



Florida Division of Cultural Affairs
08-6037 - Arts in Education - Partnership Level 2

Applicant: The Educational Coalition for
Phone: Monroe County, Inc.
Email: (305) 743-6215
ECMC06@hotmail.com

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Florida Department of Cultural Affairs

Program: Arts in Education

Application: 08-6037

The Educational Coalition for Monroe County, Inc.



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Organization Profile

Organization Name	The Educational Coalition for Monroe County, Inc.
Alternative Name	ECMC
Chief Executive Official:	Tina Belotti
Address	P.O. Box 522480 Marathon Shores, Florida 33052 County: Monroe
Main Contact Phone #:	(305) 743-6215
Fax #:	(305) 743-8394
Alternative/Mobile Phone #:	(305) 731-0731
Tax ID#:	65-0956049
Fiscal Year Start / End:	January 1 - December 30
Florida Senate/House District #s:	0/0
U.S. Congressional District #:	25
Is the organization minority owned?	No
Is the organization state funded?	No
Is this an Arts Organization?	Yes
Accredited Museum?	No
Is your organization within a REDI designated area?	No
Has your organization ever received a grant from the Division of Cultural Affairs?	Yes - 2006
Organization Status:	Organization - Non-Profit
Primary Function:	Education
Secondary Function:	None of the above
Institution Type:	Community Service Organization
Organization Discipline:	Interdisciplinary -
Racial Demographic Characteristic:	No Single Group Listed Above
Organization Email:	ECMC06@hotmail.com



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Application Cover Page

Funding Category: Partnership Level 2

NOT-FOR-PROFIT DESIGNATION:

I hereby certify that the above referenced applicant is eligible to receive grants from the Division of Cultural Affairs pursuant to the following not-for-profit status of the organization:

A not-for-profit Florida orporation according to these definitions:

- a. incorporated or authorized as a not-for-profit corporation, in good standing, pursuant to Chapter 617, Florida Statutes; (Chapter 623, FS. for private schools) and
- b. designated as a tax-exempt organization as defined in s.501(c)(3) or (4) of the Internal Revenue Code of 1954



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General Information

Contact for this application	Belotti, Tina R
Proposal Title	Cultural American Music Program (CAMP)
Grant Amount Requested	\$15,000
Start Date	July 1st, 2007
End date	October 15th, 2007
Number of different events	8
Number of performances	14
Number of individuals expected to participate in the proposal activities	1,800
Number of youth expected to participate in the proposal activities	175
Number of elders expected to participate in the proposal activities	55
Number of artists expected to participate in the proposal activities	35

A/V Materials

CAMP 2005 Video Montage and student produced silent film - shipment is pending on CAMP 2006 video
CAMP 2005 CD
CAMP 2006 CD

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION

Are the applying organizations's facilities and PROGRAMS accessible to persons with disabilities?	Yes
Has an ADA self-evaluation of the organizations's facilities and PROGRAMS been conducted?	Yes
If yes, give date completed	May 1st, 1994
Have policies and procedures been established which address nondiscrimination against persons with disabilities?	Yes
Do you have a complaint process for discrimination on the basis of disability?	Yes
Is this information posted?	Yes
Designated staff person responsible for Section 504, ADA and Florida Statutes 553 Compliance	Sergio Sanchez, Monroe County School District's Equity & ADA Coordinator - (305) 293-1400 ext. 53389
Are other staff members informed and trained in access issues?	Yes

Mission Statement



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A non profit (501(c) 3) nonpartisan countywide student advocacy group of parents, community leaders, educators, in partnership with civic and non profit organizations. Formulated in 1996 to provide educational enrichment opportunities and to improve communication and the flow of information for the betterment of education for all children in the Florida Keys. ECMC provides countywide at-risk youth with quality creative arts, environmental, and recreational programs.



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Grant Counties

These are the counties in which project / programming will actually occur:

Monroe



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Operating Budget - Expenses

Expenses	FY 5	FY 6	FY 7
1. Personnel - Administrative	\$5,000	\$6,000	\$8,000
2. Personnel - Artistic	\$29,883	\$34,764	\$40,000
3. Personnel - Technical/Production	\$3,125	\$2,005	\$7,500
4. Outside Artistic Fees & Services	\$0	\$0	\$5,500
5. Outside Other Fees & Services	\$9,585	\$13,022	\$5,500
6. Space Rental/Rent or Mortgage (interest only, not principal portion)	\$0	\$0	\$0
7. Travel	\$347	\$1,976	\$3,000
8. Marketing	\$946	\$2,386	\$6,500
9. Remaining Operating Expenses	\$4,745	\$8,709	\$6,200
10. Total Cash Expenses (add lines 1-9)	\$53,631	\$68,862	\$82,200
11. Total In-kind Contributions	\$15,000	\$15,000	\$15,000
12. Total Expenses (add lines 10 + 11)	\$68,631	\$83,862	\$97,200



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Operating Budget - Income

Income	FY 5	FY 6	FY 7
13. Admissions	\$5,685	\$5,323	\$10,000
14. Contracted Services	\$0	\$0	\$0
15. Other Revenue	\$291	\$2,046	\$6,000
16. Corporate Support	\$5,100	\$0	\$16,100
17. Foundation Support	\$0	\$0	\$3,000
18. Other Private Support	\$38,246	\$47,291	\$28,000
19. Government Support - Federal	\$0	\$0	\$1,000
20. Government Support - State/ Regional	\$0	\$0	\$0
21. Government Support - Local/County	\$10,724	\$14,500	\$8,000
22. Applicant Cash	\$0	\$0	\$0
23. Total Cash Income (add lines 13-22)	\$60,046	\$69,160	\$72,100
24. Total In-kind Contributions	\$15,000	\$15,000	\$15,000
25. Total Income (add lines 23+24)	\$75,046	\$84,160	\$87,100
26. Cash Reserves (line 25 minus line 12)	\$6,415	\$298	\$-10,100



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Grant Proposal Summary

Identify the goals of the proposal. List the specific objectives and provide an overview of the methods.

Goals

CAMP will create a learning environment to increase motivation, and improve understanding in students relative to skills necessary for success in music/creative arts, citizenship, careers, and institutes of higher learning. Goals are to improve student competencies by one music level or higher; increase student motivation to read and write; to expand students understanding of American history and culture and the influences of diverse groups; to enhance student connectiveness to community, school, and family; and to develop personal and interpersonal skills. Participants will be taught to use problem-solving strategies of cooperation, collaboration, and team building and to transfer these skills to their school, family, and communities.

The learning environment created at CAMP encourages participants to explore strengths and challenge themselves to expand their skills. The curriculum content was designed to align with the SUNSHINE STATE STANDARDS, National Association for Music Education (MENC), Florida Music Educators Association & Florida School Music Association (FMEA/FSMA) for instruction in the arts. Additional alignment is related to curriculum in language and literature, leadership, and technology. Self-directed learning will create motivation that transfers to other areas of self-development.

The materials used will consist of classics of American literature that correlate with student area of concentration to include: composers, musicians, and American culture, the nineteen hundreds to current times and contemporary American history. Please see selected Sunshine State Standards - attachment A.

Objectives

Measurable Objectives

-Creativity

80% of participants will increase their musicality scores by one level

-Cognition

80% of participants will increase their FCAT SAT scores by 10%

80% of participants will demonstrate learning through participation in all community-based performances

80% of participants will demonstrate problem-solving process skills

80% of participants will increase their FCAT writing scores by 1 point

-Social/Emotional Development

80% of participants will indicate an increase in social ability by an average of three points on CAMP self evaluation

*FCAT data reflects that 60% of the 2006-2007 tenth grade population are reading below grade level. Research demonstrates the value of the arts to higher SAT scores.

CAMP supports comprehensive and coordinated efforts to support the Florida Reading Initiative through the following aspects:

-Comprehensive program requirements related to individual reading for knowledge acquisition and enjoyment as related to program goals

-Use of technology to improve skills at reading for information

-College prep skills (reading, writing, SAT prep, college survival)

Additional objectives

-Students will learn marketable skills and be exposed to career options through CAMP

-CAMP students will gain access to college resources such as Tennessee Williams Fine Arts Center, college library, and San Carlos Institute.

-Dual enrollment students are articulated members of Florida Keys Community College with full access to campus services.

-Student progress is accessed on a regular basis by highly trained staff and interventions provided as



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Objectives (Continued)

necessary.

Activities

-Creativity

Instruction/practical application - training with world-renowned Florida artists/educators with advanced degrees

Cultural field trips

Weekly performance opportunities (AARP, summer rec. program, community events)

-Cognitive

Integrated instruction in arts, art history and theory, humanities, social sciences

Weekly writing workshops

Community speakers on social science and humanities

Talent Show, 4th of July parade/performance, Flag Day celebration, Concert in the park, weekly AARP performances, Florida history/culture scavenger hunt field trip, summer rec. performance, student-produced exposition, final performances

Internships: talent show, concert in the park, AARP performances, Flag Day

Student-written/produced play

Emcee final performance (student presentation)

-Social/Emotional Development

Ballroom/social dance elective

Weekly self-development workshops with national motivational speaker - partnership with the Monroe Youth Challenge Program (MYCP)

Student-staff-parent-community socials

College prep skill-building workshops - in partnership with the Center for Learning

Student-generated Products

Talent Show, final performance, AARP/Summer recreation performances, CD and DVD production, journals, portfolios, reflective writings, Junior-Senior project w/technology and based on student learning style, promotional flyers, programs, community performances, digital photography, student written play performance, special effects using technology, props and sets, costumes, lights and sound, social dance expo, student presentations, parent/student survey, community performances.

Evaluation Outline

Program evaluations by three instruments: Assessment of Program Objectives, Self/Parent Program and Outcome Evaluation, and Learning Agreement based on grade level expectations. Evaluation instruments measure program success qualitatively and quantitatively through alignment with program goals and objectives (attachments B,C,D).

-Creativity

Instructor assessment of individual abilities pre/post experience (including performances and research-based papers)

Involvement in follow up programs

-Cognition

Compare 2007 with 2008 FCAT scores

Attendance records

Mentor evaluation

-Social/emotional

Compilation of rating scale results Individual Parent/Student Attitudinal Survey delivered at end of program



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Evaluation Outline (Continued)

MCSD grades, attendance, and elective choices/extra curricular involvement to measure improvements by first semester end.



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Grant Proposal Budget - Summary

Expenses

Expense Category	State Grant	Cash Match	In-Kind Contributions
Personnel - Administrative	\$0	\$6,000	\$0
Personnel - Artistic	\$8,500	\$29,100	\$0
Personnel - Technical/Production	\$5,000	\$0	\$0
Outside Artistic Fees & Services	\$1,500	\$4,000	\$3,000
Outside Other Fees & Services	\$0	\$4,500	\$1,000
Space Rental/Rent or Mortgage	\$0	\$0	\$10,000
Travel	\$0	\$3,000	\$3,000
Marketing	\$0	\$4,500	\$0
Remaining Operating Expenses	\$0	\$6,200	\$500
A. Total Expenses	\$15,000	\$57,300	
B. Total In-kind Contributions			\$17,500
C. Total Proposal Costs	\$89,800		

Income

Income Category	Cash income
Admissions	\$10,000
Contracted Services	\$0
Other Revenue	\$6,000
Corporate Support	\$16,100
Foundation Support	\$2,000
Other Private Support	\$17,200
Government Support - Federal	\$1,000
Government Support - State/Regional	\$0
Government Support - Local/County	\$5,000
Applicant Cash	\$0
D. Total Cash Income	\$57,300
E. Grant Amount Requested	\$15,000
F. Total Cash Income (D + E)	\$72,300
G. Total In-kind Contributions (from B, proposal expense page)	\$17,500
H. Total Project Income (F + G, Must equal C, proposal expense page)	\$89,800
I. Percent of Total Project requested from State	17 %



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Grant Proposal Budget - Expense Details

Expense Category	State Grant	Cash Match	In-Kind Contributions
<u>Personnel - Administrative</u>			
Overall Program Coord.	\$0	\$3,000	\$0
Student Service Coord.	\$0	\$3,000	\$0
<u>Personnel - Artistic</u>			
7 visiting instructors	\$5,950	\$17,850	\$0
DE instructor #1	\$850	\$3,750	\$0
DE instructor #2	\$850	\$3,750	\$0
DE instructor #3	\$850	\$3,750	\$0
<u>Personnel - Technical/Production</u>			
Tech instruct/equipt.	\$5,000	\$0	\$0
<u>Outside Artistic Fees & Services</u>			
Videographer	\$1,000	\$500	\$0
Profess. photographer	\$500	\$0	\$0
Recording ser. for CD	\$0	\$500	\$0
CD/DVD production	\$0	\$3,000	\$0
3 volunteers- instruct.	\$0	\$0	\$1,000
Donated music/comp	\$0	\$0	\$500
Photography services	\$0	\$0	\$500
Staffing services	\$0	\$0	\$1,000
<u>Outside Other Fees & Services</u>			
College prep instructor	\$0	\$2,000	\$0
Social develop. instruct.	\$0	\$2,500	\$0
2 volunteers- other ser.	\$0	\$0	\$1,000
<u>Space Rental/Rent or Mortgage</u>			
staff house/ & 2 rentals - visit. inst.	\$0	\$0	\$5,000
MCS D facility use	\$0	\$0	\$5,000
<u>Travel</u>			
For 10 visiting instruct.	\$0	\$3,000	\$0
Bus transportation	\$0	\$0	\$3,000
<u>Marketing</u>			
Promotional events	\$0	\$4,000	\$0
Programs/poster	\$0	\$500	\$0



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Remaining Operating Expenses

Program insurance	\$0	\$1,500	\$0
CAMP t-shirts	\$0	\$1,200	\$0
Curriculum, tech supp.	\$0	\$2,500	\$0
Postage, office supplies	\$0	\$500	\$0
Music	\$0	\$500	\$0
Rec. activities	\$0	\$0	\$500
A. Total Expenses	\$15,000	\$57,300	
B. Total In-kind Contributions			\$17,500
C. Total Proposal Costs	\$89,800		



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Grant Proposal Budget - Income Details

Income Category	Cash income
<u>Admissions</u>	
50 paid students	\$10,000
<u>Contracted Services</u>	
<u>Other Revenue</u>	
Coin toss fundraiser	\$3,000
Talent show/dinner	\$3,000
<u>Corporate Support</u>	
Nature Conservancy	\$1,800
Board of Realtors	\$1,500
Boys and Girls Club	\$5,000
MYCP	\$2,500
Chamber of Commerc.	\$3,800
3 local banks (500 ea)	\$1,500
<u>Foundation Support</u>	
Sheriff's Dep. Grant	\$2,000
<u>Other Private Support</u>	
ECMC Market-ongoing	\$17,200
<u>Government Support - Federal</u>	
Quarterly assistance	\$1,000
<u>Government Support - State/Regional</u>	
<u>Government Support - Local/County</u>	
City of Marathon	\$5,000
<u>Applicant Cash</u>	
D. Cash Income Subtotal	\$57,300
E. Grant Amount Requested	\$15,000
F. Total Cash Income (D + E)	\$72,300
G. Total In-kind Contributions (B from previous section, proposal expenses)	\$17,500
H. Total Project Income (F + G, Must equal C from previous section, proposal expenses)	\$89,800
I. Percent of Total Project requested from State	17 %



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Narrative Questions

1. Organization

History Give a brief history of your organization.

The Educational Coalition for Monroe County (ECMC) has come a long way since 1996. A small group of parents and teachers began to meet regularly to discuss what needed to be done to deal with serious problems easily recognizable in our public school system. A grassroots movement was born. Recently two of ECMCs original founders have been elected to serve on the Monroe County School Board.

As a nonpartisan student advocacy group composed of parents, grandparents, students, and collaborating partners from the business community and other organizations, significant progress has been made over the years to define issues in order to seek solutions. ECMC received its non profit status from the IRS as a 501(c) 3 advocacy organization to assist in implementing countywide youth projects to supplement their classroom learning.

ECMC has a long track record of successful projects and important achievements. A summary of this past work for kids can be reviewed on the ECMC page at www.schoolscanwork.com - major projects have included:

- GOALS grant - worked closely with the school district to obtain a \$77,000 grant from the Florida Department of Juvenile Justice - for a school within a school project for at-risk youth
- Partnered with Lovewell Institute for the Creative Arts and Florida Keys Community College - a month long summer theater program (3 consecutive summers - original student musicals produced - student driven countywide tour) - received the Governor's Gifted and Talented Summer Program Grant
- Partnered with the City of Marathon and the Tony Hawk Foundation - ECMC focused energy and volunteer help on establishing the City of Marathon Skate Park and Marathon Sk8 Club for youth and adults of all ages searching for a safe place to skateboard
- 2002-2003 Cultural American Music Program (CAMP) funded by the Governor's Gifted and Talented Summer Program Grant, created to support a failing music program in the middle keys. Partnered with Union Institute & University and Marathon High School to provide 3 college credits. The following year CAMP expanded to countywide participation. This lead to countywide transportation provided by Monroe County School District for CAMP '06. CAMP has expanded from 38-78 participants; over 100 students are anticipated in 2007. A Junior CAMP feeder program has been added in 2005 to additionally serve elementary school students, this year a college intern program will be added.

ECMC's philosophy

When it comes to school improvement, many educators make a distinction between "school reform" and "school rejuvenation". School reform usually denotes drastic measures to completely restructure school organization and delivery of classroom instruction. School rejuvenation is more directed at specific solutions to solve individual problems as identified by students, parents, teachers, and administrators in a collaborative process.

ECMC has always believed that there are great things going on in our public schools. Therefore, we have never advocated for revolutionary changes across the board. We are focusing our efforts at rejuvenating our schools by zeroing in on solutions to particular problem areas (the creative arts are a priority) that can be improved upon through collaborative school, community, and faith based partnerships.

ECMC's main objectives:

- To form partnerships with civic and other non profit organizations to share resources and collaborate efforts to reach common goals.
- Volunteer recruitment - specifically among the retirement community
- To provide alternative projects and programs for Monroe County youth in a variety of venues. These programs expose students to artistic, environmental, and recreational experiences that develops skills and teach leadership and community service.
- To establish better communication for educating parents and grandparents about what they need to know to ensure that everything is being done to improve how their children and grandchildren learn.
- To establish linkages with other volunteer citizen organizations in other school districts and government agencies involved with school rejuvenation across the United States.



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1. Organization

History Give a brief history of your organization. (Continued)

-To inform the Monroe County electorate about school issues and how local education candidates will be responding to them in their campaign for office.

-To generate input from professional educators and school administrators around the United States involved with school rejuvenation in small school districts of less than 10,000 students.

ECMC'S newest project the ECMC Marketplace (Home Of The Incredible Fruit Stand) was created through the philanthropic efforts of the Pittmans, Florida agriculturists with an interest in youth education. In 2005 partnerships with ECMC to include The Natures Conservancy, University of Florida's Extension service and 4H program were formed. The common goals were to provide environmental education and funding for cultural programs while replacing over 3,000 native trees in the local community lost in Hurricane Wilma. ECMC provided the organizational structure, youth and adult volunteer recruitment while marketing "Project Green". This project sold tree sponsorships, donated by the Pittmans to local businesses and municipalities and gave them away in their business name to local residents. Students under the direction of horticulturists planted and provide information to the tree recipients. The ongoing precedes from this project and weekly fruit and vegetable sales support ECMC's educational projects (over 30,000 dollars have been raised to date). The marketplace is run by an intergenerational volunteer base. Students can receive community service hours while learning a variety of employable skills. Intergenerational families are few in the Florida Keys due to a remote island environment and high cost of living. This project provides a fulfilling opportunity for relationship building that often expands into our other volunteer opportunities.

ECMC often serves other non profit organizations by providing sweat equity for their projects. These include the Chambers of Commerce, Lions Club, Elks Club, Sheriffs Department, Off Shore Fisherman, Church projects, Garden Club, The Rotary Clubs, AARP Nutrition Program, Mid Keys Concert Association. With Financial assistance from the Art's in Education grant it will allow us to continue to expand our partnerships and extend a quality cultural experience for the Monroe County youth and community this summer.

2. Artist

Description Provide a description of personnel and artists involved in the project; we recommend submitting the artist's resume as a support material.

Program Personnel

All core instructional staff will have a degree in education (minimum of a BA). Directors will have a graduate degree or higher. Strong efforts will be made to attract a diversity of staff that reflects the composition of the student group. All staff is screened through Monroe County School District (MCSD) and Florida Keys Community College (FKCC) and comply with ECMC's established academic guidelines.

-Program Personnel

Position: Educational Consultant (volunteer, in-kind services)

Primary responsibility: administrative

Qualifications: Ph.D., MCSD school board member, training for ESE and Charter Schools, anthropologist

Position: Educational Consultant/Curriculum Specialist

Primary responsibility: administrative

Qualifications: Ph.D. Educational Leadership, MHS teacher/FKCC adjunct instructor, 2001-02 Monroe County Inclusion Teacher of the Year, parent of a gifted student

Position: Program Development/Grant Administrator

Primary responsibility: administrative

Qualifications: MA in Social Community Psychology, school readiness provider/preschool owner, extensive training in exceptional student education, 2001-02 Special Education Parent Teacher Association Vice President

Position: Student Service/ Community Resource Coordinator

Primary responsibility: administrative



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2. Artist

Description Provide a description of personnel and artists involved in the project; ... (Continued)

Qualifications: BS in Education, ESOL endorsement, school readiness provider, undergraduate courses and field experience in ESE.

Position: Program Management and On Site Administrator

Primary responsibility: administrative

Qualifications: MA in Elementary Education, elementary teacher in Wake County, NC, 2002-03 New Teacher of the Year, developed music program for ESE/gifted and talented students, seven years experience as music camp administrator

Position: CAMP Secretary/Fundraising (volunteer, in-kind services)

Primary responsibility: administrative

Qualifications: BBA in Finance, realtor at Coldwell Banker Schmitt Real Estate Co., community involvement on numerous youth projects to include band, girl scouts, environmental and gifted and talented projects, parent of a gifted student

-Program Artists/Instructors

Position: College prep/career development instructor

Primary responsibility: Instruction

Qualifications: Founder/owner of the Center for Learning, MA in Education and Writing

Position: Self development workshop instructor

Primary responsibility: Instruction

Qualifications: MA Columbia University, developed training programs on violence prevention for the United Nations, has trained thousands in the United States and abroad

Position: Artistic Director/Staffing Specialist

Primary responsibility: administrative/percussion instructor

Qualifications: MA in Education, President and Founder of Superior Marching Band Enterprises, Inc.

Position: Music Director/ Woodwind Instructor/ DE Instructor

Primary responsibility: instruction

Qualifications: Ph.D. in Music in Clarinet Performance, lecturer in Music at Truman State University, has taught at numerous music camps and private music lessons

Position: Brass Instructor

Primary responsibility: instruction

Qualifications: MA in music, London cast member of Blast Tony Award winning show, extensive teaching experience at the middle and high school levels.

Position: Junior CAMP Administrator/ Instructor

Primary responsibility: administrative/instruction

Qualifications: BS degree in Music, 3 years as elementary music teacher

Position: Vocal/Theory Instructor/ DE Instructor

Primary responsibility: instruction

Qualifications: MA in Music – Applied Voice, award-winning operatic performer and soloist, Professor at New World College, extensive experience with gifted and talented high school students.

Position: Guitar/Strings Instructor/ DE Instructor

Primary responsibility: instruction

Qualifications: MA in Music, 2003 "Most Outstanding New String Teacher of the Year", extensive orchestra and guitar instructional experience.

Position: Ballroom/Social Dance/ Dance History Instructors (2 dancers – male and female)



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2. Artist

Description Provide a description of personnel and artists involved in the project; ... (Continued)

Primary responsibility: instruction

Qualifications: Former instructors with Arthur Murray and Fred Astaire International, award winning ballroom dancers, over twenty years dance instructional experience.

Position: Percussion Instructor

Primary responsibility: instruction

Qualifications: MA in Music, finalist at the WGI World Championship, percussion instructor for several years

Position: Visiting Artist - Percussion and Steel Drum Specialist (volunteer, in-kind services)

Primary responsibility: instruction (special workshop)

Qualifications: BA in Music Education, Director of Bands at Bethel High School, Hampton, VA

Position: Mime, Juggling, Theater, and Physical Performance Instructor

Primary responsibility: instruction

Qualifications: BS degree in Communications and Theater, founding member of Touch Mime Theater, utilizes mime in developing curriculum for special populations to include special education and gifted students

Position: Visual Arts Instructor (volunteer, in-kind services)

Primary responsibility: instruction (special workshop)

Qualifications: Deaf Education, University Texas El Paso; BS Art Education, Florida State University; former middle school arts instructor; parent of a gifted student

Position: Videographer/Technology Specialist

Primary responsibility: instruction/technology/photojournalist

Qualifications: B.F.A Art and Technology - Computer art emphasis

*Above are the core CAMP staff. Additional artists are involved in the program through fundraisers, community performance events, and guest presentations. See attachment E for core CAMP staff bios.

-Staffing Plan

The staffing plan begins with a review of previous staff evaluations and indication of availability and interest. Program openings are advertised nationally through the program's staffing specialist. Potential staff undergo a rigorous screening process in accordance with MCSD, FKCC, and CAMP criteria: references, fingerprints, and transcripts. Staff training begins in March upon notification of grant awards. In May staff will meet to review curriculum, check facilities, and prepare any materials needed. Ongoing training includes a review of the scope and sequence of the program, expectations, procedures, and syllabus/lesson plan review. Contact is maintained through email and telephone conferencing prior to on-site orientation in June. During the program, the staff meets daily to discuss student progress and program progression. A post-program meeting concludes the program with a review of student progress, an evaluation of the actual outcomes with stated objectives, and suggestions for improvement. Staff assessments are conducted informally throughout the program and formally by program administration at the conclusion of the program.

3.

Partners Describe your partner(s) - such as school district, community, social service or other; address how partners will be involved financially and otherwise. Remember an organization that provides money to your project is not necessarily an involved partner, but often a funding resource to the project.

Partnership Involvement with CAMP 2007

CAMP is made possible through the numerous partnerships that have been formed. Without these partnerships CAMP would not be possible. Below are the partners involved in CAMP and benefits to the partner and to ECMC/CAMP.



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3. Partners Describe your partner(s) - such as school district, community, social service or ... (Continued)

Monroe County School District (MCSD)

- Benefit to partner: Public relations, goodwill, student enrichment, support of summer food program, and support for reading initiative (support for Strategic Imperative #3)
- Benefit to ECMC/CAMP: Facility, countywide bus transportation, breakfast/lunch, technology use, promotion, administrative services, instrument use, and access to students for program recruitment

Florida Keys Community College (FKCC)

- Benefit to partner: Exposure, enrollment, facility use, public relations, and support for Strategic Imperative #8 (positive publicity to higher institutions of learning)
- Benefit to ECMC/CAMP: Program support, facility use, college credit, public relations, DE instructor credential review, and curriculum support

The City of Marathon

- Benefit to partner: Public relations, resource to community, enhancing park and recreation program, community performances, community service
- Benefit to ECMC/CAMP: Financial support, facility use

The ECMC Marketplace

- Benefit to partner: Philanthropic opportunity
- Benefit to ECMC/CAMP: Financial support, volunteer opportunities

The Boys and Girls Club of the middle and lower keys

- Benefit to partner: New memberships, student scholarships to members, transportation, public relations
- Benefit to ECMC/CAMP: Feeder program financial support, recruitment, public relations

Florida Keys Council of the Arts

- Benefit to partner: Public relations, arts enrichment for youth, increased membership
- Benefit to ECMC/CAMP: Financial support, public relations, artistic support. Access to resources

Monroe Youth Challenge Program (MYCP)

- Benefit to partner: Public relations, enrichment for targeted youth populations
- Benefit to ECMC/CAMP: Financial support, program support, social development workshops

The Monroe County Sheriff's Department

- Benefit to partner: Supervised summer activities for youth, public relations
- Benefit to ECMC/CAMP: Financial support

Florida Division of Cultural Affairs

- Benefit to partner: Public relations
- Benefit to ECMC/CAMP: Financial support

Marathon Chamber of Commerce

- Benefit to partner: Public relations, exposure to business members, community service
- Benefit to ECMC/CAMP: Public relations, assistance with recruitment, financial support

Mid-Keys Concert Association

- Benefit to partner: Enhancing education outreach, public relations
- Benefit to ECMC/CAMP: Financial support

Middle and Lower Keys Board of Realtors

- Benefit to partner: Enhancing education outreach, public relations
- Benefit to ECMC/CAMP: Financial support

The Center for Learning



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3. Partners Describe your partner(s) - such as school district, community, social service or ... (Continued)

- Benefit to partner: Promotion
- Benefit to ECMC/CAMP: College prep workshops

The Marathon Lion's Club

- Benefit to partner: Public relations, membership promotions
- Benefit to ECMC/CAMP: Forth of July float, and assistance with concert in the park community event

The Marathon Elk's Club

- Benefit to partner: Public relations, Music for Flag Day Celebration
- Benefit to ECMC/CAMP: Talent Show and Spaghetti Dinner Fundraiser hosted by the Marathon Elk's Club

Please see attachment F for letters of support and partnership commitments.

4. Project

Impact Describe how the proposed program will make an impact in your geographic or program area. Demonstrate how your project will serve rural or underserved counties and/or neighborhoods. Address the racial and cultural diversity of your project participants. Also provide information on the counties and populations you will be servicing.

The Florida Keys, a chain of islands that stretches over one hundred and four miles. Due to geographic isolation and economic constraints, students have a limited exposure to local resources and the unique opportunities that those resources provide. Limited cultural resources for students in Monroe County are mainly centered in Key West. So many students are unable to take advantage of cultural resources such as Florida Keys Community College (FKCC) main campus, Tennessee Williams Fine Arts Center, San Carlos Institute, Florida Keys Council of the Arts, Bahama Village, Coffee Mill Dance, and local art galleries.

As CAMP is centered in the Middle Keys with countywide transportation provided daily, students from the Upper, Middle, and Lower Keys will have equal access to resources including field experiences at the FKCC main campus and surrounding cultural and historical areas.

Monroe County School District is comprised of fifteen public schools (with a total population of under nine thousand students), including three charter schools and an alternative education center. Of these, three are high schools and four are middle schools. Limited programs, and resources are available to students with interests in the arts. Additionally, Academic Placement and Dual Enrollment courses are limited to core curricula, excluding creative enrichment. CAMP is designed to meet academic and creative needs of Monroe County students underserved in a rural island community and support interest in challenging students to attend institutions of higher learning. Efforts our made by CAMP to recruit at-risk, minority, and gifted and high-achieving students. Advanced levels of student achievement will be reached by 1) instruction by instructors and professional artists (primarily from Florida Universities), 2) challenging inter-disciplinary curriculum, 3) opportunities for creativity and performance, and 4) additional instructional resources not commonly available.

FCAT data reflects that approximately 60% of the 2006-2007 tenth grade population are not reading on grade level. FCAT scores are affected by this, as the measurement for graduation. Therefore, the focus needs to be on intensive core course offerings. Additionally high cost of living and severe hurricane damage has contributed to decreasing enrollment, making it more difficult to continue to offer creative arts electives. The need for this enrichment is evidenced by a high drop out rate, high recidivism of scholarshiped college students, high absentee rate, high rate of delinquent behaviors, lack of engagement and feelings of belongingness in school activities, and mediocre test scores from even the most gifted students.

Monroe County has a large minority population (24.2% Hispanic, 9.9% Black, 6% other). Minority students are traditionally underserved in creative arts programs. This project targets these underserved



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4. Project

Impact Describe how the proposed program will make an impact in ... (Continued)

populations in Monroe County by recruiting participants through ESOL and ESE programs and public housing administrative offices. Recruitment materials will be translated into Spanish and Creole and distributed to students and parents through the school district ESOL programs. Publicity materials will include visual representation of a diversity of cultures. *Monroe County School District (MCSD) Director of Safe and Drug Free Schools (CAMP liaison) will assist in the communication and distribution of materials countywide. See attachment G for Monroe County's Substance Abuse Survey.

Interdisciplinary Approaches

Participants will examine how American music reflects the ideals of American culture and how individual expression and diversity reflect the culture or sub culture from one's background. Discussions will expand to include the philosophy or science of art, specifically, description and exploration of the arts, aesthetic experience including psychology, sociology, ethnology and history of the arts. Students will experience actual demonstrations of each genre of American music under discussion. These experiences will teach students about the history and culture of their community, diversity, tolerance, and acceptance will also be gained through this. Community leaders, speakers, professionals, educators, historians, and anthropologists will partner with CAMP to make this possible. The partnership with Monroe County Schools to provide countywide school bus transportation will open this opportunity to all students.

Gearing the project toward an interdisciplinary approach that includes the arts is supported by research. Since 1994, research has demonstrated the value of the arts in increased learning across the curriculum. Youth included in arts programs often achieve higher FCAT and SAT scores in verbal and math and develop valuable social skills. College prep and social development workshops will be offered throughout the program by professionals in these fields.

ECMC builds partnerships by devoting time and energy to other community service organizations by providing volunteers through our base of supporters. This broadens our outreach in the community to focus on underserved volunteer populations such as winter residents and older adults. Through creative fund raising events, community performances, the board of realtors and the ECMC market place we are constantly recruiting and reaching out to visitors and community members to share their time and talents. This rewarding experience provides a strong sense of community to volunteers. These efforts help to build our arts community while building cultural understanding and mutual respect between our youth participants, artists and older adults in our community. In addition to recruiting older adult volunteers ECMC partners with the Florida Keys Council of the Arts in accordance with the Division's Arts for Elders Statewide Initiative by supporting the AARP countywide nutrition program. During CAMP participants provide lunch-time entertainment at the senior center. Older adults and youth are recruited for ECMC's intergenerational community jazz band.

Often many children in today's families are being raised in single or blended and foster homes. Last year a partnership evolved between the Department of Children and Families and allowed us to reach out to foster care parents, three foster students participated. Through our interest and involvement with the Juvenile Justice Department (ECMC is a registered source for youth volunteers that need community service) we target students that express interest in our focus areas.

A limited amount of residential slots are available to students from other counties in Florida. ECMC extends college scholarships to qualifying FKCC students for the CAMP internship program. CAMP's staff is primarily comprised of Florida university instructors and artists seeking degrees of higher education. Approximately 75% of the CAMP staff are seeking higher education (Masters Degree or higher).

ECMC does not discriminate based on race, gender, or participants with disabilities. Last year approximately twenty five percent of CAMP participants had a documented learning disability. All necessary accommodations are provided. An aid was provided to enable a Down Syndrome child to participate in CAMP. Approximately twenty five percent of the CAMP population in the 2006 program were minorities.

Monroe County School District (CAMP's facility) conducted an ADA self assessment in 1994. Stanley



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4. Project

Impact Describe how the proposed program will make an impact in ... (Continued)

Switlik Elementary School, the site for CAMP, is the most ADA compliant of the school sites in the county.

Countywide promotion of CAMP events draws a diverse audience population. CAMP participants are recruited from public, private, and home schools.

Our volunteer population is made up of approximately:

25% percent senior citizens

30% community leaders and artists

45% CAMP parents, grandparents, and family members

10% of CAMP participants are on the college intern track

20% of CAMP participants are Junior CAMP students

25% of CAMP participants are middle school students

45% of CAMP participants are Senior CAMP students (seeking high school or dual enrollment credit)

5. Project

Benefit Describe how your project will benefit the community and participants.

Over the past several years ECMC has successfully worked in collaboration with the Florida Keys Council of the Arts, local artists and teachers. Often Sharing resources, funding and promotional opportunities to improve and enlarge participation. Ray Eddy, director and owner of Superior Marching band camps Inc. an Orlando based company that supplies staff for music/theatre and leadership programs for high school's and colleges nation wide, has partnered with ECMC since 2003. Mr. Eddy known for his stunt performance as Indiana Jones with Disney is also a performance director for Disney's MGM Studios an often draws artists for his camps from Disney. World renowned instructors and artists primarily from Florida university's with special interests in the type of well rounded curricula offered at CAMP apply through Superior and an interview process begins to match up the staff. Monroe County School District completes the process by background checks and the dual enrollment teachers are processed through Florida Keys Community Collage. Once transcripts are received they technically become adjuncts with the local college.

Over fifteen teachers and artists come into the Florida Keys each summer through CAMP and are introduced to our local arts community at a number of field experiences, events and performances. Some are touched by the beauty and charm of our island community and have returned to teach at local schools. Others spread the word about the summer employment opportunities and often contact us during the school year indicating interest in employment.

Year round workshops are collaboratively produced to serve a variety of venues from school students, teacher workshops and local community artists. Additionally this provides the artists the opportunity for employment outreach and marketing their talents. Many of these professionals might not find their way to the Florida Keys and realize the opportunities that are available. Additionally teacher recruitment and retention is a significant concern in our community.

Local artists, businesses and organizations benefit by working together through the length of the CAMP. We invite the artists and teachers to formal and informal workshops as well as to perform at a number of events. Marathon has recently built an amphitheater in the park, CAMP was one of the first organizations to hold a performance last summer. Many artists wanted to perform, however, few had the funding or ability to pull the program together. ECMC filled the all day program with local and visiting performers and CAMP students all performing free for the community.

This provides numerous opportunities for networking and artist collaboration for future projects, for both individuals and future programs. Significant opportunities exist for students seeking careers in arts education and the music industry. CAMP provides these students with a month long internship and mentoring experience with music educators and professional artists.



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6. Evaluation

Plans Expand on the evaluation plan for this project. Describe how the information will be gathered, analyzed and used.

Project Design and Implementation

The design of the project supplements existing curricula with opportunities for advanced creative studies, cognitive learning, and social/emotional development. Embedded in the design are formative and summative evaluations, researched-based methodology, and commitment to serving the specialized needs of high-achieving learners through experiential learning and a differentiated curriculum in authentic environments.

-Program Evaluation

The program will be evaluated by three instruments: Assessment of Program Objectives, Self/Parent Program and Outcome Evaluation, and Learning Agreement based on grade level expectations (see attachments B,C,D). Evaluation instruments measure program success qualitatively and quantitatively through alignment with program goals and objectives (see attachment H).

Evaluation results will be used to guide necessary adjustments to the project. Specially, CAMP administration will gather and compile results to determine if each goal has been met (results will be kept on file and available for review).

At orientation parents, students, and staff, will be informed of program goals and objectives and methods used for program evaluation. At CAMP end a workshop will be held to instruct students on purpose of evaluation and ways in which student responses can be communicated in a meaningful manner. Through this process students will learn the importance of participant input in future program planning. This can help assure meaningful and authentic responses to queries.

Florida Keys Community College (FKCC) adjunct professors and Monroe County School District (MCSD) CAMP liaison will provide structured supervision and assessment. A learning agreement will be written for each participant in the program based on grade level expectations with a FKCC/CAMP adjunct professor and signed by MCSD advisor. Students will be required to do an individual entrance and exit performance that will be used for evaluation at the conclusion of the program. The performance evaluation along with an exit essay and CAMP self/parent evaluation will provide students the opportunity to see their progress, and critique their work. The essays and surveys will provide administrators and staff the opportunity to review the program and compare with pre CAMP data. A pre and post review of individual learning agreements will be used to encourage participants to challenge themselves to accomplish the goals they've set. Student grades (high school/dual enrollment) will reflect benchmarks met (based on Sunshine State Standards, National Association for Music Education (MENC), Florida Music Educators Association & Florida School Music Association (FMEA/FSMA) for instruction in the arts) demonstrated through student products. This will provide both quantitative and qualitative measurements.

Program effectiveness will be measured:

The number of student participants

Student products

Student grades and self evaluations

Staff , parent and volunteer post program evaluations

Number of volunteers

Audience participation

Media and promotional review

Continued and increased partnership involvement

ECMC board satisfaction and final review of all products and materials

MCSD/CAMP liaison final review

Monroe County School Districts Administrator/ECMC program liaison since 2001, has had access to past participants records. The majority of past participants showed improvement in attendance, attitudes, behavior, grades, self esteem and increased extracurricular activities.

7. Public

Participation and Marketing Describe community involvement in project activities (planning, production, evaluation and/or attendance). Also describe the methods used to inform the community of your project. Include detail on



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Recruitment Strategies

Recruitment of students include dissemination of program materials to district band, vocal, and theater instructors; school district administrators; gifted coordinators/teachers; ESE directors/teachers; elementary, middle and high school principals; curriculum coordinators; guidance counselors; the school district superintendent; home school population; charter school contacts; juvenile justice coordinator; department of children and families, and community dance and theatre programs. Students will be notified about CAMP through school assemblies. Local media, local performance groups (theater, fine arts council, and chorale groups), chambers of commerce, service organizations, and public housing officials will be contacted for the program dates to be placed on their calendars. Email and postal mail program nonfictions will be sent to all CAMP partners to pass on to their employee and customer bases.

Recruitment materials will be translated into Spanish and Creole and distributed to students and parents through the school district ESOL programs. Publicity materials will include visual representation of a diversity of cultures. *The Monroe County District Administrator (program liaison) will assist in the communication and distribution of materials countywide through the schools and will include district website (see attachment I).

Public service announcements will be continued through the local newspapers, radio, educational television station, flyers and brochures.

Participation of Students Traditionally Underrepresented in Gifted Programs

Students from groups that are traditionally underrepresented in programs for gifted and high-achieving students, including those who are limited in English proficiency or those who are from low socio-economic status households, will be targeted through translated documents and focused outreach. The geographic location of the program (Middle Keys) coincides with a population of students that is traditionally underrepresented in gifted populations.

-Dissemination Plan

In addition to the recruitment strategies outlined above program information will be disseminated to the target population through the following:

Public service announcements on countywide radio stations and newspapers

Radio and television talk shows

Youth related bulletin boards

The Chamber of Commerce newsletters

The Rotary Clubs in Monroe County

The faith based communities (newsletters and bulletins)

The Florida Keys Council of the Arts publications

Monroe County middle school gifted, honors, DE, AP, English, music, and art classrooms – distribute materials

School presentations

Feature stories in newspapers and district webpage

School newspapers and television stations

ECMC's extensive email base

County non-profit resource coordinator will communicate program information to all non profits in Monroe County

In addition to dissemination of program information for recruitment of students, ECMC will also distribute information about the multiple CAMP community performances and related activities through the following:

Fliers in AARP

The Chamber of Commerce Newsletters

Countywide newspapers and radio stations

Faith based community

Fliers in local business

Community billboards



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8. Project

Timeline Provide a description of the timeline of project activities occurring during the grant period. Do not include activities that take place before or after the grant period.

Program Abstract

The Educational Coalition for Monroe County (ECMC) - Cultural American Music Program (CAMP) 2007. Advanced Studies in American Culture: Music, Literature, and the Humanities. This dual-enrollment day program, June 8 – July 7, is open to 100 high-achieving students in grades 7-12 who have interest in exploring performing arts and humanities in the Florida Keys. Junior CAMP, sponsored by the Boys and Girls Club open to 4-6 grade students. College internship program available to FKCC freshmen and sophomore students. Limited residential available. In this inclusive arts experience, students can choose from three different dual enrollment courses in a self-designed program of study. Student-created productions will include an original theater production, CD/DVD, and multiple community performances. World-renowned instructors! Countywide transportation provided. Extended follow-up activities will be provided.

A minimum of three of these items will be used for selection of student involvement (see attachment J CAMP sample application):

Student interview and Self-Nomination Essay

Letter of Recommendation

Gifted Checklist

Portfolio of student work

Student application entrance essay (expressing student interest in program)

FCAT, SAT, or Gifted scores

Program Timeline of Activities Occurring During the Grant Period (see attachment K - CAMP 2007 organization time-line and attachment L - CAMP Calendar for complete time-line of program)

*Program budget will reflect expenditures to be paid by Arts Education Partnership Grant

July 1 - Sunday in the Park community event - welcome lighting technician for performance week

July 2 - Social development and lighting/tech workshop during CAMP day

July 3 - Center for Learning evaluation workshop during CAMP day

July 4 - 4th of July float and community event performances

July 5 - Dress rehearsal - extended day rehearsal

July 6 - Dress rehearsal performance for senior citizens and summer recreation students - evening Theater production and awards assembly

July 7 - Final concert performance and dinner celebration (students, staff, parents, and partners)

July 8 - Staff wrap-up lunch meeting - program reflection, all student grades and assessments turned in

July 9 - Facility clean up, instrument return, inventory, CAMP site break down - visiting staff returns home

July 10 - CAMP administration turn student grades into MCSD and FKCC for student credit

Remainder of July - send in CD and DVD materials for production, distribute and compile parent/staff surveys, thanks you cards distributed, all CAMP commitments completed

August

Kick off promotion of feeder programs - to include JAM and Junior Jazz Band

JAM back to school kick-off event and orientation August 22

JAM and Junior JAM every Wednesday after school starting Aug. 22

Intergenerational Community Jazz Band everything Thursday evening starting Aug. 23

September

Provide student evaluations to individual school's guidance counselors for distribution for credits, student portfolios, and permanent records

Fulfill all grant assessment requirements

October

Music workshop with visiting director and local artists - October 23-26

Community benefit/CAMP reunion performance and CD release - October 27



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9. Project

Description Describe your project. Be sure to identify the focus areas required by your funding category. Consider how your project addresses those focus areas.

Arts Education Partnership Targeted Focus Areas

1. Development of arts education programs for adults, students, economically disadvantaged, underserved and/or at-risk populations, persons with disabilities, and multicultural populations, including those designed in collaboration with the criminal justice system.

2. Development of community arts education planning.

3. Development of intergenerational programs and programs that interface with community care for the elderly.

Arts Education Partnership Review Criteria

-Quality of the project, including activities to establish, expand, or enhance arts education based on the focus areas utilized.

Rationale for Program

There is continued need for young people who show aptitude and inclination in creative arts to have opportunities to develop their interests and expertise. Students involved in CAMP will participate in a collaborative and creative process, culminating multiple public concert performances and production of an original CD, DVD, theater production and photography montage (see activities in section F. for complete student product list).

Professionals will guide the work in their own fields of expertise, participants will choose their individual area of interest and schedule. Each member of the ensemble will have a chance to converse about and implement aspects of theory, composition, improvisation, and instrumental techniques. Each musician will share his/her own musical point of view, drawing these strands together for a sense of common purpose and shared achievement. Participants will learn a variety of skills: character building; organizational and vocational (technical/artistic) performance; advanced writing; music composition, sound, and performance techniques. Humanities and social sciences will be taught through the arts. Music workshops will demonstrate ways in which individual excellence contributes to group excellence.

Project Intent

The intent of the project is to provide students with an integrated approach to cognition and self-expression in the humanities, arts, and social sciences.

This program will use the two main approaches of education, enrichment and acceleration.

Enrichment

Interdisciplinary instruction – FKCC adjuncts will teach topics through a number of different disciplines

Independent study – Students will develop a schedule based on individual interests

Mentorship programs – Students are paired with instructors and community professionals that will direct them in applying knowledge to real life situations

Internship – Students work closely with university instructors and be encouraged to pursue higher learning. Students will participate in a work-study program with transferable skills for their return to general education.

Enrichment triad/revolving-door model – CAMP offers an inclusive and flexible model for education of the high-achiever. New and returning students are exposed to planned activities that develop thinking skills, problem solving ability, and creativity.

Curriculum compacting – Challenging topics are scaffold onto previously mastered skills resulting in higher levels of learning and greater degrees of participation.

Acceleration

Advanced placement – Dual enrollment choices are offered for college credit by FKCC adjunct instructors.

Honors sections – Gifted and non-gifted students who demonstrate high-achievement with common interest are placed together in advanced classes.

Ability grouping – Students are clustered in courses where learners have comparable achievement and skill levels based on pre-assessments.



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9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

Individualized instruction – CAMP provides one-to-one instruction based on student need as students move through the program at their own pace.

-Evidence that the project would increase the number of individuals participating in arts education programs based on the focus areas chosen.

Teaching Strategies - Authentic Tasks & Environments

Learning how to express oneself while working together helps young people, individually and collectively, attain their goals. This cultural infrastructure bonds the relationship among the arts and education communities with the community at large. Participants in CAMP will explore practical outcomes for individuals while learning the theoretical and practical principles necessary for maintaining the arts. Performance-based music and theatre arts require the use of carpenters, electricians and other skilled labor. The same practical skills that support the arts could be transferred to many other occupations. Television, radio, and recording technologies are fields useful in a variety of occupations and would have practical career opportunities. Program participants will have the opportunity to experience technology hands on and work with professionals in the field.

Previous data indicates that 80% of CAMP students and volunteers will become engaged in school and community arts programs upon completion of CAMP. Additionally, community leaders, speakers, professionals, educators, historians, and anthropologists receive hands on exposure to arts education.

-Strength of partnerships between participants, as demonstrated through their consistent participation and commitment to sustained support, fanatically and otherwise, of the project.

Throughout the year CAMP and ECMC participants are engaged with program partners and sponsors. Organizations such as rotary, chamber and MCSD are among a few that frequently call upon our student and participant service base to collaborate efforts.

Through the partnerships and participation between Monroe County School District (MCSD) and Florida Keys Community College (FKCC) students have the choice of dual enrollment credit in the three following college courses taught by highly qualified staff who meet instructional staff criteria for FKCC and MCSD:

MUH/Music: History/Musicology (MUH 2011-Music Appreciation I) – 3 credits humanities

This course is designed as a non technical approach to the enjoyment of listening to music for the student who has little or no musical background. The emphasis is on intelligent listening procedure to material drawn from standard repertoire through the Baroque period (1750).

MUT/Music: Theory (MUT 1001 – Elements of Music) – 3 credits arts

Basic elements of musical language, its terminology and notation. Includes study of treble and bass clefs, legers, terms for dynamics and moods; study of relationship between ear and the notated music: introductory aural skills development.

MVV/Applied Music: Voice (MVV 1110- Voice Class I) – 3 credits arts

Beginning group instruction in voice. Emphasis on vocal techniques and vocal literature.

*The option of three different courses allows new students to choose their area of interest and returning students to expand their interests. Fifty percent of CAMP participants return for additional years proving their dedication to CAMP.

Strengths of the Institutions that Contribute to this Program

Florida Keys Community College contributions to CAMP
Program curriculum assessment for dual enrollment credit
Personnel review and approval for teaching dual enrollment
Student use of campus and online library services
Outreach and student exposure



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9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

Monroe County School District (MCSD) contributions
MCSD website – program promotion/student recruitment
Facility/utilities/technology
Countywide transportation
Musical instruments
School site and district administration
Summative evaluations
Breakfast/lunch

Strengths of additional program partners
ECMC Marketplace
Funding
Volunteers

Superior Marching Band Camps inc.
Staff recruitment/screening

Boys and Girls Club of the Lower Keys
Funding of Junior CAMP
Student recruitment

Elisa Levy - Monroe Youth Challenge Program (MYCP)
Self development workshops

Jill Stevens - Center for Learning
College prep workshops

Marathon Community United Methodist Church
Facility use
After school follow up program

-Potential for the project to continue after the grant is completed.

Student Reflection/ Metacognition

The learning environment created at CAMP encourages participants to explore their own strengths and challenge themselves to expand their skills. Self-directed learning creates motivation that transfers to other areas of self-development providing well-being and meaning in their lives and significant contributions to peer, family, and community relationships. CAMP visiting instructors welcome involvement from local art educators, this creates an enriched arts environment that carries on after CAMP.

Follow-up Strategies

It's ECMC's experience from previous summer programs that students develop relationships that carry into the school year. Participants will be encouraged to join the after school JAM program. Collaborative efforts of ECMC, Florida Keys Council of the Arts, the Florida Division of Cultural Affairs, and the Marathon Community United Methodist Church this program will be expanded to continue to provide additional opportunities for creative expression to students.

Recently ECMC formed an Intergenerational Community Jazz Band funded through the ECMC Marketplace, using the church facility. CAMP senior participants will be encouraged to join along with community elders and visiting winter artists/residents. In the 07-08 school year with the assistance of this grant a Junior Community Band will be formed to include younger participants to expand the JAM program.



Florida Division of Cultural Affairs
08-6037 - Arts in Education - Partnership Level 2

Applicant: The Educational Coalition for
Phone: Monroe County, Inc.
Email: (305) 743-6215
ECMC06@hotmail.com

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9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

ECMC completes the inclusive program of services with the Junior CAMP model (field tested in 2006) students grades 4-7, funded by the Boys and Girls Club. It is anticipated that the CAMP and Junior CAMP models will positively continue to impact the school district music program as a whole while providing additional creative outlets.

10. Accessibility/ADA compliance Describe efforts within your project to meet ADA compliance regulations. Identify and describe ongoing measures to increase accessibility. List measures currently in place as well as any that may take place in the future. Also describe efforts to make your program inclusive for participants of all ages, backgrounds, experience levels and abilities.



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Final Submission

Application Status: The application was submitted electronically on November 17th 2006, 3:28 pm

CERTIFICATION:

I certify that the information contained in this application, including all attachments and support materials, is true and correct to the best of my knowledge and that I will abide by all legal, financial, and reporting requirements, such as matching funds and final reports, for all grants received by this organization from the Division of Cultural Affairs (Chapter 1T-1.001, Florida Administrative Code).

NOTE: BY SUBMITTING THE INFORMATION BELOW, THE AUTHORIZED OFFICIAL CERTIFIES THAT THE LAST COMPLETED FISCAL YEAR INFORMATION PROVIDED ON THE OPERATING RESULTS AND PROJECTIONS PAGE (FORM B) IS COMPLETE, ACCURATE, AND CORRECT TO THE BEST OF HIS/HER KNOWLEDGE.

Name of Authorizing Official: Tina Belotti
Title of Authorizing Official: ECMC Chairman
Telephone # of Authorizing Official: (305) 743-6215
Date of certification: November 17th, 2006

Support Materials

- A1. Underserved letter for bonus points
- A. Sunshine State Standards
- B. Assessment of Program Objectives
- C. Samples of self/parent program evaluation
- D. Learning Agreement, Syllabus, and CAMP '06 instructors syllabus
- E. Staff bios
- F. Letters of support (20 letters)
- G. Monroe County Substance Abuse Survey
- H. Program Goals and Objectives Grid and Sample Schematic
- I. Monroe County School District Webpage and ECMC flier
- J. CAMP Sample Application Packet
- K. Timeline
- L. Calendar
- M. 501 Letter of Determination
- N. ECMC Financials
- O. CAMP sample newsletter
- P. Newspaper article – fruit stand
- Q. Lattitudes - CAMP
- R. Lattitudes – Homeless/JAM
- S. Island Entertainment
- T. CAMP
- U. Around the Town I
- V. Coming to Marathon
- W. Around the Town II
- X. CAMP '06 Programs
- Y. CD – CAMP 2005 & 2006
- Z. DVD