Adult family member services are provided monthly.

3.2 Applicant’s Experience and Capacity (2 points)

Volusia County Schools began operations in 1854. Since that time, it has a proven track record of providing education and support to more than 64,000 students annually. Volusia County Schools has managed millions of dollars in federal funds with no audit exceptions while maintaining compliance with all required rules and regulations. Currently there are four 21st Century Community Learning Center grants within Volusia County. This includes one at Turie T. Small Elementary, which has had successful implementation for the last five years.

All activities and expenditures are reviewed by the 21st Century Program Director, School Administration, and Volusia County Schools District’s Grant Office. At the district level, the Grant Department is responsible for managing federal funding. Requisitions are submitted for approval before funds are spent. Provisions are in place, requiring at times, upper administrative approval in accordance to the dollar amount requested. Weekly timesheets are managed by the Program Director, submitted for school-based administrator approval and then submitted to the Budget
Analyst for processing. Monthly budget reports are provided to the Program Director. Time and Effort forms are completed by all employees and kept on file at the site level.

Turie T. Small Elementary has a principal with a history of running a successful after-school program during her time as an academic coach. We also have a Program Director and Site Coordinator with prior 21st CCLC grant experience secured for the future. The school's principal began the “Kids Zone” after school program in 2009 using combined funding from Title I and community partner, Food Brings Hope.

As a prior recipient of the 21st CCLC grant, Turie T. Small Elementary School Kids Zone has the individuals in place to facilitate the program, all of whom have experience in implementing daily activities, in correlation with program goals and objectives, lesson planning, collaborating with school-day staff, collecting and analyzing data, maintaining accurate records, soliciting and communicating with partners, completing and submitting monthly deliverables and maintaining accurate files as required. Turie T. Small Elementary School Kids Zone uses an external evaluator to analyze and report accurate program data to ensure programmatic and data collection procedures are aligned with meeting program goals and objectives. With feedback from the evaluator based on data and site visits, the program can easily maintain a successful track record.

The Program Director gathers quarterly data from the school's principal, academic coach and registrar to ensure the program is making adequate progress towards meeting the Standard of Success. The Program Director collaborates with school-day staff through Professional Learning Communities to ensure standards are aligned. In doing so, the lowest-quartile students are being serviced and the whole child is being serviced to the best of the program's ability. The Program Director works cooperatively with community partners to ensure students are receiving as much positive influence from the community that is available. Community partners provide homework help, mentoring, tutoring, daily meals, weekend food bags, nutrition lessons, educational field trips and security to ensure that the program is meeting all the needs of the participants.

3.3 Needs Assessment (10 points)
Turie T. Small Elementary School is an inner-city school in the mid-town area of Daytona Beach, Florida. The School is surrounded by three government-subsidized housing developments. Of the 474 students who are currently enrolled, 458 are receiving either free or reduced-priced lunch. This translates to 96.62% of the student population in poverty. In comparison, the district has 66.24% student population in poverty thus making Turie T. Small Elementary School the second highest in poverty within our school district. Turie T. Small Elementary School is a Title I school. Title I is designed to ensure that all children have a fair, equal, and significant opportunity to obtain an education of the highest quality and reach, at a minimum, proficiency on challenging state achievement standards and state assessments.

Under the law, schools above the 75% poverty rate must be serviced under the Title I project. In the 2020-2021 school year, Turie T. Small Elementary School is expecting a 31% reduction in Title I funding due to an overall budget reduction. This translates into less opportunities for school-day, academic intervention as well as the lack of funds for after-school programming.

In the most recent school year, Turie T. Small had an 87% minority student population: 12.58% White, 74.85% Black, 7.42% Hispanic, and 5.15% two or more races. Turie T. Small Elementary School is a neighborhood school where most students live within a two-mile walk zone. At Turie T. Small Elementary School, thirty-two percent of students are chronically absent missing twenty-one days or more. Within the school district, only thirteen percent of students are absent twenty-one days or more. Fifteen percent of students at Turie T. Small have at least one out-of-school suspension for behavioral issues. Turie T. Small reports 187 disciplinary referrals for 2nd – 5th grade for the shortened 2019-2020 school year. The school uses Positive Behavioral Interventions and Supports (PBIS) strategies where students receive four low-level, unrecorded referrals before processing a disciplinary referral in the online reporting system—depending on the offense. This has a large impact on the data provided. Turie T. Small families like other families living in poverty face many barriers, such as:

- Lack of transportation
• Lack of after school recreation and activities year around for their children
• Lack of or low educational levels and parenting skills
• Lack of interest in children’s education and school attendance.
• Shortage of employment opportunities and job skills needed to make a living wage
• Long- and short-term homelessness


Within a one mile radius of the school, there are forty-seven sexual offenders (Florida Department of Law Enforcement Sexual Offender Predator System, April 2020) and 398 crimes over the last six months, including assault, burglary, DUI, drug and alcohol related offenses and two homicides. In fact, one victim was a student at Turie T. Small Elementary School. (Daytona Beach Police Department Crime Maps, April 2020). During the 2019-2020 shortened school year, Turie T. Small Elementary was placed on a “Code Red” or “Code Red 2- Active Shooter” lockdown five times (Turie T. Small Elementary School Safety and Security data).

To determine the needs of Turie T. Small Elementary School, several factors were considered. Report card data and student performance on the Florida Standards Assessment were primarily, but not solely considered for academic data. Other pertinent statistical data, such as, school and target population, neighborhood safety, after-school alternatives, and parent, student and community needs were also examined. Several strategies were used to identify the needs of our students and their families and include report card grades, state and district test scores, attendance records, disciplinary records, parent, student, teacher and community surveys, analyzing the School Improvement Plan and having discussions with local private schools, community agencies and law enforcement.

As a community partner, the program provides a free, safe environment for children after school. A fee based after-school program existed on Turie T. Small Elementary School’s campus years ago, but unfortunately closed due to low enrollment caused by our families’
inability to pay. According to the needs' assessment survey, 41% of students will be home alone or home with another school-aged sibling next year and 72% of families indicated an interest in free after-school care. Within a one-mile radius of the school, there is a public library, a community pool, a walking park, and a gymnasium. None of these public facilities offer structure activities, supervision, nor do they provide meals to students. The pool and gymnasium both have limited hours due to incidents that require security on site when opening to the public. The pool and gymnasium also charge per use, making it more difficult for our families to afford, especially the 47% with multiple elementary school aged children. There are also other community after-school programs available off-site, but a weekly fee is charged. This program not only provides academic and enrichment enhancement, it also provided a safe after-school environment for those who cannot afford after-school care.

According to the data from the 2018-19 Baseline Federal Percentage of Points Index from the Florida Department of Education (FDOE), Turie T. Small Elementary School’s results were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students tested</td>
<td>99%</td>
</tr>
<tr>
<td>School Grade</td>
<td>C</td>
</tr>
<tr>
<td>ESSA Category</td>
<td>TS &amp; I</td>
</tr>
<tr>
<td>Categories of students below 41% based on test scores on the Florida Assessment Test</td>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

According to the 2018-2019 School Grades accountability Report from FDOE, Turie T. Small Elementary only received 53% of its total possible points, earning the most points in learning gains. This allowed Turie T. Small Elementary to maintain a school grade of a C, after being a D
only two years prior. Scores in English Language Arts (ELA), Math and Science in achievement and learning gains are represented in the table.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Achievement Level</th>
<th>Learning Gains</th>
<th>Learning Gains lowest 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>44%</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>Math</td>
<td>56%</td>
<td>65%</td>
<td>56%</td>
</tr>
<tr>
<td>Science</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the FDOE school grades accountability report, Federal Percent of Points Index and general school demographics, and as presented in the School Improvement Plan, the focus areas for Turie T. Small Elementary School are ELA, Math and Science in grades three through five. Specifically, the program targets low-performing students and students previously retained. The targeted areas were based on the school performing below proficiency in all the areas mentioned above. In order to prepare our younger students for the rigor of intermediate grades, the grant provides for extended learning opportunities for second grade students, depending on enrollment in grades three through five.

To improve academic performance, Turie T. Small Kids Zone provides students with daily homework help, remedial one-on-one tutoring and small-group instruction in the areas of English Language Arts, Math and Science. The three hours of extended learning time after-school and eight-hour days over the summer affords these students the needed opportunity for supplemental and remedial instruction. Kids Zone uses project-based curriculum, aligned with the Florida State Standards to enhance critical thinking skills and engage the students in learning.

The school day provides a safe and secure setting and a structured environment conducive to learning. This grant provides an extension of that safe learning time, which is critical in this community. It also affords students the chance to learn new skills and to take part in enriching
activities through stimulating project-based learning. This enhances their interest in learning, makes them want to come to school, increases their academic achievement and encourages them to set high standards for their future goals.

Many external resources are available to the students and families at Turie T. Small Kids Zone. Utilizing partners such as, School Way Café, Food Brings Hope, Embry-Riddle Aeronautical University, Bethune Cookman University, Boys II Men Mentoring, and The University of Florida/IFAS, the program provides students with mentors, tutors, lessons in nutrition, educational field trips, daily meals, and weekend food bags. The program also provides incentives to improve academics, behavior, and attendance. These resources also help us connect our families to much needed community resources such as mental health services, continuing education opportunities, resume building, home ownership and financial planning. In order to continue to provide such services to the community, there is first the need for this after-school program.

This grant funded after-school program has supported the improvement of the school academic progress. The school’s grade improved from a two-year grade of a D, to a low B and then leveled off at a current grade of a high C. The grant program has built a positive reputation at the school where students and families look forward to attending the program and its events, such as the annual “Welcome Back Barbeque.” In looking at mid-year data for the 2019-2020 school year, 63% of participants were meeting the Standard of Success in ELA, 68 % of participants were meeting the Standard of Success in Math and 74% of participants were meeting the Standard of Success in Science. Beyond academics, 92% of participants were meeting the Standard of Success for disciplinary referrals and 60% of participants were meeting the Standard of Success in Health and Nutrition. In considering our family services, 95% of families were meeting the Standard of Success on literacy skills and 98% of families were meeting the Standard of Success in parenting skills. Thus, it bolsters our efforts to increase overall parental involvement.
In identifying the needs for a 21\textsuperscript{st} Century program, the information gathered through academic, behavior and attendance data, surveys, neighborhood safety, and recommendations from stakeholders speaks for itself. It is evident that the students at Turie T. Small need extended learning time, a safe environment to learn and play, an opportunity for Social and Emotional Learning, and opportunities for enrichment activities to create a well-rounded child. The families of students at Turie T, Small Elementary School also need access to support in literacy skills. As the population at Turie T. Small Elementary grows in poverty and below grade level academics, the need for relentless and rigorous academic and family supports is imperative to these students current and future academic success.

\textbf{3.4 Community Notice and Dissemination of Information (5 points)}

Turie T. Small Elementary School utilized all avenues to ensure students, parents, teachers, community members, and stakeholders were informed and involved in the request for the 21\textsuperscript{st} CCLC grant.

Volusia County Schools adheres to all requirements under the Sunshine Law and Florida Statute pertaining to public records. All applications requesting Federal funds are placed on the consent Agenda for School Board approval. The agenda is available to the public a week before the Board meeting. All meetings are open to the public. Any person wishing to receive a copy of the grant can make a public records request.

During the 2019-2020 school year, stakeholders were informed through emails that Turie T. Small was in the process of applying for the 21\textsuperscript{st} CCLC grant in order to continue to provide students and families with an after-school program free of charge. At a January 2020 School Advisory Council meeting, an overview of the Kids Zone program was presented and the intent to apply for the grant was made known to all present. This intent has been recorded in the meeting minutes, which can be requested as well. In March 2020, the school’s website has been updated to reflect the intent to apply for the grant, thus informing parents, students and teachers. It read as follows, “Turie T. Small Elementary is seeking a 21\textsuperscript{st} CCLC grant to provide both after-school and summer
programs to students free of charge. If awarded, this five-year grant will begin in August 2020.”

As of May 2020, a copy of the grant narrative is available on the school website. ([http://myvolusiaschools.org/school/TurieTSmall/Pages/default.aspx](http://myvolusiaschools.org/school/TurieTSmall/Pages/default.aspx))

There are two private schools in the Turie T. Small service area and the principals were contacted by email informing them of the intent to apply for the grant. Private school leaders were also informed at the annual Private school Spring Consultation Meeting. The outcome of this communication was that the private school students who reside in the area have the same needs. The program’s Site Coordinator maintains contact with the private school contacts.

Turie T. Small Elementary School’s Kids Zone program maintains a webpage that provides information regarding dates, times, staff contacts, services provided, grant narrative, and mid and end of year reports. This webpage can be found under the school name on the district website. The Media Specialist and Webmaster for the school updates the webpage upon email request. It is the Site Coordinator’s role to communicate any changes or updates.

**3.5 Partnerships and Collaboration (5 points)**

**3.5.a. Partnerships**

Partnerships are critical to the success of the Turie T. Small Elementary School’s Kid Zone 21st Century program. Partnerships provide valuable opportunities for the students and families and help lead the program to sustainability after the grant term ends. Turie T. Small Elementary School is a community school that assists after the normal school hours of operation. In order to do so, it takes collaboration to implement programming for sustainability. Collaboration is essential and it begins with strong partnerships.

Turie T. Small’s Kids Zone program coordinates and involves several partnerships to make the most effective use of our resources. These resources are dedicated to primarily fulfilling the requirement to house and feed the participants. Partnering with Turie T. Small Elementary School, under Volusia County Schools, Kids Zone is guaranteed the facilities, teachers, staff members, professional development opportunities required by the grant, equipment and/or
resources requested (ie. library books, data projectors) and the data and assistance to identify qualifying students for the program. Kids Zone partners with Volusia County Schools School Way Café to provide an afterschool meal daily during the school year program and both breakfast and lunch during the summer program.

Food Brings Hope Inc. (FBH), a 501(c)3 is a public charity that raises community funds to assist families and children experiencing hardships due to homelessness/poverty, as well as provides intangible support to the students and families. FBH operates a Feed-A-Family Program, which provides food bags to support a family of four. FBH also provides educational and enriching fieldtrips, which includes transportation. Field trips include, but are not limited to The Orlando Science Center, The Marine Science Center, a Daytona State College Culinary Tour, an Embry Riddle Aeronautical University Basketball game, and a holiday concert at the Daytona Beach News Journal Center with performances by the Daytona State College Orchestra. It is important to note that academic, behavior and attendance incentives are also part of what FBH has to offer the program.

Three local colleges and universities, Daytona State College, Bethune Cookman University and Embry Riddle Aeronautical University provides volunteers to assist in tutoring, mentoring, enrichment activities, field studies and incentives for program support and participation.

Boys 2 Men, a local mentoring program and Shop Open Photography, a local photography company have both partnered with the Kids Zone after-school program to provide in-kind services. Boys 2 Men offers one-on-one mentoring to students and provides weekly small group lessons. Shop Open Photography provides weekly photography lessons, seeing each grade level once per month. These services provide both tangible and intangible assistance to the program.

Turie T. Small Elementary School’s Kids Zone program will continue to seek out additional business partners to ensure the program continues to meet the evolving needs of our students and families. Building a positive reputation at the school and in the community attracts people
willing to support the vision. The Kids Zone program’s goal is to continue to grow through these partnerships.

3.5.b. Collaboration

The Turie T. Small Elementary School’s Kids Zone program operates with the approval of and in collaboration with the school district and target schools. The Kids Zone program works directly with the staff at Turie T. Small Elementary and the Volusia County school district to provide such services as: facility usage, School Way Café meals, support for staff development, human resources, finance, purchasing, technology services, and curriculum support. Teachers and staff, students, and community members assisted in developing the needs for the program. Through this feedback, we prioritized increased academic learning, social and emotional learning, exposure and hands on activities, a safe environment and family services in literacy skills to be included in program goals.

The Program Director collaborates monthly with grade level teams at the school to discuss curricular needs and share information and data from the program, the school’s academic coach for updated district test scores, administration to share information such as successes, needs and challenges, and the district’s budget analyst for an updated expense report. The Program Director collaborates quarterly with the school’s registrar for access to report card, discipline and attendance records. Turie T. Small’s Kids Zone uses teachers and staff from the regular school day which only bolsters this collaboration.

At the beginning of each school year, the Site Coordinator reaches out to the area private schools via email to arrange a meeting to discuss student needs and present the after-school program. The Site Coordinator maintains contact with private schools, collaborating more often if private school students enroll in the after-school program, but at least quarterly to keep an open line of communication. Mount Calvary Academy shared similar student needs but did not wish to participate because of conflicts with their own after-school program. Calvary Christian Academy shared similar student needs and seemed eager to partner with the Kids Zone after-school
program. Calvary Christian Academy mentioned transportation being a concern, as many parents were not available mid-afternoon to transport students to a different location for services.

3.6 Target Population, Recruitment and Retention (10 points)

The Kids Zone 21st Century Grant project provides comprehensive learning opportunities for 120 students. Target schools include Turie T. Small Elementary School, Warner Christian Academy and Mount Calvary Academy. The Kids Zone program is offered to students in grades two through five. Students are divided into groups by grade level, with one fourth grade and fifth grade combination group identified to participate in the Honors Program. The Honors Program allows students who are making average scores on state assessments, but suffer other problems such as behavioral, or social issues, which could eventually impede the progress they have made, more enriching academic opportunities, yet still offering the same Social Emotional support as other groups.

When considering applicants, highest priority is given to third, fourth, and fifth graders that are predicted to be in the lowest quartile according to 2018-2019 i-Ready data and students previously retained. Students with disabilities are given equitable enrollment opportunities. For those students, the program has two staff members that hold ESE certifications and have access to IEPs. While the program does not offer the same accommodations as listed in the IEP, teachers and staff are quite sensitive to the needs of each individual student.

Applications for the after-school program are made available in the school’s main office and distributed to private school contacts during the summer prior to the school year beginning. Applicants are made aware that applying does not guarantee a space in the program. The school’s principal provides the Program Director with a list of students performing in the lowest quartile on the 2018-2019 i-Ready assessment and previously retained students, so that applications can be processed accordingly.

In order to ensure participation, annually, with the help of partner, Food Brings Hope, Kids Zone hosts a Back to School Barbeque inviting families to come out and enjoy music, food and apply
for Kids Zone. Prior to this event, staff post flyers throughout the community, email stakeholders. The school’s marquee is updated with this event and a Connect Ed robocall is placed to all families. The Program Director and staff go door-to-door to personally invite lowest quartile students and families. The Program Director and Site Coordinator make phone calls to families to inform them of the student’s application status prior to the start of the school year. Applications received once the school year begins are processed within one week. As school begins, teachers are provided with applications to send home to ensure all lowest quartile students are invited to participate.

The application for Kids Zone clearly states that a strict policy is in place for attendance, early checkouts, behavioral issues and parent meetings. The after-school program limits absences and early check-outs to eight unless a doctor’s note is provided. The summer program limits absences, tardiness and early checkouts to three unless a doctor’s note is provided. The goal is to help parents understand the value of the program and that in order to gain all the benefits. This in turn, also assists in ensuring overall sustainability and efficiency.

Through project-based learning, enrichment activities, intramural games, dedicated teachers and staff, field trips and incentives, Kids Zone can attract and retain students. There are two events that students look forward to yearly and help encourage participation. The first, an end-of-school year, “Camp Kids Zone” themed celebration and the second, an end-of-summer Water Day. While parent meetings are mandatory, they are designed to be meaningful and engaging in hopes that parents actively participate and benefit. Also, through partners FBH and the University of Florida/IFAS Family Nutrition Program, door prizes and/or snacks are offered to families in attendance.

The Kids Zone Program recognizes the importance of continuous open communication for sustainability and overall effectiveness. Important announcements for Kids Zone are placed on the program webpage. At the first parent meeting of the school year (orientation), a schedule of the year’s parent meetings is distributed to all families. Flyers are distributed for all events,
including parent meetings and celebrations. The program uses the Remind 101 app to communicate and all program announcements are also included in the principal’s weekly ConnectEd message to families. The program can effectively communicate with all families utilizing multiple means of communication, including going as far as walking the neighborhood.

3.7 Times and Frequency of Service Provision for Students and Families (5 points)

Turie T. Small Elementary School’s 21st CCLC Kids Zone Program provides services for 120 students in second through fifth grade to increase and accelerate the academic achievement as well as bolster child development through enrichment activities. Students receive three hours of afterschool service for 180 days, with an additional hour on the county’s thirty-four early release Wednesdays. Additionally, the 21st Century Kids Zone program provides eight hours of services Monday through Thursday for twenty-four days during the summer.

Specifically, students participate in English Language Arts (ELA), Math and Science sessions throughout the week as well as enrichment activities including Physical Education, Social Skills, Nutrition, Culinary, Art, Computer Lab, Photography and Music. Students receive homework help daily as well as remedial tutoring and mentoring as needed. Students receive one USDA meal after-school. During the summer program, students receive breakfast and lunch.

Adult Family Members

Adult family members of the 120 students targeted for the 21st Century Kids Zone Program include but are not limited to parents, caregivers, guardians, foster families, grandparents and any other adults that have direct parental involvement. The Family Member Program activities tie directly to Turie T. Small's initiative (School Improvement Plan) to improve social and educational concerns in the community while also improving adult family member participation. The ultimate goal is that adult family members become more actively engaged in their child or children's education thus increasing parental involvement at Turie T. Small Elementary School.

Turie T. Small Elementary School’s Kids Zone Program has monthly, meaningful meetings for adult family members scheduled on the third Thursday of each month. Depending on the topic
and need for student involvement, additional supervision is provided for students during the meeting. The first meeting is an informational session regarding the benefits, requirements, activities and enrollment process for the 21st Century program. Subsequent meetings include curriculum nights where families interact hands-on and learn about the standards and state testing. For example, Science Night includes center rotations and information for fifth graders about the school Science Fair while Math Night offers parents an opportunity to see if they are “Smarter than a 5th Grader,” which includes math stations where students can challenge their parents. Other meetings include access to information on free public services (library, mental health, healthcare), nutrition, housing opportunities, continuing education, employment opportunities and finances. Beyond scheduled Adult Family Member meetings, the program handles other family situational needs as they arise. For example, through our partner Food Brings Hope, the program provided a bed to a family in need. As the school year ends, the program hosts a lesson demonstration in April and a “Camp Kids Zone” themed celebration in May. Families are invited to enjoy performances by each grade level, fun inflatables, camp songs, a cookout, s’mores and an awards ceremony for students and staff.

Kids Zone builds strong and trusting bonds between employees and parents. The goal is to truly not only a school, but a community (resource) center. We leave our doors, hearts, and minds open to the community often acting as intermediaries between parents and our partners.

3.8 Program Evaluation (10 points)

3.8.a. Statewide Standard Objectives (B.E.S.T.)
<table>
<thead>
<tr>
<th>Objective Domain Area</th>
<th>Objective 1: English Language Arts / Writing</th>
<th>Objective 2: Mathematics</th>
<th>Objective 3: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Narrative</td>
<td>Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.</td>
<td>Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.</td>
<td>Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.</td>
</tr>
<tr>
<td>Objective Assessment:</td>
<td>60% of regularly participating students will improve to a satisfactory English Language Arts grade or above or maintain a high grade across the program year.</td>
<td>70% of regularly participating students will improve to a satisfactory mathematics grade or above or maintain a high grade across the program year.</td>
<td>80% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year.</td>
</tr>
<tr>
<td>Standard for success for courses using the A-F scale.</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.</td>
</tr>
<tr>
<td>Student Grade Groups Measured</td>
<td>2-5</td>
<td>2-5</td>
<td>2-5</td>
</tr>
<tr>
<td>Benchmark</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Justify the Benchmark</td>
<td>According to 2019-2020 third quarter report card data, only 46% of second through fifth grade students received an A/B in ELA on his/her report card. Additionally, only 44% of students received a passing score in ELA on the 2018-2019 state assessment.</td>
<td>According to 2019-2020 third quarter report card data, only 53% of second through fifth grade students received an A/B in Math on his/her report card. Additionally, only 56% of students received a passing score in Math on the 2018-2019 state assessment.</td>
<td>According to 2019-2020 third quarter report card data, only 68% of second through fifth grade students received an A/B in ELA on his/her report card. Additionally, only 36% of students received a passing score in ELA on the 2018-2019 state assessment.</td>
</tr>
<tr>
<td>Person(s) Responsible for Data Collection</td>
<td>Program Director</td>
<td>Program Director</td>
<td>Program Director</td>
</tr>
<tr>
<td>Plan for Obtaining Data</td>
<td>School's registrar utilizing online data reporting systems</td>
<td>School's registrar utilizing online data reporting systems</td>
<td>School's registrar utilizing online data reporting systems.</td>
</tr>
<tr>
<td>Data Collection Points</td>
<td>Academic grades for quarters 1, 2, and 4</td>
<td>Academic grades for quarters 1, 2, and 4</td>
<td>Academic grades for quarters 1, 2, and 4</td>
</tr>
<tr>
<td>Mid-Year Change Measured</td>
<td>Change in academic grades from quarter 1 to quarter 2</td>
<td>Change in academic grades from quarter 1 to quarter 2</td>
<td>Change in academic grades from quarter 1 to quarter 2</td>
</tr>
<tr>
<td>End-of-Year Change Measured</td>
<td>Change in academic grades from quarter 1 to quarter 4</td>
<td>Change in academic grades from quarter 1 to quarter 4</td>
<td>Change in academic grades from quarter 1 to quarter 4</td>
</tr>
</tbody>
</table>

3.8.b Objectives for Academic Benchmarks
Objective Domain Area | Objective 4: Third Grade Promotion
---|---
Objective Narrative | Improve the third-grade promotion rate based on Florida Standard Assessment (FSA) requirements.
Objective Assessment | 60% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
Measure | FSA score
Standard for Success | Students achieve an FSA score sufficient to achieve promotion to fourth grade.
Student Grade Groups Measured | 3rd Grade
Benchmark | 60
Justify the Benchmark | According to 2018-2019 FSA data, only 39% of third graders scored a 3 or higher.
Person(s) Responsible for Data Collection | Program Director
Plan for Obtaining Data | Online Data Reporting
Data Collection Points | December, End of school year
Mid-Year Change Measured | i-Ready score
End-of-Year Change Measured | FSA Score

3.8.c. Applicant-Specified Objectives
### Independent Evaluator Identification and Qualifications:
Identification of an independent evaluator took place through thorough research and recommendations from other 21<sup>st</sup> CCLC programs. When identifying an independent evaluator, the organization considered important
evaluation items that were relevant to the proposed 21st CCLC program while also meeting the 21st CCLC RFP requirements. The required qualifications for the evaluator included extensive 21st CCLC program evaluation experience, positive 21st CCLC client testimonials, capacity to develop and carry out grant-specific evaluation plans with timelines, personnel availability, report writing, data analysis expertise, and data collection storage capacity. D & C Education Company, LLC dba EduMatrix is a highly recommended and experienced company in 21st CCLC program evaluation. EduMatrix has been identified to serve as the independent evaluator for this project. EduMatrix specifically specializes in 21st CCLC program evaluation and currently evaluates 21st CCLC programs throughout the state of Florida. The EduMatrix team consists of Ph.D. tenured evaluation, credentialed data analysis and reporting professionals. The CEO and Lead Program Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., leads the evaluation efforts for this project. She also serves as the point of contact for the program. Other members of the EduMatrix evaluation team assist in providing the services detailed in the evaluation plan including the Director of Program Evaluations, Program Evaluators, Senior Researcher, Senior Data Analyst, and other data analysis professionals. EduMatrix skill level, professionalism, and proven track record make the company highly qualified to perform the 21st CCLC program evaluation duties.

**Evaluation Activities and Proposed Timeline:** Conducting evaluation activities in a systematic way using a timeline helps to inform the program and stakeholders about the program progress being made toward meeting program goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

**Evaluation Activity #1 - Data Collection:** Data is collected in a way that does not interfere with program activities. Evaluation activities are discussed and coordinated with the Program Director to ensure that they are delivered in a non-intrusive manner. Each evaluation activity is coordinated with program stakeholders in efforts to increase effectiveness while minimizing
distraction. The following is collected or conducted by the evaluator for analysis in December 2020 (baseline data), February 2021 (mid-year data) and June 2021 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades and other relevant data.
- Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics.
- Interviews (qualitative) with the Program Director, Site Coordinators, Teachers and Program Staff.
- Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities.

Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program are also collected in July 2021 by the evaluator for analysis.

**Evaluation Activity #2 and #3 – Data Analysis and Reporting:** EduMatrix analyzes all of the data collected by both the evaluator and the program to create a comprehensive analysis that details a variety of sources. Baseline data is analyzed in December 2020 for completeness and level of student performance. The results of the baseline data analysis are provided to the program so that it is known which areas to target and focus on. Mid-year data is analyzed in February 2021. The results of this data are included in the *Mid-Year Data Report* prepared by EduMatrix and shows whether the students have made gains when comparing baseline and mid-year data for each grant objective. The evaluator meets with the Program Director to discuss the results of the Mid-Year Data Report and notes any changes needed in the areas of data collection and programming. End-of-year data is analyzed in June 2021, and those results are reflected in the *End of Year Data Report (July 2021)* and *Summative Evaluation Report* deliverable (August
2021), both prepared by EduMatrix. These reports reflect the program’s overall annual performance, recommendations for program improvement, and reporting outcomes.

**Processes for Accurate Data Collection, Maintenance and Reporting:** EduMatrix meets with the Program Director to discuss what data is needed that aligns with the grant objectives, as well as how the data is collected and who collects it. There is a student survey/testing schedule, parent survey/testing schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. EduMatrix creates internal deadlines for the program so that they have the correct data prepared for each reporting time point. Accurate data collection is verified by the evaluator by comparing the grant objectives to the data that was collected, as well as using the data collection tools (assessments and/or surveys) as a guide when analyzing the data. If any discrepancies are found, the evaluator immediately contacts the Program Director with data reliability concerns.

**Coordination of Evaluation Activities:** EduMatrix coordinates evaluation activities with the Program Director to ensure that the evaluation activities do not interfere with the normal flow of day-to-day program operations. Each evaluation activity is coordinated with program staff, students, adult family members, and others so that the evaluation process is most effective.

**Examination of Program Impact:** The evaluation design allows for the measurement of progress made towards meeting each grant objective as described above. The measurement tools used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, adult family member participant and performance data, College and Career Readiness data (if needed), and Dropout Prevention data (if needed) is also used as program impact measurement tools. These tools help to
answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness (if needed), Dropout Prevention (if needed) and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members that participated? Using the aforementioned measurement tools to answer these program impact questions through evaluation helps stakeholders understand whether the program had any substantial impact in a variety of areas. The results are used to help inform the program about any areas that may need improvement throughout the project year.

Use of Evaluation Results and Sharing Results with Community: Using evaluation data results and sharing those results to help improve the program and its impact, is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results are shared at each Advisory Board meeting, staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least two times during the grant year. Data results, program operations and evaluator recommendations for program improvement are covered in these meetings so that the community is aware of program performance and student-level performance of the 21st CCLC program. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

3.9 Approved Program Activities (20 points)
Turie T. Small Elementary School’s 21st CCLC Kids Zone Program will provide remediation in the areas of English Language Arts (ELA), Math and Science. The targeted areas are based on the need’s assessment and data provided by the school showing these areas of deficiencies.

The afterschool program is three hours long, with an additional hour on early-release Wednesdays. The typical day for the afterschool program begins with twenty minutes for dinner, followed by forty minutes for homework, bathroom, and a STEM challenge. These activities are supervised by the Program Director, Site Coordinator, staff and college student volunteers. After the first hour, teachers arrive and students are divided into groups for two rotations—one forty-five minute block for academic support which is led by a certified teacher at a 1:10 ratio and one forty-five minute block of enrichment which is divided between Physical Education and an additional enrichment activity, such as Art. Enrichment lessons are supervised/provided by school staff at a 1:20 ratio. The day ends with twenty minutes of share time; this is when students share what they learned and staff can celebrate students’ efforts and achievements.

For academic lessons, the program focuses on Science on Mondays and Tuesdays, ELA on Wednesdays and Math on Thursdays. The decision was made to spend two days on science based on the facts that Science is cross-curricular, requires more time (for experiments), and according to FSA data, was our area with the highest deficiency. The use of Technology Monday through Thursday provides an extension of academic learning time using Savvas Success Maker (formerly Pearson), IXL, and Kahoot. Enrichment activities include Physical Education, Health and Nutrition, Art, Music, Technology, Photography, Culinary and Character Education/Social Emotional Learning (SEL). The additional hour on Wednesdays provides additional homework time, remedial tutoring, additional Physical Education time and board games. Fridays are focused more on enrichment activities and include an intramural game to encompass all the skills learned in Physical Education for the week. This game allows students to compete and build good sportsmanship. There is also a choice to indulge in more Technology on Fridays, as students can
use any school-approved websites. Afterschool program field trips are sponsored by partner, Food Brings Hope, and include, but are not limited to, high-school and collegiate sporting events, holiday concerts, a beach clean-up, a culinary tour at Daytona State College and The Marine Science Center. Each field trip is aligned with targeted objectives. Collectively, the field trips expose students to culture, history, science, arts, health and fitness, post-secondary education and more.

For the Kids Zone Summer Program, students are present for eight hours, four days per week. A typical day for the summer program begins with thirty minutes for arrival and breakfast, followed by thirty minutes for bathroom and Character Education/Team Building. After this lesson, students are divided into groups by grade-level for six, fifty-minute rotations in academics, Physical Education and enrichment activities interrupted by a thirty-minute lunch. We end the day with forty minutes of share time; this is when students share what they learned and staff can celebrate students’ efforts and achievements. In academics, we focus on ELA every Monday, Math every Tuesday and Science every Wednesday. These academic lessons are facilitated by certified teachers at a 1:10 ratio. Enrichment activities include Physical Education, Health and Nutrition, Art, Music, Technology, Photography, Culinary and Character Education (SEL). Enrichment lessons are created, supervised and administered by school staff at a 1:20 ratio.

Thursdays are dedicated to educational field trips, aligned with targeted objectives. Field trips expose students to culture, history, science, arts, health and fitness, post-secondary education and more. Field trips include, but are not limited to, a St. Augustine tour, The Orlando Science Center, The Museum of Arts and Sciences, The Kennedy Space Center, The Jacksonville Zoo, and a Daytona State College Culinary tour.

All planned activities below meet the objectives and are designed to encourage continued student participation by encompassing all the needs of students and offering enriching learning experiences.
Objective 1 and 4 (ELA and 3rd grade Promotion):

**Lakeshore Learning Materials-**

**Lakeshore Learning Comprehension Journal** is a skill-building practice journal that helps students develop reading comprehension skills—day by day! Designed to help children meet key standards, the journal features 35 weeks of daily comprehension activities that encourage children to think critically about what they are reading. Students read an engaging fiction or nonfiction passage, and then complete different activities to deepen their understanding of the text. These activities develop skills in language, reading literature and reading informational text.

**Lakeshore Learning Language Journal** reinforces foundational language skills with engaging, ready-to-use activities. The journal features 35 weeks of daily activities that cover key language arts standards and help students boost skills in vocabulary, conventions, grammar, writing and reading comprehension.

**Lakeshore Learning Reading and Writing File Folder Games** include games ranging from Super Bike Speedway, where students race to make inferences to Super Spy, where students are engaged in analyzing text structure is a covert operation. The file folder games target key reading and writing standards while keeping students engaged. Each of the four libraries, Grammar and Writing, Vocabulary, Reading Informational Text, and Reading Literature, contain 10 unique folder games. Students just grab a folder filled with everything they need, then follow the simple 3-step instructions on the front. The activities are self-checking for instant reinforcement.

Objective 2 (Math):

**J & J Educational Boot Camp Math** is a research based interactive program aligned to the State standards. The benchmarks by grade-level are each individually unwrapped to allow students the opportunity to learn the basic skills and concepts necessary for building up to mastery. The benchmarks are further developed into application practice opportunities as well
as, Think Tank tasks to ensure that students can master non-routine manipulations. The Math Boot Camp Program is designed to build depth of knowledge (DOK) for all students, from non-proficient to the extremely proficient. The program components include: (1) Power Point Presentations by Benchmark designed to ensure the use of the gradual release model of instruction; (2) Smart to the Core Practice Booklets developed as intervention lessons in increasing order of depth of knowledge; (3) Rock Climbing Daily Review created to maintain previously mastered skills; (4) Mathables by Benchmark designed to tap into the core content requiring decision making and justification; (5) Hands-On Manipulative Activities with Depth of Knowledge Worksheets created to provide a fun interactive opportunity for students to master a deeper understanding of concepts; and (6) Board Games developed for assisting students with retention, while having fun during center rotations.

Objective 3 (Science):

J & J Educational Boot Camp Science products are aligned to the state standards and are designed to promote testing efficiency on state tests while learning through fun and games. Through J & J Educational Boot Camp’s Vocabulary Fitness game, students learn to master vocabulary associated with the Florida Statewide Science Assessment Next Generation Sunshine State Standards (NGSSS) through a modified version of bingo. Our Speed Bag drawing game allows students to perform their best on the extended response items of the Florida Statewide Science Assessment Next Generation Sunshine State Standards (NGSSS) using visualization and repetition. Students can increase their testing aptitude, master science concepts, and brush up on multiple-choice responses through our Relay Race game. J & J Educational Boot Camp offers a Teacher’s Resource Kit that includes an additional four components. These components include: 25-Science Laboratory Activities, 25-Foldable Note Templates, 40-Power Point Presentations by Benchmark, and a Pull-out Program for students that need additional assistance. Together, the games and the resource kit, addresses all the learning modalities within one or more of the Boot Camp program components.
Objective 5 (SEL):
The Sanford Harmony is a CASEL SELect program, aligned to the five core SEL competencies from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the nation’s top evaluator of SEL evidence-based programs. Each grade level kit includes twenty lessons and consists of five units or focus themes: diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships. These focus themes are presented in ways that are differentiated for each grade level to account for students’ developmental levels. Sanford Harmony gives teachers the tools to build trust, encourage problem-solving, and establish a positive learning environment. The Sanford Harmony program also provides an Online Learning Portal with ready-to-share communications for families. There is a welcome letter on the dashboard that explains the program in full. In every unit, the Home-School Connections section includes a family letter describing what students will be learning as well as a Home Activities document with ideas families can use to extend the learning outside school.

Objective 6 (Health and Nutrition):
CATCH Kids Club (CKC) – CATCH Kids Club is a physical activity and nutrition education program designed for elementary and middle school-aged children (grades K – 8) in an after-school or summer setting. CKC is composed of nutrition education (including snack activities) and physical activities to encourage active living & healthy eating. This program delivers a coordinated message to children about the importance of active living and healthy eating through hands-on nutrition activities as well as structured physical activity. The CATCH Kids Club Manual features lessons organized into themes related to physical activity, nutrition, and screen-time reduction. A variety of teaching strategies are used including movement activities, individual practice, educational games, goal setting, and hands-on snack preparation. Each comes with a Resource CD-ROM with teaching materials and handouts for easy duplication and classroom distribution. The CATCH Kids Club Activity Box includes over 400 activity cards with detailed instructions for
age-appropriate games that get kids moving and having a blast. Also included is a specially designed section with teaching techniques and ideas for adapting the activities for those with special needs. This allows everyone to get active and be included in the fun! CKC offers colorful, developmentally aligned equipment that coordinates with the activities, assists in group organization, and increases activity in time allotted.

University of Florida/IFAS Family Nutrition Program offers free classes and food demonstrations to educate students and adults on nutrition and a living a healthy lifestyle. Lessons are based on MyPlate and the Dietary Guidelines for Americans. Topics may include: Meal Planning, Cooking, Grocery Shopping on a Budget, Understanding Nutrition Facts Labels, Food Safety, and Gardening. The mission of the Family Nutrition Program is to help limited-resource families in Florida access more nutritious food choices on a budget and adopt healthier eating and physical activity habits to reduce the risk of obesity and chronic disease. Each grade level receives one lesson per month and this information is also presented to adult family members.

Objective 7 (Adult Family Member Literacy):

Family Literacy Programs - Family literacy refers to a continuum of programs that addresses the intergenerational nature of literacy. Family literacy programs integrate (1) interactive literacy activities between parent and child; (2) training in parenting activities; (3) literacy training that leads to economic self-sufficiency. The family literacy program will focus on these three areas through interactive, afterschool (evening) events. The essence of family literacy is that parents are supported as the first teachers of their children. For Turie T. Small Elementary, it is also a bolster to our efforts in increasing parental involvement.

Technology Components (to enhance Objectives 1-4)

Savvas SuccessMaker is a computer-based program for K-8 Reading and Math. This program provides true adaptive learning for intervention, differentiation, and personalization. Every student
interaction adjusts instruction in real time to real learning needs. SuccessMaker delivers tutorials, practice, challenge, and remediation. The program instantly adjusts pacing and sequencing and continuously assesses in a natural, unobtrusive way. SuccessMaker helps teachers improve the instructional experience by providing continuous performance data. The program allows you to print resources for homework and practice beyond the computer sessions. SuccessMaker provides intensive standards-based intervention, assess progress with standards-mastery data and analyzes student readiness for high-stakes tests.

**IXL Math** enables students to gain fluency and confidence in math. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. IXL Math includes over 1,500 skills for students in grades two through five.

**IXL ELA** IXL ELA addresses needs from phonics and reading comprehension to writing strategies and more. IXL helps learners develop the communication skills needed for success in school, college, and career. IXL ELA includes over 800 skills for students in grades two through five.

**IXL Science** helps students build lasting critical thinking abilities. With IXL, students analyze data, build new vocabulary, and deepen their understanding of the world around them. IXL Science includes over 300 skills for students in grades two through five.

**Kahoot** is an online learning tool for ELA, Math and Science that helps make learning fun, engaging, and impactful for students. Teachers can create fun learning games in minutes or choose from the millions of existing games to introduce a topic, review and reinforce knowledge, and run formative assessments.

### 3.10 Staffing and Professional Development (5 points)

**3.10.a. Staffing Plan**

All employees of the Kids Zone 21st CCLC program are employees of Volusia County Schools. All employees are cleared through a Level II background screening. All volunteers working more
than ten hours per month are also cleared through a Level II background screening. The Program Director and Site Coordinator positions are secured and have been in place under the previous grant term. Certified classroom teachers instruct all academic lessons at a 1:10 ratio. Staff personnel oversee enrichment activities at a 1:20 ratio. Paid staff is hired in accordance with enrollment. The program currently employs two individuals currently CPR and First Aid certified and the program maintains this requirement over the course of the grant.

The Program Director has three years of experience operating a 21st CCLC grant. The Site Coordinator has two years of experience in this capacity for the 21st CCLC program. All academic teachers have current FDOE certifications and are monitored yearly for renewal status.

The Kids Zone Program first utilizes the teachers at Turie T. Small Elementary who are most familiar with the target population and student needs before recruiting from other local district schools. In addition, all personal enrichment staff must be experienced youth development workers and/or demonstrate a high level of expertise in the enrichment activity provided (e.g., culinary).

The school’s principal aides in the recruitment process by recommending teachers for the program. Once the intent to hire is given, the employee completes an “Affidavit of Good Moral Character” and submits the required additional fingerprints. The Human Resources Department sends a clearance email and the employee is contacted to schedule an Orientation. The Program Director meets with new hires to review the policies and procedures. The new hire is then paired with another employee in a similar job role to shadow before being released to work independently.

Staffing plan is based on funding:

<table>
<thead>
<tr>
<th>Number After-School/Summer</th>
<th>Description</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1</td>
<td>Program Director</td>
<td>Coordinates program activities, program over-sight, budget, data collection program deliverables to FDOE, works with program evaluator, overall staff supervision, serves as the collaboration liaison, supervises the daily program activities, hires/trains</td>
</tr>
</tbody>
</table>
program staff, handles discipline and other duties as assigned

<table>
<thead>
<tr>
<th>Date</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1</td>
<td>Site Coordinator</td>
<td>Maintains safety and security, maintains lesson plans, handles enrollment applications, maintains attendance, maintain assessment data; monitors and facilitates program, facilitates family adult learning, assists program director with specific needs, and other duties as assigned</td>
</tr>
<tr>
<td>9/6</td>
<td>Highly qualified teachers (1:10)</td>
<td>They may or may not be present for the full duration of the program. Must hold valid Florida Teaching Certificate.</td>
</tr>
<tr>
<td>4/2</td>
<td>Support Staff (1:20)</td>
<td>Supervision during homework and enrichment activities. They will also be available for academic support. This staff will deliver the enrichment activities such as Art, STEM, Recreation, Music or others identified during program operations. This staff will supervise field trips.</td>
</tr>
<tr>
<td>TBD</td>
<td>Volunteers</td>
<td>Support during the program operations, field trip supervision and/or delivery of enrichment opportunities for students.</td>
</tr>
</tbody>
</table>

### 3.10.b. Professional Development

The Site Coordinator plays a key role in the quality of program implementation and professional development. The Site Coordinator specializes in academic curriculum. Their purpose is to ensure all projects and curriculum are being used and implemented in accordance with students’ needs during the day, the fidelity of the program itself, and the usage of the B.E.S.T. Standards. The Site Coordinator ensures the creation of professional development for individual teachers and serves a coach and model of instructional best practices.

Professional offerings are provided for all staff based on their identified needs. Professional development includes at minimum: an orientation to the program, CPR and First Aid, classroom management techniques, district-mandated mental health training, and curriculum development and implementation. Additionally, staff may attend District-lead trainings, particularly as they relate to testing, ELA, math and science.

The Program Director and Site Coordinator also attend the 21st CCLC training yearly. They are responsible for the development and dissemination of the information to program staff through a variety of methods including but not limited to email, newsletter and face to face meetings or trainings.
3.11 Facilities (5 points)

The Kids Zone 21st CCLC program is housed in a public-school facility. The facilities are fully accessible, meet all health and safety ordinances, and are maintained by the School District. The school is designed to provide services to over 475 students, and easily accommodates the 120 participants of the after-school program. The district has approved the 21st CCLC program to use the school facility at no cost, including the cafeteria, multi-purpose room (with stage), age-appropriate classrooms, computer lab and media center. Additionally, the school has two playgrounds, ample amounts of open playing fields and a large pavilion. The cafeteria and multi-purpose rooms are used to divide the grade levels for snack and homework time. They are also used for indoor activities during inclement weather. Parent meetings are held in either of these locations as well depending on the needs for the meeting. The media center is used for dismissal; it is easily accessible for parents and large enough to hold the students at dismissal. All site facilities undergo inspections by school district personnel at least once annually.

The school is surrounded by three subsidized housing developments and most of the families live within a two-mile walk zone. Due to increased security at the school, parents are only admitted through one gate which is equipped with a bell and monitored by a 21st CCLC program staff member. The same gate is used for entry on nights with adult family member activities.

3.12 Safety and Student Transportation (5 points)

The Kids Zone Program implements clear, concise procedures and policies to ensure student safety during all program activities. Following school dismissal, students report to the cafeteria and are signed in by program staff. Once attendance has been taken, students are divided by grade level and the fourth and fifth graders are escorted by staff to the Multi-Purpose Room. When teachers and additional staff members arrive, they sign in at the main office of the school and again in the cafeteria before reporting to meet their assigned group. Notebooks accompany each group which includes a student roster and daily schedule. Staff members escort groups back and forth to ensure time in academic lessons is maximized. A student “buddy system” (in
which two students walk together) is utilized for students going to the restroom or to another
classroom. No student is permitted to go to another area of the campus alone. First aid kits are
kept in the program’s closet in the cafeteria. The program also has access to an ice machine in
the cafeteria. Program staff communicate via walkie talkies. All students are required to have
signed parent permission forms on file indicating their mode of transportation (walking, by bike,
by parent or authorized adult) at the end of the day. On the permission forms, parents identify
those who are authorized to pick up their child. Proper identification is presented by these
individuals and verified by staff. All students are signed out by an adult using a dismissal log
noting the date and time of departure. Walkers and bike riders are escorted out by program
staff and a staff member acts as a crossing guard, equipped with a safety vest, to ensure
students cross the street safely. To ensure safety during off-campus activities, parent
permission forms, including emergency information, are required before students can
participate. Volusia County Schools allows the program to use district busses and drivers to
provide transportation to the field trip sites. Program staff chaperones field trips while
maintaining a student staff ratio of 1:5.
All staff maintains level two background checks and complies with the Jessica Lunsford Act. All
personal enrichment providers and volunteers who work with the students undergo the same
level of background screening. Monthly emergency drills (fire, code yellow: hazardous
materials, code green: severe weather, code blue: bomb threat, and code red: school lockdown)
are conducted. All program staff are provided with evacuation maps as well as a reference
sheet with emergency codes and steps to take for each. The Program Director and one
additional teacher is trained in both first aid and CPR.
In the 2018-2019 school year, the school campus was enclosed with six-foot fencing to increase
the level of security. Only school-day staff are issued keys to the gates and all non-Kids Zone
visitors must report to the main office, while Kids Zone parents may report directly to the media
center. Upon arriving at the media center gate, parents ring a bell and are greeted by a Kids
Zone staff member. Kids Zone parents are not permitted past the media center with the exception of family nights.

3.13 Sustainability (3 points)

The Kids Zone Program is sustainable. The initial costs to provide the curriculum and materials are borne by 21st CCLC funding. Consumables and staffing costs continue for the duration of the program and are covered by this funding, as well. The 21st Century Kids Zone Program utilizes the school’s Advisory Board and it has been charged with recruiting donors and volunteers while also garnering community support for the program. Local churches have pledged varying degrees of help, much of which has been in the form of donations. Volunteer staff from local colleges will be maintained through Memorandum of Understanding agreements that defray staffing costs. A donation account is set up and these funds are kept separate from other funding and maintained for the specific purpose of continuing program funding after the grant term ends. The program continually seeks out new business partners who have funding to offer. Much effort has been made to ensure that this program continues indefinitely, as it is so needed by this community.