



Jacksonville  
Children's  
Commission

Helping Jacksonville Grow Great Kids



# Hyde Park

# San Jose

# 21<sup>st</sup> CCLC Grant Narrative

**5.1 Project Abstract:** The Jacksonville Children’s Commission (an entity of the City of Jacksonville) and Duval County Public Schools are working in partnership to provide 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) programs at two Title I school in Duval County, Florida: Hyde Park and San Jose Elementary Schools. Students in grades Kindergarten through five are eligible to participate. **The program goals are threefold: 1) provide students with opportunities for academic enrichment, 2) offer personal enrichment opportunities that reinforce and complement students’ academic program, and 3) provide students’ families with activities and programs that support literacy and personal growth.**

Services are provided free of charge to a minimum of 200 students, including those with special needs. The program operates for 170 days from 3:10 pm to 6:10 pm Monday through Friday during the academic year, and for six weeks (30 days) from 8am to 4pm Monday through Friday during the summer months.

The program provides engaging Project Based Learning (PBL) lessons that combine instruction in the core academic areas of reading, writing, math, and science. In addition to these enrichment activities focused on art, physical education, and nutrition are provided. These PBL activities are intended to expose students to new experiences and enhance their critical thinking skills. To complement PBL activities, students receive homework help and tutoring. Students will participate in the Presidential Youth Fitness Program, which helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information and easy-to-use assessment tools. In addition to feeding their minds, each student is provided a nutritious snack immediately after school and a nutritious dinner during the last half-hour of the program.

The Jacksonville Children’s Commission (JCC) and Duval County Public Schools (DCPS) are requesting \$500,000 to implement the program.

**5.2 Needs Assessment: Strategies to identify target schools:** During March 2015, JCC with DCPS identified fifteen schools as meeting the grant criteria – Title I, DA schools,

where at least 40% of the population qualified for the Free and Reduced Lunch program. Eight of the schools have quality afterschool programming provided by JCC and were eliminated for consideration. Hyde Park and San Jose's Principals were interviewed. Parents, community leaders and private schools in the area were surveyed to develop the program.

**Risk Factors, Data Used & Demographics:** Hyde Park and San Jose Elementary schools are Title I and on the Differentiated Accountability (DA) 2014-15 Classifications. Hyde Park is identified as a Focus Y-1 and San Jose is identified as a Prevention classification. The Free and Reduced Lunch rate for the schools are: 78% Hyde Park and 68% San Jose. School Grades for 2014-15 are: Hyde Park – F and San Jose – D. The enrollment at each school is high Hyde Park – 445; San Jose – 819, enough to support an afterschool program with an Average Daily Attendance (ADA) of 100 students at each school. The majority of students at the two schools are below proficiency in Reading, Math and Science – Hyde Park, Reading: 37%, Math: 34% and Science: 45%; San Jose, Reading: 39%, Math: 49% and Science: 30%. Both schools have a high number of minority students: Hyde Park: 60% African American, 7% Hispanic; San Jose: 35% Hispanic, 22% African American, 16% Asian. (Jacksonville's Public Education Fund website). Both schools are located in high crime areas of Jacksonville. Hyde Park is near Eureka Gardens which is a subsidized housing complex and has had 17 incidences of gun violence since 2007 including two teens being killed by gunshot in two separate incidents in 2014. Florida Times Union: Oct. 2014 (<http://www.news4jax.com/news/1-killed-in-westside-apartment-shooting/29377164>).

**Availability & Accessibility of Afterschool:** A small number of children attend a fee based, before school and extended day program at the two schools. Parents who choose to, can continue to utilize those services. The ADA for both fee based programs is minimal: Hyde Park: ADA 25 afterschool; San Jose: ADA 55 afterschool. Neither school has a summer program operating at their location.

**Demand/ Need:** A survey of parents from both schools indicates an interest in an afterschool and summer program. In April 2015, parents from the two schools were surveyed (158 responded) to determine their interest in an afterschool program. The feedback was overwhelmingly positive with 99 percent wanting to move forward. Students were also surveyed to rate their personal enrichment preferences approximately 370 responded showing interest in sport activities, dance, cheerleading, martial arts, arts clubs and robotics. Both the parent feedback and student feedback will be substantiated. Partner outreach efforts were based on the data provided by students and their families.

**Community Resources to Support Afterschool:** Interviews with the Principals at both schools determined the current resources and gaps. Both schools have an extended hour of academics (required because the school is one of the lowest performing schools in Florida), Hyde Park's community resources includes: volunteers from Parklane Baptist Church, Walmart and a limited cultural arts program (approximately 30 children). The school is located next to a public park which has outdoor basketball courts and a baseball field. The school has a library, outdoor playground equipment, cafeteria and computer lab. San Jose's community resources includes: local churches, Publix Supermarket and Citi Bank. The school is a Magnet for dual language programming. The school has a library, outdoor playground equipment, cafeteria and computer lab. It is located next to a public park which has a soccer field.

**Viewpoints of those Individuals:** According to the principal at San Jose has approximately 50% (400) students that are English Language Learners. She reports approximately 50% (200) are at a level 1 & 2 which is no or minimal English proficiency and 50% are at a level 2 & 3 (200) which is limited but learning. The primary languages spoken by these students are Spanish, Burmese and Arabic. The principal at Hyde Park stated a high number of behavior referrals and low performance on all academic areas is her most immediate concern. Pastor Mark Griffin of Wayman Ministries was interviewed regarding the needs of the students that attend Hyde Park and live in the Eureka Gardens community. Pastor Griffin has

implemented numerous community meetings at Eureka Gardens to help them to improve their community and reduce crime and violence. Currently he is working with the community to create a neighborhood association to provide oversight to the community. Based on Pastor Griffin's work with the community, he has suggested to build the trust of the community one student, one parent at a time; enhance or provide services at the community center located at Eureka Garden and meet the needs of single parent homes. He gathered input from the residents at a Tenant Association meeting on April 24, 2015. Parents requested transportation from the school to the community center for their children as well as help for young parents.

**Viewpoints of Parents & Students:** A survey of parents from both schools indicates an interest in an afterschool and summer program. In April 2015, parents from the two schools were surveyed (158 responded) to determine their interest in an afterschool program. The feedback was overwhelmingly positive with 99 percent wanting to move forward. The responses of parents fell into three categories – helping their children succeed in school, home buying, budgeting, and financial literacy; and personal enrichment. Students were also surveyed to rate their personal enrichment preferences approximately 370 responded showing interest in sport activities, dance, cheerleading, martial arts, arts clubs and robotics. Both the parent feedback and student feedback will be substantiated. Partner outreach efforts were based on the data provided by students and their families.

**Risk Factors Considered:** The students targeted for this program have at least six risk factors: 1) They are living at or below the poverty line, (Title I schools and Free and Reduced Lunch rates); 2) attended low performing schools (DA designation); 3) are significantly below proficiency based on standardized testing in reading, math and science, (FCAT scores, 2014); 4) live in high crime areas; 5) not in quality afterschool or summer programming and, 6) the majority of students are minorities, in fact, at San Jose are limited English Language speakers.

**Program will Address Specific Needs of the Community:** The Hyde Park program focuses as a priority on writing, reading, math, parent literacy, expanded library services, PBL

recreation, drug and violence prevention program, counseling programs and character education programs. San Jose prioritizes activities for limited English proficient students to emphasize language skills and academic achievement in reading, math, parent literacy, expanded library services, and PBL recreation. The staff hired matches the demographics of the population served.

**5.3.a Evaluation Plan:** The Jacksonville Children’s Commission will enlist the services of an external evaluator for the TEAM UP Project. The external evaluation will be conducted by The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), a highly experienced firm specializing in evaluation of out-of-school programs using a continuous improvement and developmental evaluation model to assess progress towards the stated objectives. CASPER will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and the US Department of Education. The evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 15 years, with the past 12 focused on 21st CCLC and out-of-school programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 400 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and established procedures of these professional organizations. CASPER has no vested interest in the Jacksonville Children’s Commission or the submitted 21st CCLC proposal.

Formal reports will include a review of accomplishments and challenges, while also providing recommendations for program refinement based on both quantitative and qualitative data. Individual and/or group interviews with providers, staff, students and parents may be conducted to collect additional qualitative data to help inform evaluations. Objective performance data will be collected an estimated minimum of four times per year (summer,

baseline, mid-year, end-of-year). The evaluator will provide any necessary data analysis, interim reports, professional services, and assistance in training staff on collecting appropriate data which is reasonable and necessary. CASPER proposes the following services:

- (1) ***Continuous Improvement.*** The evaluator will provide assistance and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student's actions, attitudes, knowledge, performance. This is a value-added component of the evaluation plan with no additional cost.
- (2) ***Evaluation Support:*** The evaluator will provide database development, selection of data elements, data storage, evaluation planning, development of recommendations under CIM, survey development, and evaluation support to help ensure proper data are collected by the program and the service providers. This is provided as an in-kind, value-added component of the overall evaluation quote. The evaluator will provide an estimated 80 hours of evaluation support services, providing an estimated \$8,000 of in-kind evaluation services directly related to program quality.
- (3) ***On-Site Visits:*** As part of the developmental evaluation model, the evaluator will provide three program-level visits where at least two 21st CCLC sites will be visited, a debriefing held with JCC and (via conference call or in-person), and an interim continuous

improvement summary report provided within 30 days of the on-site visits focused on findings from the visit.

- (4) **Formative Evaluation:** The evaluator will provide either a formative evaluation summary report or the mid-year evaluation objective assessment tool (currently utilized by the FLDOE for 21<sup>st</sup> CCLC programs), depending on what is specifically required by the FLDOE. Regardless of whether the program is provided a summary report or assessment tool, the evaluator will assist and ensure all mid-year data reporting requirements are met as part of the evaluation process (e.g., initial objective tool development, summary of formative findings, formative recommendations, and responses to recommendations).
- (5) **Summative Evaluation:** The evaluator will provide an end-of-year summative evaluation report or annual evaluation summary (depending on specific requirements from the FLDOE). The summative evaluation report will be focused on program operations and program outcomes at the end of the operational year based on the current US Department of Education and FLDOE operational year (prior summer and current academic year). The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. As required by the FLDOE, the program will receive a brief summative evaluation report in Years 1, 3 and 4, with a Comprehensive Summative Evaluation in Years 2 and 5.
- (6) **Annual Data Reporting:** The evaluator will provide data analysis, interim reports, professional services, and assistance in on-site or off-site training staff on using the continuous improvement model, as requested. Evaluator will submit and/or ensure submission of all required data to the FLDOE and USDOE through any system developed by the state or federal governments (note that the US Dept. of Education is developing a new system which has not yet been named).

(7) **Feedback and Debriefings:** The process for sharing evaluation findings is integral to a strong evaluation method and overall evaluation plan, as it is the primary method for using results to refine, improve, and strengthen program outcomes. Sharing and distributing information will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Feedback will include written evaluation reports (as above), as well as teleconferences, when requested, with the evaluator, program director, Principals, and any staff wishing to participate. During these meetings, current data trends and operations will be reviewed with a focus on program improvement and immediate refinement. This is a value-added component of the evaluation plan with no additional cost to the 21<sup>st</sup> CCLC program.

(8) **Refinement.** The evaluator will assist in refining and addressing any identified concerns. The evaluator will also assist, if requested, with revisions of objectives based on future needs assessments and proposed activities aligned to objectives and student needs.

**Program Refinement and Evaluation Distribution:** The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, at least monthly teleconferences will be held with the evaluator, program director, Principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement of the 21<sup>st</sup> CCLC program. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and will help guide JCC in refining and addressing any identified recommendations. In addition, on-site debriefings will be provided to 21<sup>st</sup> CCLC staff to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. Finally, evaluations will be shared

electronically with all stakeholders (e.g., administrators, parents, and partners) to share information about the program and encourage feedback.

**Reporting Outcomes:** As detailed above, the evaluation process includes all elements of the required Reporting Outcomes detailed in the Request for Proposal. The Evaluator will submit and validate all data to the US Dept. of Education. The program and the external evaluator are aware there may be changes to the online method of collecting data through the US Dept. of Ed., as well as changes with data collection by the FLDOE. The program and evaluator are committed to submitting all required data as instructed and through whatever system required. The program and external evaluator are also committed to 'beta test' and assist with the development of all data collection or reporting systems for the FLDOE or the US Department of Education with regards to 21<sup>st</sup> CCLC programs.

**5.3.b Measurable Objectives and Assessments:** See web-based system.

**5.4 Applicants Experience and Capacity:** JCC in partnership with Duval Schools DCPS and community based organizations have provided afterschool programs for students attending high-poverty, low-performing schools for 17 years. This partnership offers high quality, academic enrichment during afterschool hours and through summer that complements and enhances the educational experiences of youth throughout Jacksonville, Florida. In 2014-15, the JCC/DCPS partnership operated 44 school-based, afterschool and summer programs. These programs served over 8,000 children. The program is very similar to the 21<sup>st</sup> CCLC model, focusing on academic and enrichment activities and is staffed by certified teachers who implement at least 60 minutes of academic activities daily.

**Outcomes:** Students participating in existing JCC afterschool programs have consistently outperformed their non-attending peers. According to the most recent data collected in 2013-14, TEAM UP elementary participants had a 20 percent better attendance rate and were more likely to be promoted to the next grade level than nonparticipants. Ninety-four percent of regularly attending participants were promoted to the next grade compared to 91.3

percent of non-participants. Outcomes of TEAM UP participants have been measured since 2000 with similar outcomes.

**Administrative Capabilities & Organizational Structure:** A program director is assigned to the contract for fiscal, administrative and program compliance oversight. A fiscal manager provides annual audits of invoices and payments. Program monitoring occurs as needed for successful program implementation, but at least three times a year the site will be visited and quality of programming observed and measured by an external coaching staff. Afterschool staff are trained on a web based attendance and fiscal management system in SAMIS (Services and Activities Management Information System) for monthly reporting. Monthly attendance, deliverables for services and invoices are monitored by the program director. JCC Training Institute offers classes for afterschool teachers and enrichment staff on a variety of topics: Project Based Learning, Positive Youth Development, Parent Engagement, Mentoring, etc. The program director will work with the evaluator to determine compliance to quality performance and progress towards outcomes. The JCC staff will be available and responsible for program operations and compliance to the grant requirements and pertinent rules and regulations. See organizational chart.

**Federal Funding Experience:** JCC is a department of the City of Jacksonville and has extensive experience in managing public funds including federal funding. In 2014-15, JCC has a budget of \$30 million, \$24 million, of which is provided by city tax dollars or local funding and \$6 million federal or state grants. **Qualifications of Leadership:** JCC's CEO, Jon Heymann, also has 16 years of experience operating 21<sup>st</sup> CCLC grants acquired in his previous executive position. The current program director/contract manager of 21<sup>st</sup> CCLC, Tyrica Young, has 7 years implementing and providing oversight to 21<sup>st</sup> CCLC and/or afterschool programs. The Principals at Hyde Park and San Jose Elementary schools also have ample experience administering afterschool programs.

**Organizational Hierarchy of 21<sup>st</sup> CCLC within JCC:** JCC will operate the program with the 21<sup>st</sup> CCLC project director as coordinator of the program and contract. Tyrica Young has operated one of the largest 21<sup>st</sup> CCLC afterschool programs in Florida with an ADA of 230. Laurie Bourdon is the DCPS Coordinator of Multiple Pathway Services, with 16 years experience with 21<sup>st</sup> CCLC grants, and many other JCC staff has extensive 21<sup>st</sup> CCLC program experience. The program delivery at each school will be managed by the schools' Principals because they are the best equipped to understand the needs of their students. In addition, the onsite management team includes a Site coordinator and a lead certified teacher to ensure effective program delivery.

**5.5 Partnerships, Collaboration & Sustainability; 5.5.a Community Notice:** On March 24, 2015, Public Notice was given to the community of JCC's intent to submit an application for the 21<sup>st</sup> CCLC program Request for Proposal provided by the Florida Department of Education. A link to the RFP and instructions on how to obtain a copy of the application and waiver requests were provided as well as contact emails and phone numbers. The notice of intent was also placed on the JCC website [www.jaxkids.net](http://www.jaxkids.net) and sent out through a newsletter email. The application will be available after the grant submission on April 30, 2015. The full application can be reviewed at the office of JCC.

**5.5.b Collaboration with Private Schools:** On March 6 and 13<sup>th</sup>, 2015, twelve private schools located in the school geographic area were invited via email and meeting notice on Outlook to provide input into the programming. The meeting occurred at the JCC offices on March 13<sup>th</sup> at 1:30 p.m. with no one attending the meeting to participate. A letter to the twelve private schools in neighborhoods surrounding the two target schools will be sent in August 2015 to announce the program and the process for their students' participation.

**5.5.c Partnerships:** JCC leverages many public/private partnerships for afterschool programming to maximize the effective use of public resources. The community partners that have committed to work with students and/or their families are the **Duval County Public**

**Schools, Duval County Parent Academy** (parent courses), Cathedral Arts, YMCA, Drug Free Duval, Junior Achievement and a local STEM<sup>2</sup> Initiative. Other partners include:1) **Jacksonville Quality Afterschool System Building Initiative** (funded through the Wallace Foundation) which is providing support services to help insure quality programming including professional development opportunities for afterschool teachers and training on the Florida Afterschool Network Standards; 2) **Child Guidance Center**, which has access to therapists, psychiatrists, and case managers; 3) **Jacksonville System of Care Initiative through the Substance Abuse and Mental Health Services Administration (SAMHSA)**, is providing cultural competencies training for afterschool staff, children and families and Mental Health First Aid training to staff; and other partners that have committed letters of support/agreement are provided for each partner mentioned. In addition to providing staff training and program oversight, JCC will coordinate the Federal afterschool snack and meal program (fully reimbursed through **the Florida Department of Agriculture and Consumer Services**).

**5.5.d Collaborations with the Regular School Day:** As mentioned previously, Principals were interviewed and parents and students were surveyed for development of the program (page 4). Private schools were also contacted (page 11). Letters of commitment are provided from the superintendent of schools and the two Principals. See attachments.

**Communication Protocols:** The partnership between JCC and DCPS is secured by an annual *Agreement to Provide Services* (provided with the letter of commitment from DCPS) which outlines DCPS' continued partnership and support of applying for new 21<sup>st</sup> CCLC programs. This agreement outlines the procedures employed by JCC to ensure the afterschool programs' activities align with school curriculum in the core subject areas, while allowing for the students' school day work to be monitored by the Site coordinators, 21<sup>st</sup> CCLC program director and the evaluation team. The program plan and activities are designed in coordination with the regular school day and implemented to support what students are learning. See attachments.

**Information Feedback:** The Agreement also states that the advisory board committee, comprised of DCPS Principals, DCPS teachers, two parents, student advisor, and other diverse members of the community and the private sector, meets bi-annually regarding program development, implementation, monitoring, evaluation, and decision making. Ongoing communication protocols between the partners are also in place including in-person and virtual meetings. These processes are firmly entrenched because DCPS and JCC have been delivering afterschool and summer program in tandem for almost two decades.

**5.5.e Sustainability: Commitment to Afterschool:** JCC in partnership with DCPS has provided level funding and sustained every 21st CCLC funded program implemented since 1998. This financial commitment to afterschool programs may be unprecedented in the State of Florida. Forty of the 44 currently funded school-based afterschool programs in Jacksonville were originally funded by 21st CCLC grants. In this grant cycle, JCC will lead the partners to create a sustainability plan in the beginning of the grant. Using the sustainability workbook, published from the Afterschool Alliance, *The Road to Sustainability*, the partnership will build a more diverse sustainability plan.

**Funding in Years Three-Five:** In June 2015, the JCC's board of directors will be asked to support 21st CCLC grant with full knowledge that the agency is committed to funding the difference between the program budget and decreasing grant awards in years three through five requiring an investment of at least \$300,000. As a city agency the JCC's principal source of revenue is tax revenue, which is projected to increase over the next five years.

**5.6 Program Plan: 5.6.a Target Students:** As mentioned in the Needs Assessment (5.2), the program serves two, Title I schools, Hyde Park and San Jose which serves students with a high percentage of Free and Reduced Lunch and below proficiency in reading, writing and math. One hundred students will be served at each school for the school year and summer.

**Risk Factors:** The students targeted for this program have at least six risk factors:  
1) They are living at or below the poverty line, (Title I schools and Free and Reduced Lunch

rates); 2) attended low performing schools (DA designation); 3) are significantly below proficiency based on standardized testing in reading, math and science, (FCAT scores, 2014); 4) live in high crime areas; 5) the majority of students are not in quality afterschool or summer programming and, 6) the majority of students are minorities, in fact, at San Jose are limited English Language speakers.

**Priority Enrollment:** The program is “first come, first served” but a priority enrollment for students that have scored a 1 or 2 on reading and/or writing on the FCAT in 2014 or low on the 2015 standardized assessment measure. At Hyde Park, the estimated number of students that meet that category in reading is 37% or 138, math is 34% or 151, and science is 45% or 200. At San Jose, the estimated number of students that meet that category in reading is 39% or 319, math is 49% or 401, and science is 30% or 245. The students in these levels face the most significant barriers to academic achievement.

**5.6.b Recruitment and Retention: Target Students:** The program is first come first served but a priority enrollment for students that have scored a 1 or 2 on reading and/or writing on the FCAT in 2014 or (low on the 2015 standardized assessment measure) will be in place. All students at the schools will receive a flyer informing them of the program enrollment process. Those students scoring below proficiency on the 2015 standardized assessment measure, receives a memo specifically addressed to the parent encouraging the parent to encourage them to enroll their child in the program because the program will provide extra support for academic and enrichment success.

**Consistent Attendance & Benefits to Participate in Full Program:** Parents are informed that regular attendance is important. Attendance requirements and commitment to long term participation are provided parents in the enrollment and orientation session. An attendance monitor is the point person for collecting and monitoring participation. This person completes phone calls to parents checking on missing students and connecting with families via telephone and during pick-up. At pick-up, this staff encourages participation in events or family

literacy courses and is friendly and purposeful, developing relationships with parents and care-givers to foster a connection with the school. Efforts will be made to explain the importance of student attendance for the full three hours for the maximum benefits. Parents will be encouraged to participate in the programming if they arrive before the end of the programming. The site coordinator is available to connect with parents (and teachers) on student progress and encourage attendance. This will enhance the services for the children. After three consecutive days absent from the afterschool program, a parent will be contacted to determine the reason for the absence and encourage returning to the program. Each month, students with excessive absences are identified. Their parents will be contacted by the Site coordinator to discuss the barriers of their participation. Attendance award certificates will be provided to students and parents encouraging consistent attendance. The attendance monitor and Site coordinator will match the cultural language of the target population.

**5.6.c Student Program Activities:** The enrichment programs to be implemented are *Youth Fit for Life*, *Food & Fun Nutrition Program* and *Visual Arts – Choosing an Artistic Medium*. These programs will provide engaging lessons that combine instruction in core academic areas reading, writing, math, and science in addition to enrichment focused on art, physical education, and nutrition. The proposed PBL activities are intended to expose students to new experiences and enhance their critical thinking skills. Research supports PBL activities as a way to improve student outcomes in reading, math and science (Thomas J. W., 2001).

*Youth Fit For Life* is an evidence based childhood obesity prevention program that consists of cardiovascular exercise three times per week in the form of non-competitive activities and cooperative games. Resistance training using bands is administered two times per week. Interactive, age-appropriate behavioral skills training such as goal setting, progress feedback, facilitative self-talk help to foster feelings of competence and increase free time physical activity are provided. A nutrition and health education component, *Food & Fun Nutrition Program* will be provided by YMCA dietitians and health educators.

In a separate enrichment activity, *Visual Arts – Choosing an Artistic Medium*, students will have an opportunity to explore the nature of art and how to identify art in their everyday lives. They will explore different types of art during class and through various digital and print media before taking a field trip to the Jacksonville Museum of Contemporary Art. Through hands-on exploration, reading, and discussion students will work as a group to decide what types of art they want to produce for their end-of-program juried art show. The Cathedral Arts Project (<http://capkids.org/>) a subcontractor provides high quality arts & culture PBL's in visual arts (sample provided), music and dance.

The program year will be divided into three enrichment or PBL's sessions and one during the summer. Five days a week, the schools will implement one hour of academic and then another hour for enrichment daily. All enrichment sessions or PBL's will change every 6-9 weeks and are designed by the children in the program based on their interests. The *Youth Fit for Life and Food & Fun* are 12 weeks, will be implemented once at each school during the program year. The arts and culture PBLs occurs during the other sessions or summer. Academics will be provided 5 days and include lessons related to reading and writing daily, math at least weekly, science weekly and enrichment activities and homework assistance will be provided 5 days a week. The remainder of the school programming activities will include the following:

**Activity: Homework assistance (offered daily).** **Location:** Classrooms with certified teacher or separate area. **Responsible Staff:** Certified teachers and enrichment staff. **Objective(s):** Remedial education activities to improve additional assistance to improve academic achievement. **Learning styles and needs:** Students that have completed their homework may participate in other activities. Those needing assistance have this available for as long as needed.

**Activity: Physical education (Youth Fit For Life);** **Location:** Playgrounds, cafeterias in bad weather, parks, field trips and common areas. **Staff:** Enrichment staff, external specialists for

specialized physical activities provided by the YMCA. Objective(s): Recreational and enrichment activities. incorporating Healthy Eating and Physical Activity (HEPA) standards into programming. Learning styles and needs: Students will be assessed in their interest and baseline capacity for physical fitness and the programming will meet the students were they are to have the greatest impact.

Activity: **Wellness activity (Food & Fun)**; Location: Classrooms: playgrounds, cafeterias, parks, field trips, and common areas. Staff: YMCA dietitians and health educators. Objective(s): Increased proficiency and grades in reading, math and science K-5<sup>th</sup> grade, incorporating Healthy Eating and Physical Activity (HEPA) standards into programming.

Learning styles and needs: Programming will meet the students were they are in their knowledge of good nutrition to have the greatest impact.

Activity: **Enrichment PBL/ Clubs (Science Technology, Engineering, Math and Medical or STEMM Clubs, robotics, photography, visual arts, dance and other activities chosen by youth)**. Location: Classrooms, cafeteria, playground, computer-lab, library, field trips, common areas. Staff: Certified teacher or enrichment staff within experience in the topic or an external Subject Matter Expert vendor, Objective(s): Increased proficiency and grades in reading, math and science, Project Based Learning, physical fitness, arts & culture and behavior, and family literacy/involvement. Learning styles and needs: Students will be assessed in their interest and a baseline for knowledge is taken and programming will be adjusted to meet the students were they are to have the greatest impact.

Activity: **Junior Achievement (K-5th)**. Location: Classrooms and field trips. Staff: Trained certified teacher or enrichment staff. Objective(s): Increased proficiency and grades in reading, math and science, career readiness and entrepreneurial education programs. Learning styles and needs: Students will be assessed in their interest and a baseline for knowledge is taken and programming will be adjusted to meet the students were they are to have the greatest impact.

Activity: **i-Ready (computer based games to improve proficiency K-5)**. Location: School computer labs. Staff: Certified teacher or enrichment staff. Objective(s): Increased proficiency and grades in reading and math, parent involvement (this program can be assessed by parents). Learning styles and needs: Students baseline for knowledge is taken and programming will be adjusted to meet the students where they are to have the greatest impact.

Activity: **Science Experiments (K-2) or PBL's in STEMM (3-5) (computer activities as well)**. Location: Classrooms, playgrounds, cafeterias, parks, field trips, common areas. Staff: Certified teacher with experience in Science and/or enrichment staff an external STEMM vendor. Objective(s): Increased proficiency and grades in reading, math and science. Learning styles and needs: Students are provided services based on ability and interest not necessarily by grade level. Students may have different levels of STEM activities throughout the year.

Activity: **Mindfulness: For a Happy Brain!** (Counseling group to promote stress management skills, self contract, social interaction and relationship skills, conflict resolution and decision making) Location: Classroom. Staff: External vendor – Child Guidance Counseling Center. Objective(s): Increased social skills. Learning styles and needs: Students are provided services based on assessment for needing assistance in these skills.

**A Day in the Afterschool Program from a Child's Perspective (program components noted in italics)**: I am a 3<sup>rd</sup> grade student attending San Jose elementary school and my name is Corina. My mom is from Columbia and I was born in Miami. My mom is currently working at a hotel but I am not sure which one. I have some English skills and my school teacher is helping me learn. I help my mom learn English, too. At least once a week, Ms. Dinette, (*Site coordinator*) from the afterschool program visits my teacher and speaks to me about my classwork. She always winks at me when she comes into the room. She knows that math and writing is difficult for me. I attend the afterschool program everyday because it is cool! After the buses are dismissed, my teacher escorts me and my classmates to the cafeteria where we have a snack and they take role. Ms. Dinette speaks to the staff there sometimes and

shows them my work. My afterschool teacher (*certified teacher*) is Ms. Lino. She also works at the school. She gathers our class of 3<sup>rd</sup> graders for our first hour of afterschool. Sometimes that hour is in a classroom sometimes it is outside or in the library. This afterschool program is about being the Master of Our Backyard. Being a Master of my Backyard can mean several things to different kids but to me it is like acting similar to the principal but of my surroundings, my actions and my environment (*vocabulary, connection to the world, introspection*). We are learning about our school and the world.

Our classrooms are set up with our materials ready for our activities. Everyday, Ms. Lino starts the day by asking us about what we mastered at school that day. We each have a turn. I think everyday about what I need to master so I have an answer. Then she reviews what we had completed yesterday and we talk about our activities for the day. We are excited as a class and we laugh and I have made new friends. Ms. Lino speaks English but she is learning Spanish from us. Mr. Benito (*enrichment staff*) speaks Spanish and he helps us. (*Ratio 10:1 – Academic*) After about 6 weeks, our project is finished and we present it to an audience. Last month we presented a Blight Campaign to a local neighborhood association. Jacksonville is fighting blight (*vocabulary*) to help make our community cleaner and safe. I wrote a letter to our council members about a dumpster in our complex that needed cleaned up. The next week, the city came and dumped the trash! (*Project Based Learning, Positive Youth Development, Connection to School day, State Standards, lesson plans, youth driven programming*). Some days I have homework that I did not finish at school. Ms. Dino or another staff member will help me.

We transition to our enrichment classes (*vocabulary*). We sing songs, recite chants, like in the army, create poetry. We are loud and laughing – nothing like school. In our enrichment activity, (*Child to adult ration 20:1*) we are learning something new. I choose photography and I attend this twice a week. The Cathedral Art program artist, Mr. Zealy has been a photographer all his life! He is has brought examples of different camera's, we studied the history of

photography and we are building our own pin-hole camera with black and white film. We learned about film development process, too. Last semester I attended a STEMM program. The second “M” in this word is for medical careers. (*Corina can provide details of the activities and what she learned – she can speak extensively about these PBL activities*). The other days, I have Junior Achievement, i-Ready computer lab activities or physical activities outside. I am learning about how to strengthen my quads. I want to participate in the Olympics throwing the Javelin. Did you know the 2016 Olympics is in Rio de Janeiro, Brazil? My mom is coming to the school next week to take a course (*vocabulary*) Ms. Judy (*attendance monitor*) told her about it when she picked me up. I think it will help with her English and getting my little brother ready for Kindergarten. Ms. Judy invited my mom to the Advisory Committee to help plan our program.

After enrichment we go back to the cafeteria for dinner and return to the tables. On the tables is a card where as a group we discuss a topic. Sometimes is a serious topic such as gun violence or talking about a fight that happened at our school. Sometimes it is silly and sometimes it vocabulary word that I never learned.

I am excited about the summer – we will get to plan some field trips and activities. My grades are getting better, I have a C in math now because Mr. Kenny had a math club I attended and we had to divide everything! He made it easier and fun. My teacher at school mentioned that Mr. Kenny noticed that I might need glasses. Ms. Lino moved me up to the front. It seems to help. I think they are helping me get glasses. I think my mom is making some friends at the school. The staff always makes a point to chat with my mom when she picks me up. Everybody is nice.

**5.6.d Adult Family Member Program Activities:** Adult and family member services served by this grant are based on the data collected for the needs assessment (see 5.2), which included a survey of parents’ interests to facilitate their engagement. The responses of the survey fell into three categories – helping their children succeed in school, home buying,

budgeting, and financial literacy; and personal enrichment. JCC has several committed partners who will provide families with information and instruction related to their needs and interests.

**Services:** The program will utilize the DCPS Parent Academy which provides parents and caregivers, with access to a full slate of courses held in communities across Duval County. Some of the workshops include, Test Taking Strategies that Work, Tips for Assisting with Homework, Investing Basics, Using Technology Programs to Boost Student Achievement, and a full slate of Microsoft Office course offerings. Most courses are one hour. In Fall 2015, adult family members will attend Parent Academy courses specific to the needs of the parents at each of the target schools. They will occur at the schools, libraries, housing complexes, and local non-profits within the target schools' zip codes. Both schools have children that are identified in the data as English Language Learners (ELL). San Jose has nearly 50% ELL students and Hyde Park has 7% Spanish. It is assumed that their parents or caregivers are also ELL. The program will purchase one year subscriptions from Rosetta Stone, a computer based language learning software, to assist parents interested in learning English/Spanish.

**Services Match Needs:** The April 2015 survey results show parents having a high level of interest in financial literacy and practices that support the academic success of their children, which aligns with the information in the Needs Assessment section as follows: 1) Less than one-half of all students are proficient in reading and math. 2) Interest in financial literacy is indicative of low median incomes and high poverty rates in the communities surrounding the two sites.

**Strategies to Engage Adult Family Members:** Efforts, from all staff, will be made to connect with parents at all touch points. At pick-up, the attendance staff encourages participation in events or family literacy courses and is friendly and purposeful, developing relationships with parents and care-givers to foster a connection with the school. Parents will be encouraged to participate in the programming if they arrive before the end of the programming. The site coordinator is available to connect with parents (and teachers) on student progress.

This will enhance the services for the children. The attendance monitor and site coordinator will match the cultural language of the target population.

**5.6.e Staffing Plan and Professional Development:** A total of 31 staff persons will manage and implement this two-site program – 1 part-time program director (located between the two sites), 2 full time Site coordinators/school liaison (located on the school campus), 2 lead teachers, 2 attendance monitors, 12 certified teachers, and 12 enrichment staff. Specialized enrichment vendors will be utilized throughout the program year. **Administrative Duties:** Administrative duties are spread across several areas but mainly reside with the program director, located at JCC and the Site coordinators. Attendance and data collection will occur everyday at the sites by the attendance monitor and data collection manager which enters data into the on-line system every week.

**Staff Qualifications and Recruitment from the School Day:** JCC will recruit high quality staff based on multiple factors by searching for candidates who have a combination of relevant experience and education. For example, the ideal candidate for the project director position is a person with experience in managing afterschool programming and/or is a certified teacher. The candidate has an understanding of standards-based education and Project Based Learning because he or she will be required to support and manage the program staff. Having successfully managed 21<sup>st</sup> CCLC grants since 1998, JCC has a good deal of experience with fiscal and contract compliance and grant oversight and currently has an experienced 21<sup>st</sup> CCLC project director who will train the incoming director for this project. Staff recruitment is enhanced by Duval County having a strong pool of experienced and qualified program managers, enrichment staff, and certified teachers currently working in afterschool programs. Like other JCC afterschool programs, this 21<sup>st</sup> CCLC program will also recruit teachers directly from the schools being served. All teachers hired for the academic activities will be a certified teacher with a current Florida Professional Educator's certificate or temporary certificate which will be on file for review. Site coordinators hired will have at least 2 years educational, or afterschool or

classroom management experience. The person hired to collect and enter data will be have at least 1 years' experience in data collection, entry and management and be able to run reports for the afterschool programs to create responsive programing. They will receive training and support through the Site coordinator and the evaluation team. The person hired to collect and enter data will be have at least 1 years' experience in data collection, entry and management and be able to run reports for the afterschool programs to create responsive programing. They will receive training and support through the Site coordinator and the evaluation team.

**Professional Development:** JCC program director will provide orientation training in areas of: 21<sup>st</sup> CCLC grant requirements, Safety, Coordination with School Day, Partnership Development, Recruitment and Retention, Enrichment Resource Development, Data Collection and Documentation. Upon completion of this training, the Site coordinators and lead teachers will be expected to train and support their colleagues in these areas.

The JCC Training Institute provides training in quality areas. JCC's program staff will provide training on administration of the snack and supper and summer meals program to meet the requirements of the federal grant.. Each staff member will have a professional development plan which will include the following topics: CLASS K-3 Dimensions– Emotional Support, Classroom Organization, Instructional supports; Working with Special Needs, Time Management and Dealing with the Difficult Parent. Additional professional development options are available for staff through the JCC Training Institute, which is provided for no-cost. Topics such as: Family Night ideas, Positive Youth Development, Community Service, STEM<sup>2</sup>, Student Engagement, and Quality Field Trips are available through-out the year and summer.

Professional development training hours are built into the program budget and only be provided to those needing the training. The program director, site coordinator and the lead teacher will monitor the professional development plan, meeting the training goals and implementation of best practices learned in the training.. An organizational chart is provided in the attachments.

**5.6.f Program Site:** Each of these facilities meet or exceed federal, state, and local health, and safety standards, including the Americans with Disabilities Act, and all children will be served in a safe environment. Both sites are located on school property and will utilize the facilities available to them. Activities will occur in school classrooms, and in the indoor and outdoor areas. The facilities have ample space to serve the 100 students proposed at each of the sites. Both facilities have a library, outdoor playground equipment, cafeteria, and computer lab. Hot meals are prepared in the school's kitchen facilities. The sites have secured doors and gates for all entries and classrooms. Students are escorted to the restrooms in groups or by pairs. The exemption for child care licensure is being requested.

**5.6.g Safety and Student Transportation:** Safe transition will occur between the school day, to afterschool, to home. After 21st CCLC students are dismissed from school, they are escorted by their teacher to the cafeteria and directed to sit at designated tables by grade and classroom. An enrichment staff will take attendance and share the results with the attendance monitor before students can move to an afterschool classroom. Attendance is taken through each transition. Before leaving for the day students must be signed-out by an approved caregiver and if their identity is in question, a picture identification will be requested and checked against an authorized adults list. Parents are asked to notify staff in advance if another adult will be picking up their student. Children will not be released to an unauthorized person.

**Staff Screening and Qualifications:** Personnel hired to work with children in the 21st CCLC program at Hyde Park and San Jose must pass a level 2 background screening, and have up-to-date licenses and certifications. All personnel working on DCPS property must be background screened through the Florida Shared Results (FSSR) system, which provides immediate information on persons arrested for offenses that may disqualify them from employment. In such cases, FSSR also “flags” current personnel for recent arrests and if warranted these employees are banned from DCPS properties until they are cleared for contact with children.

**Supervision:** The optimal student-to-staff member ratio is 20:1. Either the Site coordinator or lead certified teacher will act as classrooms substitutes to maintain safe ratios when needed. All visitors must enter the 21<sup>st</sup> CCLC facility through a specific area and sign-in with the attendance monitor. **Communication and Emergency Preparations:** All staff use radios to maintain constant communication onsite. Fire and other emergency drills occur three times yearly. The project director will complete unannounced safety check visits at all programs sites, at least once during the school year and again in the summer. The results are reported to the schools' Principals and DCPS administration. Safety procedures are reviewed at staff meetings. **Field Trips:** Activities requiring transportation necessitate parents or caregivers signing permission slips to include a release for emergency care and contact information. Student-to-staff ratio for field trips will be 10:1. Bus transportation is secured through DCPS with approved transportation vendors that have secured the necessary licenses and certifications. Attendance is taken before the bus leaves the school and again at the destination, before and after any route stops, and again after arriving back at the school. Offsite trips require that students sit in assigned seats, have assigned partners, and sit near designated staff or an adult chaperone.

**5.6.g Dissemination Plan:** The primary dissemination goals are detailed below as follows: 1) Raise public awareness and share the benefits of afterschool instruction and the promise of PBL. 2) Communicate information about program operations, special events, and best practices. 3) Convey program evaluation data. Hard copies of the reports will be distributed to key stakeholders including parents, Principals, the Duval County School Board, the Jacksonville City Council, and the Superintendent of Schools. Members of the community may also download these reports from the JCC website or request copies. The 21st CCLC logo will be added to all publicly distributed materials and included on the JCC and program partner websites. 4) Use technology to disseminate information to all constituent groups.

See Appendix A for Bibliography for the narrative.