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July 2013

Project Number  
160-2443A-3CCC1

# 21<sup>st</sup> Century Community Learning Centers SUMMATIVE REPORT



A Partnership of



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Jacksonville Children's Commission  
21st Century Community Learning Centers



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# 21<sup>st</sup> Century Community Learning Centers TEAM UP Afterschool Program Duval County Public Schools - Cohort 8 Project Number 160-2443A-3CCC1

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## *Program Partners*



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*“For the first time, we did not hear one student this summer mention that they were bored or complain about the activities/incentives that were available. Our enrollment remained consistent throughout summer camp. Students were strategically kept engaged, entertained and learning throughout this program. If we continue this structure and engagement we will have a model program for next school year.”*

**~Chelsea Matthews, 21<sup>st</sup> Century Community Learning Centers TEAM UP’s Lead Teacher, Northwestern Middle School**



# Overview and Program History

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## **TEAM UP Afterschool Program**

The TEAM UP Afterschool Program was implemented in 1998 at seven middle schools by the Jacksonville Children’s Commission (JCC) and Duval County Public Schools (DCPS). TEAM UP programs balance quality academic instruction by certified teachers in school settings with enrichment activities for low-income, at-risk youth. TEAM UP’s three key partners are: DCPS, the JCC and community based organizations (CBO). TEAM UP is a Children’s Commission signature program.

The overall purpose of TEAM UP is to improve academic achievement and character development, thereby enhancing life opportunities and choices for low-income, at-risk children and their families living in Duval County, Florida. Currently, TEAM UP is located in 44 schools. The Florida Department of Education funds two TEAM UP program sites via 21st Century Community Learning Centers (CCLC) grants for the program year 2012-13.

The outcomes of TEAM UP were validated by a longitudinal study conducted by Wellesley College and the National Institute for Out of School Time. Historically, TEAM UP students have better attendance, higher promotion rates and FCAT scores, and fewer behavioral referrals than students not attending these programs.

## **21<sup>st</sup> Century Community Learning Centers – North Shore and Northwestern TEAM UP**

Currently, in partnership with DCPS, the 21<sup>st</sup> CCLC, afterschool programs are implemented by two CBO’s: Communities In Schools and The Bridge of Northeast Florida. The program operates in one elementary school, North Shore, serving kindergarten through fifth grade and one middle school, Northwestern, serving sixth through eighth grade.

The schools completed the fourth year of implementation of a five year grant. At North Shore Elementary, the principal, lead teacher and program manager have remained consistent over the past two years. Northwestern Middle school has new staff implementing the program including a new principal, a new lead teacher and a new program manager but management of the program remains with the same agency, Communities In Schools.

## **Program Development – 2009-2013 Year One – Year Four**

The North Shore and Northwestern afterschool programs have had consistent positive youth outcomes for the past four years and Average Daily Attendance has exceeded 90%.

North Shore has had the same Program Director for four years.

Student’s promotion rates of regularly attending TEAM UP are consistently better than non-participating students. This has been demonstrated to be consistent over the past 12 years of data collected at North Shore and Northwestern TEAM UP programs (2000-2012).

School day attendance for regularly attending TEAM UP youth has been consistently better than non-participating students. This has been demonstrated to be consistent over the past 12 years of data collected at North Shore and Northwestern TEAM UP programs (2000-2012).



School accountability grades have shown some significant improvements at North Shore but Northwestern’s improvement has been more gradual and the school accountability grade in 2013 is a “D”.

**School Accountability Grades 2010-2012:**

	2010	2011	2012	2013
North Shore	F	D	B	C
Northwestern	D	D	F	D

Notable changes in the programs over the four years are:

- Both schools have had a change in principals between 2008 and 2011.
- Northwestern has had four different Program Managers in three years and at least four changes in the Lead Teacher personnel.
- Project Director of 21<sup>st</sup> CCLC has changed once in four years.
- The North Shore program originally was a k-8<sup>th</sup> grade program but became a k-5<sup>th</sup> grade program in 2010.
- North Shore had an extended school day in 2011-12 and 2012-13 school years which extended the TEAM UP program to 7:00 p.m.

**North Shore – 2008-2012 Student Attendance and Outcomes**

- Average Daily Attendance of the program is 199 for four years.
- Promotion rates of regularly attending TEAM UP students are consistently better than non-participating TEAM UP students for the past 4 years.
- School day attendance is consistently better in regularly attending TEAM UP students than non-participating TEAM UP students for the past 4 years.

**North Shore TEAM UP Student Outcomes Compared to Non-Participants & Average Daily Attendance 2008-2012– Table I.**

	08-09		09-10		10-11		11-12	
	TEAM UP*	Non-participants	TEAM UP*	Non-participants	TEAM UP*	Non-participants	TEAM UP*	Non-participants
Promotion Rates (%)	92.8	90.5	93	86.9	94	88.1	92.7	84.1
Attendance – Less than 10 absences (%)	80.5	63.2	78.9	55.8	73	49.8	71.1	50
Attendance – 21+ absences (%)	3.6	11.4	4.2	17.2	5.1	23.3	5.5	17.4
ADA	177		214		206		199	

\*TEAM UP Regularly attending students – 30 days or more.

**Northwestern – 2008-2012 Student Attendance and Outcomes**

- Average Daily Attendance of the program is 112 for four years.
- Promotion rates of regularly attending TEAM UP students are consistently better than non-participating TEAM UP students for the past 4 years.



- School day attendance is consistently better in regularly attending TEAM UP students than non-participating TEAM UP students for the past 4 years.

<b>Northwestern TEAM UP Student Outcomes Compared to Non-Participants &amp; Average Daily Attendance 2008-2012– Table II.</b>								
	<b>08-09</b>		<b>09-10</b>		<b>10-11</b>		<b>11-12</b>	
	TEAM UP*	Non-participants	TEAM UP*	Non-participants	TEAM UP*	Non-participants	TEAM UP*	Non-participants
Promotion Rates (%)	94.4	97.3	80.7	70	95	92.4	92.5	87.4
Attendance – Less than 10 absences (%)	86.5	83.3	81.2	71.7	96.5	84.7	96.7	94.7
Attendance – 21+ absences (%)	4	7.1	5.4	10.9	.7	3.5	0	2.2
ADA	103		104		114		126	

### **Academic Enrichment**

During this 4 year grant period, the academic portion of the program has been monitored by DCPS personnel. At both schools, it has been primarily FCAT focused and consisted of test preparation workbooks and worksheets. In addition, many of the academic activities observed mirrored regular day classroom instruction rather than being hands-on interactive activities that keep students engaged. The academic period also consisted of homework completion. The school principals have been given the responsibility of planning the academic portion of the program up to this point.

Beginning in the summer of 2013, Project Based Learning (PBL) activities were initiated which allowed the students to experience a more investigative and problem solving approach to learning. Students who were enrolled in the summer program were very positive about the new methods. Both 21st CCLC schools will continue to implement Project Based activities this fall and throughout the school year. Both principals have endorsed this change although some of the PBL will occur during the enrichment portion of the program.

The principals also want the students to be able to complete homework and remediation on problem areas of instruction from the school day. Much effort has been put into planning the new PBL activities and aligning them to the Common Core standards. Materials have been ordered which will enhance student learning and professional development has been scheduled for the program staff. Key staff will also be attending the 21st CCLC/FASA Conference in October 2013.

### **Program Outcomes of 21<sup>st</sup> CCLC Participants 2011-12 (as reported in the Formative Report 2013):**

Students attending the TEAM UP programs in both in the 21<sup>st</sup> Century Grant schools have shown positive outcomes in program year 2011-12. North Shore Elementary student outcomes are higher in most areas when compared to school peers who are not participating in the TEAM UP program. North Shore TEAM UP students also had a higher promotion rate than other demographically similar elementary school TEAM UP programs.



Northwestern TEAM UP students also outperformed their non-participating peers on several important outcomes, including promotion and attendance rates. Data shows that both programs are serving the most academically challenged students. In both programs, more than 94 percent of participating TEAM UP students are categorized as academically challenged based on their previous year FCAT results. The students who were referred to the Northwestern TEAM UP program are recommended for the program by the principal because they are at-risk for academic failure. These students are often behind their peers academically when entering the TEAM UP program.

### **North Shore Elementary:**

- Students who attended North Shore TEAM UP for at least 30 days were promoted to the next grade level more often than non-participants.
- Students who attended North Shore TEAM UP for at least 30 days had significantly fewer absences than non-participants.
- Students who attended North Shore TEAM UP for at least 30 days scored better in math FCAT scores than non-participants.
- North Shore students have a higher rate of promotion on average, in comparison to all other elementary TEAM UP programs.
- A greater percentage of students who attended the TEAM UP program at least 60 days displayed academic growth in math.

### **Northwestern Middle:**

- Students who attended Northwestern TEAM UP for at least 30 days have better promotion rates than non-participants.
- The percentage of students who scored a Level 3 or better in FCAT math scores was not significant.
- The percentage of students who scored a Level 3 or better in FCAT reading score was lower than non-participants.
- A greater percentage of students in TEAM UP who attended the program for least 60 days displayed academic growth in FCAT reading scores.





# Duval County Public Schools Partnership

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The Duval County School Board hired a new superintendent, Dr. Nikolai Vitti, from the Miami-Dade County Public School District in December 2012 and the Duval County School Board has several new board members. During the second half of the year, Dr. Vitti has met with parents, the community, and key stakeholders including United Way, the Jacksonville Children's Commission, the City of Jacksonville and other non-profit organizations to craft a new strategic plan for the district.

As a result of this strategic planning and community engagement, numerous changes in principal leadership occurred at many schools throughout the district. There will not be a change of principal leadership for the 2013-14 school year. Dr. Vitti continues to support the partnership created between the JCC and DCPS for the fifth year of implementation of the program.

Dana Kriznar and Laurie Bourdon continue to serve at the liaisons between JCC and DCPS. Laurie served as the liaison for JCC's the 21<sup>st</sup> Century grants from 2005 – 2011. In 2011, Laurie Bourdon was reassigned as the liaison position for program year 2012-13.



# Community Based Organization Partnerships

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## **The Bridge of Northeast Florida**

The Bridge of Northeast Florida (The Bridge) continues to operate the North Shore Elementary TEAM UP program. The Bridge implemented this program with the first 21st Century grant. The Bridge is a 501c(3); nonprofit agency with a goal to provide children living in some of Jacksonville's most crime-infested, impoverished neighborhoods with the opportunities they need to overcome barriers, and to support them as they aspire to better their lives.

Most members of leadership team from The Bridge have a college degree, or possess multiple advanced education degrees, and have vast experience working with at-risk youth in various capacities. The Bridge has a history of private and public partnerships that provide productive, successful opportunities for the children and North Shore in our programs. The Bridge operates a "holistic" model that addresses academics, health, social enrichment, mentoring, job skills training and jobs.

Tousha McCoy has been a program director for The Bridge for four years, overseeing a total of seven afterschool programs. She has a master's degree in Strategic Leadership and has been employed at The Bridge for ten years.

Tyrica Young has been program manager of the North Shore site for the past five years. She is a certified teacher with six years teaching experience and two years as a teaching coach. She is studying for a master's degree in education with an emphasis on curriculum development.

The lead teacher is Ms. Washington, a math teacher at North Shore who has been in this position for the past two years.

Staff changes have been minimal for this program.

## **Communities In Schools Jacksonville**

Communities In Schools Jacksonville (CIS) is the leading dropout prevention organization helping kids successfully learn, stay in school and prepare for life. CIS reaches more than 7,000 at-risk students in more than 40 Duval County Public Schools through mentoring, literacy tutoring, after-school enrichment, and case management.

CIS provides services to Duval County Public Schools in four focus areas: enrichment, mentoring, literacy and afterschool. Each of the following programs provided by CIS, offer unique opportunities to reach students and impact their lives. They include Achievers For Life, Duval Reads and TEAM UP.

Eric Johnson is an afterschool division director with sixty years of combined history serving at-risk youth. His background experience includes youth development, drop-out prevention, quality afterschool programming and design.



The Lead Teacher interviewed and hired new staff for the summer. This staffing change was necessary to meet the needs of the students and the grant objectives for Project Based Learning. The summer 2013 program was extremely successful with high enrollment and regular attendance. The response from the youth was very positive. The Lead Teacher, Ms. Matthews of the program reported:

*“For the first time, we did not hear one student this summer mention that they were bored or complain about the activities/incentives that were available. Our enrollment remained consistent throughout camp. Students were strategically kept engaged, entertained and learning throughout this program. If we continue this structure and engagement we will have a model program for next school year.”*

Ms. Matthews is a language arts teacher and has two years experience with the afterschool program. She has completed the first year as the lead teacher and has become a strong leader of the summer program.



# Student Enrollment

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Student enrollment for both program met targets.

North Shore school year program had 325 students attend at least one day of the program and 280 attend 30 days or more.

The Average Daily Attendance of the school year program was 241 (115%).

Northwestern school year program had 274 students attend at least one day of the program and 197 attend 30 days or more.

The Average Daily Attendance of the school year program was 121 (109%).

# Student Demographics

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The majority of the regularly attending students at North Shore and Northwestern afterschool programs identify themselves as Black or African Americans race, are eligible for Free or Reduced Meal Program and are not limited in English proficiency. Attendance by females is slightly higher than males. Less than 9% of the youth had an identified Special Need or disability.

### Racial/Ethnic Group

- North Shore – 98% (267) of regularly attending students identified as Black or African American
- Northwestern – 99% (195) of regularly attending students identified as Black or African American

### Eligible for Free or Reduced Meal Program

- North Shore 100% (280)
- Northwestern 100% (197)

### Identified as Limited English Proficiency

- North Shore 0%
- Northwestern 0%

### Gender

The number of females who attended 30 days or more was slightly higher than males at both schools.

- North Shore Females – 53% (147) Males – 47% (133)
- Northwestern Females – 51% (100) Males – 49% (97)

### Identified as with a Special Need or Disability

- North Shore 12% (33)
- Northwestern 7% (12)



# Average Daily Attendance, September – May 2013

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Both North Shore Elementary and Northwestern Middle school TEAM UP program have strong Average Daily Attendance (ADA) during the school year. Attendance in the summer 2012 was not as high as during the school year.

<b>2012 Summer 29 days</b>			
<b>Center Name</b>	<b>Total Enrollment (attended at least 1 day)</b>	<b>Target ADA</b>	<b>Achieved ADA</b>
North Shore	199	210	135
Northwestern	130	110	78

<b>2012-12 Academic Year (Sept. – May) 153 days</b>			
<b>Center Name</b>	<b>Total Enrollment (attended at least 1 day)</b>	<b>Target ADA</b>	<b>Achieved ADA</b>
North Shore	325	210	221 (105%)
Northwestern	274	110	119 (108%)

<b>2012-13 Academic Year (Sept.- May) 153 days</b>			
<b>Center Name</b>	<b>Total attended 29 days or less</b>	<b>Total attended at least 30 days</b>	<b>Percent attending 120 days or more</b>
North Shore	14%	86%	56%
Northwestern	28%	72%	16%

North Shore reports Average Daily Attendance in School Year 105%

Northwestern reports Average Daily Attendance in School Year 119%



# Program Operations

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The program operated the proposed 29 days for summer in 2012 and 153 days in the school year. The program started September 10, 2012 and ended May 20, 2013.

North Shore Elementary operated from 4:00 p.m. to 7:00 p.m., five days a week following the Duval County Public School calendar for holidays, planning days, in-service days and weather holidays. Additionally, the afterschool program operated for an additional hour 15 days of the school year for bi-monthly early release days. That resulted in an additional 15 hours of programming per student.

Northwestern Middle operated from 4:15 p.m. to 6:15 p.m., five days a week following the Duval County Public School calendar for holidays, planning days, in-service days and weather holidays. Northwestern did not add programming hours when the school had bi-monthly early release days.



# Quality of Staffing

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## **Jacksonville Children's Commission**

Dae Lynn Helm is the Project Director for the program, located at the JCC. She has been a contract and grants manager for 14 years at the JCC.

## **Duval County Public Schools**

Laurie Bourdon serves at the liaison between JCC and DCPS. Laurie served as the liaison for the JCC's the 21st Century grants from 2005 – 2011 and again from 2012 to present. She has extensive experience with the 21st CCLC grants.

## **The Bridge of Northeast Florida, Inc.**

Tousha McCoy has been a program director for The Bridge for four years, overseeing a total of seven afterschool programs. She has a master's degree in Strategic Leadership and has been employed at The Bridge for ten years.

Tyrica Young has been program manager of the North Shore site for the past five years. She is a certified teacher with six years teaching experience and two years as a teaching coach. She is studying for a master's degree in education with an emphasis on curriculum development.

The lead teacher is Ms. Washington, a math teacher at North Shore who has been in this position for the past two years.

## **Communities In Schools Jacksonville**

Eric Johnson is an afterschool division director, with sixty years of combined history serving at-risk youth. His background experience includes youth development, drop-out prevention, quality afterschool programming and design.

Diann Hayes implemented the program throughout the school year. At the end of the school program year, most of the program staff did not return for the summer program. The principal and the agency decided that the program needed to progress in a different direction. The one staff member who remained consistent from the school year to the summer was the Lead Teacher, Ms. Matthews.

The lead teacher is Ms. Matthews, a language arts teacher and who has two years experience with the afterschool program. She has completed the first year as the lead teacher and she has become a strong leader of the summer program. She will continue as the lead teacher for the 2013-14 school year.



# Objective Assessment

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## **On-Site Data Collection and Analysis**

The program collects student data before, during and after the school year program and utilizes the data for plan programming. Data is collected regularly at the school sites from teachers and the school administration and then at the end of the program.

The program collects data in the beginning of the year and after every grading interval for analysis. Some of the information is collected directly from the schools and other information is collected from the youth's report cards before the youth take the report card home. Each agency works with the Lead Teacher at the school to obtain the individual school data of youth attending the program and compiles the information into spreadsheets.

Throughout the year, the Lead Teacher will help coordinate specific interventions for youth (i.e. small groups or homework assistance) with youth that need additional support. The Lead Teachers may create lesson plans or help direct youth during Project Based Learning (PBL) lessons to obtain needed skills related to the deficits evident in the data analysis.

In addition to the data collected about students through-out the year, an independent evaluator obtains data from DCPS about students attending the program 30 days or more, a more in-depth analysis occurs utilizing FCAT scores of reading and math, attendance and promotion. Year-to-year comparisons of student outcomes, as well as comparisons to non-attending afterschool student are made if available. This information is utilized for overall program planning and is shared with stakeholders.





# Summary End-of-Year Results on Objectives and Student Outcomes

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The program managers, in cooperation with the lead teachers, are collecting information about the more than 500 children in the program and entering the information into a simple data base to compare beginning of the year academic achievement with end-of-year academic achievement.

North Shore Elementary is achieving or exceeding seven of the ten goals in the program at the end-of-year mark.

The following objectives are meeting or exceeding the proposed goals:

- 89% of students showed an increase in their reading comprehension skills
- 88% of regularly participating students demonstrated an increase in math skills
- 90% of students who took science classes showed improvement in science
- 90% of regularly participating students increased their knowledge of drugs, alcohol, and violence prevention
- 90% of regularly participating students increase their knowledge of positive character traits and pro-social behaviors
- 100% of students increased their fitness
- 32% of adult family members of regularly participating students increased their involvement in the child's education

The following objectives are not meeting the proposed goals:

- 83% maintained or improved their writing skills
- 81% of regularly participating students increase their knowledge of nutrition
- 28% of adult family members of regularly participating students attended two family literacy events

Northwestern Middle School is achieving or exceeding six of the ten goals in the program at the end-of-year.

The following objectives are meeting or exceeding the proposed goals:

- 100% of regularly participating students increase their knowledge of positive character traits and pro-social behaviors
- 100% of regularly participating students increased their knowledge of drugs, alcohol, and violence prevention
- 90% of regularly participating students increase their knowledge of nutrition
- 100% of students increased their fitness
- 25% of adult family members of regularly participating students increased their involvement in the child's education
- 25% of adult family members of regularly participating students attended two family literacy events



The following objectives are not meeting the proposed goal but are making progress:

- 67% of students showed an increase in their reading comprehension skills
- 76.5% maintained or improved their writing skills
- 76% of regularly participating students demonstrated an increase in math skills
- 30% of students who took science classes showed improvement in science

See Attachment A for detailed information on all objectives including activities, data collected, timeline, continuous assessment, data quality, student inclusion, analysis, results, findings and recommendations.

### **Recommendations to Meet Objectives in 2013-14**

North Shore Elementary is on track to continue to achieve the majority of the objectives.

Northwestern Middle School's objectives may be too high for the project. Further analysis of the data collection may be needed to determine how the sites are determining increased improvement of individual students. Also, an evaluation of student baselines may be necessary to determine if youth are making progress in smaller increments that would be considered academic progress.



# Activities

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## **Activities North Shore Elementary TEAM UP – January - May 2013**

As reported by the Program Manager:

North Shore TEAM UP average daily attendance for the third quarter (January, February, and March) was 208, slightly below the desired 210 required. North Shore TEAM UP admitted students from the waiting list in an attempt to eliminate the average daily attendance discrepancy for the third quarter.

TEAM UP Academic staff utilizes the research-based curriculum, Florida Ready for grades third through fifth and students in grades kindergarten through second receive homework assistance and basic skills instruction in reading, math, handwriting, and spelling. Furthermore, North Shore TEAM Up academic staff utilizes computer based, academic programs such as Florida Comprehensive Assessment Test (FCAT) Explorer and Study Island to prepare students for standardized tests. Each North Shore TEAM UP student participates in on-going progress monitoring by completing mini-assessments and check-ups.

Students in grade four also participated in a Write-A-Thon, where students worked collaboratively in small groups and breakout sessions for a continuous twelve hours. During such times, students received “sugary” snacks to keep their adrenaline up and a healthy spaghetti dinner prepared by volunteers.

Additionally, academic teachers meet bi-weekly to discuss students’ progress or lack thereof, and obtain supplemental materials to assist students who are struggling and share success stories of classroom best practices.

North Shore TEAM UP implemented the use of Junior Achievement for students in grades kindergarten through second. Junior Achievement will expose such students to the real world practice of the basic skills they have acquired. Ms. Washington, Academic Liaison, reviews assessment data from Florida Ready, Study Island, and district benchmarks. Upon review of such data, she has concluded students enrolled in North Shore TEAM UP out performs students who are not enrolled in North Shore TEAM UP.

Tyrica Young, Program Manager of North Shore TEAM UP, attended and presented at the Beyond School Hours XVI Conference in Jacksonville, Florida. The Beyond School Hours XVI conference offered a plethora of break-out sessions geared toward “Recruiting and Retaining” staff. It was a great opportunity to network with other 21st CCLC sites and gain a wealth of knowledge.

Alex Vega of the IT Team at The Bridge of Northeast Florida, Inc. conducted an on-site IT Check Up at North Shore Elementary in January and offered some valuable tips to get the optimum performance from my desktop and laptop computer.

Tyrica Young, Program Manager, and selected North Shore TEAM UP staff members participated in CPR/First Aid recertification on February 18, 2013 to ensure compliance with the Jacksonville Children’s Commission guideline.



Staff members continued to participate in on-site training as presented by Mrs. Young, Program Manager, and Ms. Washington, Academic Liaison. Ms. Washington meets with academic staff to disaggregate data from Duval County Public School's FAIR, Benchmarks, and Florida Ready pre/post assessments.

Ms. Young meets with enrichment staff to plan enrichment showcases, family nights, and fun-filled, engaging activities for students. Mrs. Young also attended several training meetings to prepare for the Superintendent's Summer Academy which will take place at North Shore Elementary.

North Shore TEAM Up exposed students to an array of enrichment activities. Each student completed an Enrichment Survey at the start of TEAM UP that allowed students to choose four (4) enrichment activities in which they were interested in participating. Students in intermediate grades (3rd-5th) chose their enrichment classes based on their interest in the following: 1) Competitive/Tournament Games, 2) Computers, 3) Fashion Design, 4) Sports, and 5) Dance. Whereas, students in primary grades (K-2nd) participated in a rotating schedule which exposed them to an array of enrichment activities such as Music Appreciation, Dance, Sports, Fashion Design, Games, and Arts.

In observance of Martin Luther King, Jr's birthday each enrichment class completed a project that demonstrated their knowledge of the accomplishments of Dr. Martin Luther King, Jr and displayed it for parents and staff members.



Furthermore, North Shore TEAM UP kicked off its annual Community Service project with guest speakers from The Hope Team of the Sulzbacher Center of Jacksonville. The Hope Team of the Sulzbacher Center collects donations of toiletries for the homeless residents of the Sulzbacher Center to ensure the residents have basic hygiene essentials such as toothpaste/toothbrush, soap, lotion, and hair shampoo/conditioner. North Shore TEAM UP students created a toiletry drive to encourage parents and North Shore Elementary staff members to donate. Two barrels of donations were received.

Students also traveled to Hemming Plaza in Downtown Jacksonville to participate in the monthly ArtWalk event. Students completed a scavenger hunt during ArtWalk that encouraged students to visit each vendor and the many museums and government buildings in Downtown Jacksonville.



North Shore TEAM UP students performed in front of a standing room only crowd for the annual Black History Program on February 28. Students in grades kindergarten through second, performed a singing rendition of the African-American national anthem “Lift Every Voice and Sing”, while the Fashion Design class modeled custom made bowties, and the Dance class performed a dance interpretation of “Black Butterfly.” Furthermore, the staff of North Shore TEAM UP participated in the first annual Soul Food Cook-Off.

Students also had the opportunity to create Caring Cards for an American soldier serving our country overseas. Each enrichment group created original cards to increase the morale of our American soldiers and let them know the home team is supporting them and is grateful for the sacrifices they are making. North Shore TEAM UP students also performed in the Spring Talent Showcase demonstrating their dance, singing, and modeling talents to an audience of family, parents, and staff members. Students also completed the spring post-test of the Presidential Fitness Test.



Each enrichment staff presented a soul food inspired dish to the academic staff and enrichment staff to be judged. Enrichment staff offered a varied selection of soul food such as green beans with smoked turkey wings, lima beans with smoked pig tails, southern fried chicken, potato salad, vegetable rice, rice pilaf, and honey baked ham. The first place ribbon was presented to Mrs. Jones-Scott for her green beans with smoked turkey wings. As a supplement to the Soul Food Cook-Off, enrichment staff members educated students on the origin of soul food and the deep history of soul food in the African American community.



The students of North Shore TEAM UP also had the pleasure of several guest speakers. North Shore welcomed Allen James of PoeFaces during February in celebration of Black History Month. Students were thrilled with PoeFaces integration of poetry and musical instruments. Also, the Jacksonville Zoo presented native animals to the students of North Shore TEAM UP with their Zoo to You presentation. Students had the opportunity to get up close and personal with animals native to North Florida while learning about the eating habits and defense tactics of such animals. Also, The Hope Team of the Sulzbacher Center made an appearance to kick off the From the Heart Community Service Project.

North Shore TEAM UP opened the month of January with a Family Literacy Night addressing the upcoming Florida Comprehensive Assessment Test (FCAT) Writing Test. Parents received valuable information about what is expected of fourth graders who will participate in the annual administration of the FCAT Writing Test and students were also encouraged to participate a Write-a-Thon. Parents also had an opportunity to meet with their child's teacher in a relaxed setting during "Spring Into Learning" Family Night. Each teacher presented parents a short academic lesson to give parents an inside look in the day of a student at North Shore. Parents also received valuable tips on how to ensure their child scores high on the upcoming FCAT 2.0. Parents also received a special treat from the Dance enrichment class performing a dance rendition of Prince's "Let's Go Crazy" and the Fashion Design class modeling spring attire.

### Successes

Student performances during Literacy Nights boasted a high number of parent and family participants. The Bridge of Northeast Florida Inc.'s, Inc. co-sponsorship of the Superintendent's Summer Academy is proving to be successful for the recruitment efforts of North Shore Elementary. North Shore Elementary has recruited the most students in relation to the other schools tapped to attend the Superintendent's Summer Academy at North Shore Elementary.

### Challenges

Daylight savings time has proven to be a challenge in retaining students for TEAM UP. With the additional hours of sun during the daytime, many students are walking home and TEAM UP has experienced a decrease in average daily attendance. However, students from the waiting list have been enrolled and fun, exciting activities are planned to encourage students continued participation in TEAM UP.

### April – May 2013

North Shore TEAM UP average daily attendance for the fourth quarter (April and May) was 198.



TEAM UP Academic staff utilizes the research-based curriculum, Florida Ready for grades third through fifth and students in grades kindergarten through second receive homework assistance and basic skills instruction in reading, math, handwriting, and spelling. Furthermore, North Shore TEAM UP academic staff utilizes computer based, academic programs such as Florida Comprehensive Assessment Test (FCAT) Explorer and Study Island to prepare students for standardized tests. Each North Shore TEAM Up student participates in ongoing progress monitoring by completing mini-assessments and check-ups.



According to report cards issued by Duval County Public Schools for the fourth quarter:

- 89% of North Shore TEAM UP students are currently passing (grades of A, B, or C) in Reading
- 83% of North Shore TEAM UP students are currently passing (grades of A, B, or C) English Language Arts
- 88% of North Shore TEAM UP students are passing (grades of A, B, or C) Mathematics and
- 97% percent of North Shore TEAM UP students who take Science are passing (grades A, B, or C) Science.

#### Other Activities:

Selected North Shore TEAM UP staff members participated in CPR/First Aid training on Wednesday, June 12, 2013 to ensure compliance with the Jacksonville Children's Commission guideline.

New North Shore Staff members participated in Summer Deport training on Saturday, June 8, 2013 offered by the training department of the Jacksonville Children's Commission. Seasoned North Shore Staff members participated in a two-day training for Summer Camp on Wednesday, June 12, 2013 and Thursday, June 13, 2013.

Staff members continued to participate in on-site training as presented by Mrs. Young, Program Manager, and Ms. Washington, Academic Liaison.

Ms. Washington meets with academic staff to disaggregate data from Duval County Public School's FAIR, Benchmarks, and Florida Ready pre/post assessments. Mrs. Young meets with enrichment staff to plan enrichment showcase, family nights, and fun-filled, engaging activities for students.

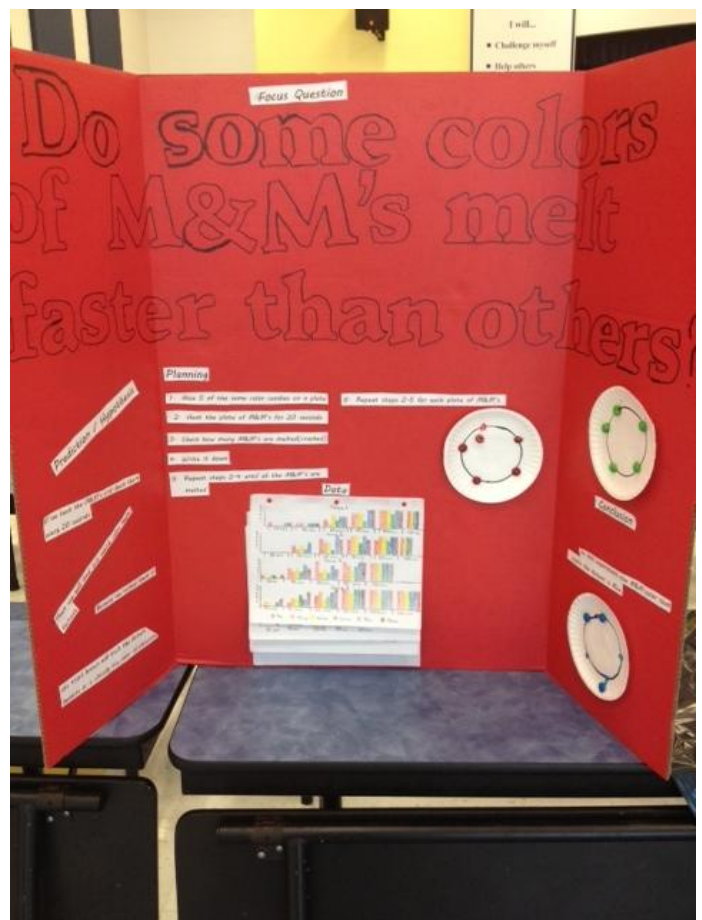
Mrs. Young also attended several training meetings to prepare for the Superintendent's Summer Academy which will take place at North Shore Elementary.

North Shore TEAM UP exposed students to an array of enrichment activities. In preparation for the Florida Comprehensive Assessment Test (FCAT) 2.0 students participated in a spirit-



filled pep rally on Friday, April 12, 2013. Students danced to the beat of North Shore's drum line and recited chants created by teachers to encourage students to do their best on the upcoming FCAT 2.0. Furthermore, North Shore TEAM UP teachers quizzed students and offered prizes during the Academic Olympics to offer additional preparation for the FCAT 2.0. Students also prepared science projects to display during Science Week during the month of April.

North Shore TEAM UP was honored to host the 1st annual Spring Social, Candyland on Friday, April 26, 2013. Students dressed in their formal best and danced the night away and snacked on donated items such as candy, Lil Debbie cakes, and fruit drinks.



North Shore TEAM UP participated in The Bridge of Northeast Florida, Inc.'s 1st annual Family Fun Day at St. Clair Evans on Saturday, May 4, 2013. Family members were treated to performances from Dem Boys, local poets, dance groups from a variety of TEAM UP sites and the Weaver Zone. Vendors provided a plethora of information to attendees such as swimming safety by the Red Cross, Stranger Danger and Officer Friendly tips from the Jacksonville Sheriff's Office, face painting, Zoo to You from the Jacksonville Zoological and Gardens, and





art projects by Pink Flamingo. Parents also had the opportunity to register students for summer camp at different TEAM UP sites. North Shore TEAM UP students also completed their post-test for the Presidential Fitness Test during the month of May.

Furthermore, the staff of North Shore TEAM UP celebrated the accomplishments of 5th graders during Senior Week. During Senior Week, fifth grade students who received outstanding grades on their report card received an Ice Cream Social and Wacky Wednesday Funny Olympics. We concluded the week with a Celebratory Cook Out for all students. Parents and staff members donated hot dogs, hamburger, chips, drinks, and desserts.

The students of North Shore TEAM Up also had the pleasure of several guest speakers. North Shore welcomed Carlton McGee with Educational Trivia to quiz the students' knowledge in subject areas such as Mathematics, Geography, and Current Events. American Red Cross presented Summer Safety tips to the students of North Shore TEAM UP.

Parents also had an opportunity to meet with their child's teacher in a relaxed setting during "Spring Into Learning" Family Night. Each teacher presented parents a short academic lesson to give parents an inside look in the day of a student at North Shore. Parents also received valuable tips on how to ensure their child scores high on the upcoming FCAT 2.0.

### Successes

North Shore Elementary recruited the most students in relation to the other schools tapped to attend the Superintendent's Summer Academy at North Shore Elementary.

### Challenges

The great demands of the 21st CCLC grant require a significant amount of attention to detail and deadlines. Furthermore, the implementation of Project Based Learning activities is proving to be challenging due to the infancy of the requirements and limited availability of best practices models to use as references.



## **Activities North Shore Elementary TEAM UP – Summer 2013**

North Shore TEAM UP average daily attendance for the summer months (June and July) was 143.

North Shore TEAM Up sponsored a six week summer camp, exposing students to the initiative of "Keep Moving: Full S.T.E.A.M.S. Ahead." Students' daily schedule consisted of a rotation of academics including Science, Math, Math Skills, Response to Intervention (RTI), Reading/Phonics and SuccessMaker/DestinationSuccess. North Shore TEAM Up Science academic classes investigated the following: Life Cycle of Insects (K-2nd Grade), Gravity & Magnetism (3rd Grade), Shoreline Science (4th Grade), and Chemical Changes (5th Grade).



North Shore TEAM UP reading classes modeled effective non-fiction reading strategies using National Geographic Young Explorer, and mathematic teachers encouraged independent problem solving skills using Summer Success Math by Great Source Houghton Mifflin Company.

The computerized test preparation programs, SuccessMaker and DestinationSuccess served as supplemental instruction for students Furthermore, North Shore TEAM UP academic staff utilized small group instruction and the use of learning centers to incorporate Science, Technology, Engineering, Arts, Music, and Sports. Each North Shore TEAM UP student participated in on-going progress monitoring by completing weekly assessments and check-ups. Additionally, academic teachers shared a common, daily planning period by grade level to discuss students' progress or lack thereof and obtained supplemental materials to assist students who were struggling and shared success stories of classroom best practices. Teri Washington served as TEAM UP's Academic Liaison and assisted academic teachers as needed.

Selected North Shore TEAM UP staff members participated in CPR/First Aid training on Wednesday, June 12, 2013 to ensure compliance with the Jacksonville Children's Commission guidelines. New North Shore staff members participated in Summer Depart training on Saturday, June 8, 2013 at offered by the training department of the Jacksonville Children's Commission.

Seasoned North Shore Staff members participated in a two-day training for Summer Camp on Wednesday, June 12, 2013 and Thursday, June 13, 2013. Staff members continued to participate in onsite training as presented by Mrs. Young, Program Manager, and Ms. Washington, Academic Liaison. Ms. Washington meets with academic staff to disaggregate data from Duval County Public School's FAIR, Benchmarks, and Florida Ready pre/post assessments. Mrs. Young meets with enrichment staff to plan enrichment showcase, family nights, and fun-filled, engaging activities for students. Mrs. Young also attended several training meetings to prepare for the Superintendent's Summer Academy which will take place at North Shore Elementary.

Students participated in a daily rotation that gave each student the opportunity to participate in a variety of enrichments fitting the "Keep Moving: Full S.T.E.A.M.S. Ahead" theme. Students participated in enrichment activities, such as Arts & MicoSociety, Lego Engineering, Music, Sports, and TV Production/Technology. As a culmination project, North Shore TEAM UP showcased their skills in front of an audience filled with family and friends during the musical stage play, "It's Electrifying." "It's Electrifying" chronicles Benjamin Franklin's discovery of electricity and the importance of such a discovery.

As an attendance incentive, students who had perfect attendance for the first of week, June 17, 2013 – June 21, 2013, participated in Wacky Wednesday activities. Wacky Wednesday activities consisted of the following: 1) Gravity-Defying Water Slide, 2) Art Gallery, 3) Maniac Musical Chairs, 4) Out of This World Obstacle Course, 5) Pop Up Science with an ice cream in the bag experiment, 6) I'm A Star Music Video.

Students also enjoyed a variety of concessions such as galactic cotton candy, Moon Rock Sno-Cones, and Plutonian Perfect Popcorn. Students also had a rare opportunity to audition for a musical stage play by choosing parts, memorizing lines, and stage directions. The cast of



the end of summer production “It’s Electrifying” was displayed in the cafeteria to an uproar of cheering students. All students participated in the musical stage play either with a speaking part or part of the chorus.

The students of North Shore TEAM UP also had the pleasure of several guest speakers and field trips. Students traveled to the Museum of Science and History (MOSH), IMAX at the World Golf Center, King Pins Bowling Center, Skate Station, DisneyQuest in Orlando, and the Orlando Science Center. North Shore TEAM UP also welcomed “The Bee Lady” where the harvesting of honey and the life cycle of bees was discussed. Mad Science traveling scientists entertained students with science experiments using lights, air, and fire. Students participated in weekly Wacky Wednesday, attendance incentive activities such as aquatic activities on colossal water slides, big top movies in the gymnasium, obstacle course play day, and concessions consisting of sno-cones, popcorns, and cotton candy. (Food items were provided by other funding.)

### Successes

North Shore TEAM UP partnered with Duval County Public School Superintendent Academy.

The Bridge of Northeast Florida Inc. North Shore TEAM UP, is proud of the positive relationship which we share with Mrs. Felecia Hardaway, Principal of North Shore Elementary, and the Leadership Team of North Shore Elementary. Mrs. Hardaway provides continued support of North Shore TEAM UP and values the contributions of North Shore TEAM UP. North Shore TEAM UP is proud to provide engaging, exciting enrichment classes. Students are exposed to an array of enrichment classes geared to our Full S.T.E.A.M.S. (Science & MicroSociety, Technology, Engineering, Arts, Music, & Sports) theme. North Shore TEAM UP offers the following enrichment classes: 1) Arts & Micro 2) Music, 3) Lego Engineering 4) and Sports. Students participate in a daily rotation to receive introductory instruction in each enrichment class.

### Challenges

The expectations of each entity of the partnership with Duval County Public School were unclear and created challenges in the creation of the daily schedule and scheduling field trips. Furthermore, the implementation of Project Based Learning (PBL) in its infancy proved to be challenging because of the lack of knowledge of incoming staff.

The unpredictable Florida weather makes it challenging in scheduling Wacky Wednesday’s water activities. Although students prefer the water activities we have become creative in implementing indoor activities for students to enjoy during Wacky Wednesday.



## **Activities Northwestern Middle TEAM UP - January - May 2013**

### **As reported by the Program Manager:**

For the month of January our main objective was to start implementing project based learning. In Mr. Moore's 7th grade reading class they are reading passages and discussing author's argument using evidence from the text. Mr. Moore is currently preparing and researching a project-based lesson plan based on the book *The Outsiders* by S.E. Hinton. The project idea is that students will understand that the media does affect their lives, as they obtain information to make informational brochures as part of an advertising campaign against teen violence. This project will aid in reading comprehension while allowing students to practice reading strategies such as making inferences.

Ms. Wilkerson's class is focused on How Mountains are Formed. The end product, students will have the opportunity to make a mountain and label the parts of the mountain in detail. Ms. Wilkerson is researching and learning about on project-based learning in Science. The project idea she will launch in February includes watching a news clip about the dangers of playground equipment on hot summer days, students will work collaboratively to research, design, and conduct experiments, draw conclusions and present their recommendation to the Parks and Recreation Commission.

This real world scenario will help students master the scientific concepts of absorption and reflection of light with regards to temperature and will sharpen scientific inquiry skills. Students will complete labs on Absorption of Radiant Energy and Reflectivity of Light. Our goals for the 6th graders are to increase vocabulary exposure. Our 6th graders have been practicing using imagery to write poetry. They have been exposed to new words through Ms. Reese's million word challenge.

We planned to have a writing workshop for the 8th graders. Our writing workshop began the first week of January with 8th grade students only. The writing workshop will continue through March. Ms. Shackelford's 6th grade boys are now leading TEAM-UP for students with the most points on our Achieve 3000 software. Achieve 3000 is a new reading launch we have at our school. Each TEAM UP class serves 1-2 days a week in the lab dedicated to this reading activity with teacher guidance. We evaluated their reading scores from this program compared to their FCAT data and Achieve 3000 placement test.

After receiving winter benchmark scores 6th graders need the most support in math word problems and vocabulary. They have spent a great deal of time working with vocabulary. Ms. Fitts has embedded math word problems and board games to assist students with learning how to solve math problems. Standards base and course recovery have been working on promotion through compass odyssey and FCAT explorer learning programs in the computer lab with Ms. Toliver on a daily basis. Ms. Toliver has transitioned successfully into the Standard's base role.

On January 30<sup>th</sup>, TEAM UP hosted a speech contest. Parents supported this event and came out to be involved. The students put a great deal of time and effort in preparing their speeches. Ms. Hayes coached each of them on how to present their speeches correctly from posture to articulation.



Ms. Raggins, a parent of one of the contestants expressed, “You all put a lot of time into this. All the students did a really good job.”

The winners were: Tamanca Raggins (6th grade-3rd) Keith Douglass (7th grade-2nd) Jasmine Butler (6th grade- 1st)

Jasmine Butler went on to represent Northwestern at Matthew Gilbert Middle School. She placed in the competition and was the only candidate that qualified to win based on her ‘time’.

The parents were thankful to have been invited to share this event with us. They are excited about continuing to show their child their support.

This event was a significant way to encourage students to learn while allowing their parents to be proud as they showcased their natural gifts and talents. It was needed to encourage students to get involved in academia. We will have a talent show in February.

Ms. Fowler, our school Cambridge coordinator expressed, “I enjoyed them. Each contestant presented the topic in a different way that expressed who they were.”

Dr. Johnson has met with Ms. Matthews and Ms. Hayes several times at the end of January and in February. Implementation of Achieve 3000 after school in the computer lab to build up our struggling readers has been stressed. Collaboration with teachers and enrichment staff has been heavy reiterated. Each enrichment staff person will work with a small group inside the classroom during academics. When an academic teacher is absent Ms. Hayes will receive an email with the information so that an enrichment staff may act as a substitute for that teacher.

We also discussed using student surveys to increase the retention of team-up students for an interactive program last month. This was successfully executed by Ms. Hayes. Since the survey we have had a successful black history essay contest and we are currently planning a talent show. To increase retention we have used morning announcements, and fliers to reach out to former TEAM-UP students. Enrichment staff has made phone calls to reach out to parents. Dr. Johnson has dedicated a level of strong commitment to increase and maintain our TEAM-UP numbers. Teachers have been a part of the meetings including support of how to implement the newly established TEAM-UP learning objectives into their lesson plans. We requested a copy of our school wide safety plan in our first January meeting. We are still waiting for an updated copy.

## February

For the month of February our main objective was to start implementing project based learning. In Mr. Moore’s 7th grade reading class they are reading *The Outsiders* by S.E. Hinton. The project idea is that students will understand that the media does affect their lives, as they obtain information to make informational brochures as part of an advertising campaign against teen violence. This project will aid in reading comprehension while allowing students to practice reading strategies such as making inferences. Mr. Moore’s class researched the country Aruba for our team up food fest/ multi-cultural fair.

Mr. Enlow’s class is researching and investigating the historical city of St. Augustine. They created brochures on this city displaying what they have learned. Ms. Wilkerson’s class is



focused on project-based learning in Science. The project idea is to watch a news clip about the dangers of playground equipment on hot summer days, students will work collaboratively to research, design, and conduct experiments, draw conclusions and present their recommendation to the Parks and Recreation Commission.

Students are planning to complete labs titled Absorption of Radiant Energy and Reflectivity of Light in March. Ms. Wilkerson's class researched and presented Jamaica for our multi-cultural fair. Our goals for the 6th graders are to increase vocabulary exposure. Our 6th graders have continued practicing using imagery to write poetry. They have been exposed to new words through Ms. Reese's million word challenge. Ms. Reese students researched and presented Germany for our fair. Ms. Nickells and Ms. Shackelford have been working diligently with our 6th graders. They presented the Bahamas for our fair. Ms. Fitts has embedded hands on math board games in her classroom. Her class presented the Dominican Republic for our fair.

On February 12, 2013 Northwestern hosted an 8th grade parent night. Parents and students were provided with a significant amount of information that supported their decision and matriculation to high school.

Ms. Butler stated, *"Parent night was very helpful. I did not know that every high school had a particular program for kids to choose from."*

This meeting was imperative for the parents, students and staff to provide guidance for our eighth graders in preparing them for high school. Parents and students needed to understand what options are available to them.

Dr. Johnson has met with Ms. Matthews and Ms. Hayes again in February. They reviewed their decisions discussed in January. They agreed, when an academic teacher is absent Ms. Hayes will receive an email with the information so that enrichment staff personnel may act as a substitute for that teacher. We also discussed using student surveys to increase the retention of team-up students for an interactive program last month. This was successfully executed by Ms. Hayes.

Since the survey we have had a successful black history essay contest and we are currently planning a talent show. To increase retention we have used morning announcements, and fliers to reach out to former team-up students. Enrichment staff has made phone calls to reach out to parents. Dr. Johnson has dedicated a level of strong commitment to increase and maintain our team-up numbers. Teachers have been a part of the meetings including support of how to implement the newly established team-up learning objectives into their lesson plans.

### **Activities - Northwestern Middle TEAM UP – Summer 2013**

As reported by the Lead Teacher:

Students at Northwestern Middle School have become extremely invested in literacy. Our main priority and learning goal this summer was for students to gain eagerness towards reading. Through project-based learning students have had the opportunity to create their own books while completing novel studies at each grade level. Select students who were not proficient in math had the opportunity to build a life-sized dorm floor plan and were exposed to several ideas through strategically planned field trips. These fieldtrips, speakers and activities



introduced students to not only new ideas but programs that will increase their ability to build background knowledge, make connections and adapt to new environments.

June: In the month of June during our first week of camp a guest author, Renatta Higgins read and discussed her novel *P.S. Never Give Up Hope* to our students. This novel's theme paralleled to the theme in the book our 7/8th grade boys were reading in Mr. Singleton class entitled *Monster* by Walter Dean Myers.

Students consistently remained interested in attending camp as a result of persistent campaigns like Popsicle Mondays and early morning raffles from our incentive chest. Our first fieldtrip to Sweet Pete's was a huge success. Students were able to make their own candy and learn about the history of candy making. During Week 2, students were challenged to stay fit; we attended a gymnastics session at TNT gymnastics and conducted an amazing race fitness competition.

July: By the third week of camp student's participation peaked as we launched our culinary, photography and cosmetology enrichment activities. Students visited in Weeks 3, 4 and 5: Skate Station, ice skating complex, Ripley's Believe It or Not museum, King Pin Bowling, the movies and are scheduled to go to Little Talbot Island historical park on the last day of camp.

Students planned a hair show, art work and several other original ideas during enrichment. To increase social behavior and school morale we had the privilege of having D-Line, the official drumline of the Jacksonville Jaguars come perform on our campus and afterwards our students participated in a talent show. As we prepare for a magic show, a cook-out (the food purchased through other funding sources) and awards day we are proud to have observed an engaging, fun and highly educational summer camp. Guest motivational speakers motivated students in our last week to transition into an exemplar school year with positive characteristics and confidence.

Project-based Learning: Project-based learning was demonstrated this summer through promoting literacy and math skills. Students were separated by gender and grade. Each class was assigned novel studies for books that catered towards specific student interest. The 6th grade girls completed a novel study on the book *The Secret Life of Bee's* by Sue Monk Kidd. A professional bee keeper came out to show students what bee keeping entails how bee's live and produce honey. She showed students her bee keeping attire and spearheaded several engaging activities for them. Students in this class rewrote and illustrated their favorite scene from this novel. Our 6th grade boys read *Miracle Boys* by Jacqueline Woodson and were able to illustrate and write their own book but not before redesigning *Miracle Boys* cover to their liking.

It was rewarding to hear Ricardo Higgins attend a weekend literacy event and make mention of this book by making a text-to-text connection to another book entitled *Lock Down* by Alexander Gordon Smith. Our 7/8 grade girls read *The Bluest Eyes* by Toni Morrison and because of gender based classes, they were able to vulnerably discuss the novel, events in the novel and emotions that stirred as a result of their reading. Their ending product, were short stories they all individually wrote. *Monster* was studied by our 7/8 grade boys who connected their novel to the novel our guest author read. This group's end product was publishing a newspaper like the one they read in one of their stories. This group ended camp reading *Bad Boy: A Memoir* by Walter Dean Meyers.



With literacy as our main focus we included one math course for intensive math students who were proficient or beyond proficient in reading but struggled in math. Our 7/8 math class took a different route with project-based learning. Instead of formulating a project on how to publish a book, our math students took on the role of being a student in college pursuing a career as an author. They looked at the financial side of writing and publishing a book. This class measured and taped a life-sized dorm room on the classroom floor, measured the rooms, the furniture to be included while later graphing this design on poster graph paper. The final product will be Legos forming a model design of the dorm they measured and built.

**Gender-based Learning:** This is the third semester we have implemented gender-based learning at Northwestern Middle School -21st CCLC program. It was highly functional and yielded high performing results. Our male students outperformed the girls in reading and discussion. Our girls outperformed our boys in creative writing.

**Conclusion:** For the first time, we did not hear one student this summer mention that they were bored or complained about the activities/incentives that were available. Our enrollment remained consistent throughout summer camp. Students were strategically kept engaged, entertained and learning throughout this program. If we continue this structure and engagement we will have a model program for next school year.





# Other Observations

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## **Performance Measures for Quality Implementation - Summer 2013**

The Children's Commission provides oversight, program and fiscal monitoring to the grant, as well as technical assistance for quality performance.

Monitoring of program services includes scheduled and unannounced visits to the programs. During these visits, a thorough review of academic and enrichment lesson plans, field trip requests and supporting documentation take place. Informal interviews are also conducted with lead teachers and program managers, as well as a comprehensive monitoring of the site's administrative accountability and procedure for data collection.

The Project Director for the 21<sup>st</sup> CCLC grant, who is employed by the Children's Commission JCC, visited the programs throughout the school year and summer. Unannounced site visits occurred as well as a scheduled site monitoring. In June and July 2013 the sites were visited unannounced and a comprehensive monitoring of the summer program occurred.

The site monitoring tools are based on Florida Afterschool Alliance (FAN) quality standards: Safety/Health and Nutrition; Program Tracking/Documentation; Program Operation; Service Intensity; Adult/Youth Interaction; Youth Behavior and Participation and Family Involvement.

The program has an opportunity to achieve 100 points and the quality is rated on this scale: Excellent: (96-100) Goes above and beyond program standards; Good: (90-95) Consistently meets program standards; Average: (80-89) Meets program standards sometimes; Weak: (70-79) Not meeting program standards most of the time or Below Satisfactory (0-69) Corrective action plan and follow up needed.

Both programs maintained the program at the highest quality both sites earned Excellent Program Score.

See Youth Development Site Monitoring Form Summer Camp 2013 - Attachment B.

## **Afterschool Nutrition Program**

The Jacksonville Children's Commission is the local sponsor of the USDA Afterschool Nutrition Program which serves nutritious snacks and supper meals for participants in the 56 TEAM UP afterschool programs. To qualify as a site through the Child Care Food program, 50% of the children at the area school must be on Free or Reduced Lunch.

The Commission employs a dietitian to assist in creating the menu for the meals. It is the goal of the Commission to provide nutritious meals that assist with preventing childhood obesity and promoting healthy growth. During the 2012-13 school year, the Jacksonville Children's Commission served 38,668 suppers and to North Shore and Northwestern TEAM UP students and 13,813 snacks to the North Shore TEAM UP students. The JCC plays an additional role in addressing and supporting healthy behaviors by educating and providing students the



opportunity to learn about and practice healthy eating and physical activity behaviors. For the 2012-13 school year, the program has provided nutritional information to nine classes and measured their understanding of the materials.

North Shore Elementary

Grade Levels	# classes	Pre-Test	Post-Test
K-2nd	3	92%	93%
3rd -5th	3	68%	78%

Northwestern Middle School

Grade Levels	# classes	Pre-Test	Post-Test
6th-8th	3	68%	89%

**Assessment by an External Evaluator**

End of year analysis occurs for all students who attended the program for 30 days or more by an independent contracted evaluator which receives the data from DCPS. This evaluator has over 10 years of experience working with the Commission collecting and analyzing outcomes data to evaluate the effectiveness and quality of its afterschool programs and has the been a been a trusted member of the JCC team in the capacity as employee and consultant and have the historical knowledge and institutional background to fully understand the needs of grant as they arise.

The data for the analysis by the external evaluator is not provided to the evaluator until late July. The analysis of the data and results are not completed until September, after the summative report is due. The final analysis of this data will be included in the formative report 2014.

Below is a review of the Key Research Questions:

- 1) What is the demographic profile of all students served by JCC and 21<sup>st</sup> afterschool programs? Demographic data will include, but is not limited to, grade, sex, ethnicity and free and reduced lunch status. Demographic data will be provided on all students who attend each after school program for at least 30 days.
- 2) Are the students served in JCC and 21st CCLC afterschool programs representative academically of other students in the school? How do students labeled as “academically challenged” perform on academic outcomes? FCAT results in both reading and math will be analyzed from the previous school year to determine the number and percentage of participants who are considered to be “academically challenged”; those that received a 1 or a 2 on the FCAT reading or math. Promotion rates, attendance and FCAT results will be analyzed specifically for this group of TEAM UP students.

- 3) Are students served by the afterschool programs promoted to the next grade level at a higher rate than students who do not participate, as compared to the school baseline? Promotion status before summer school will be analyzed to determine if participants are promoted at a higher rate than non-participants. If available, obtain promotion data on all students in each school so the school baseline could be calculated without TEAM UP students.
- 4) Do students served by the after school programs attend school more often than non-participants? Attendance data will be analyzed to determine if participating students have better rates of attendance than their peers who do not attend the program. Student attendance data will be presented as the number and percentage that were absent less than 10 days and those who were absent more than 21 days during the school year. If a full download of all students in the school is provided comparison of 21st CCLC students as compared to the school population.
- 5) How does the percentage of TEAM UP students who score at a Level 3, 4 or 5 on FCAT reading and math compare to non-participants? What percentage of participating students' increased their reading and/or math level from the previous year compared to non-participants? Does participation in after school programs for several years make an additional impact? It may be possible to take a longitudinal look at FCAT results based on multiple years of after school participation to determine if TEAM UP students do better over time and with multiple years of exposure to the program.
- 6) Do an equal or greater percentage of participating students make one year's growth (according to their Developmental Scale Scores) over the course of one year, than do non-participating students? An analysis of Developmental Scale Scores will determine the number and percentage of students who made one year's growth during one year's time. These scores are helpful to determine the relative growth of the population of after school participants that tend to be more often identified as academically challenged students.



# Overall 21<sup>st</sup> Century Successes

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## **Additional Training Opportunities**

In January, the 21<sup>st</sup> CCLC program staff attended a Wallace Foundation-sponsored professional development conference—*Jax After 3PM – Strengthening Afterschool for Jacksonville*—held in Downtown Jacksonville. At this conference, more than 500 participants were provided additional professional development opportunities to learn about afterschool quality indicators.

Topics included:

- Science, Technology, Engineering and Mathematics (S.T.E.M.)
- Exposure, Addressing Bullying
- Working with Youth regarding Gender Identity
- Working with Youth who Have Special Needs
- Responding to Child Sexual Abuse
- Combating Adultism
- Social Media and Your Program
- Cultural Competency
- Florida Core Competencies
- Play with GeoMotion

In February 2013, the Project Director, Liaison from the DCPS, agencies Area Directors and Program Managers were able to attend the local conference *Beyond School Hours* in Jacksonville, Florida sponsored by Foundations for a Brighter Future. The attendees gained additional information about quality afterschool initiatives and practices.

Tyrica Young, Program Manager of North Shore presented: *Tool Kit for Afterschool Professionals*. This workshop provided practical, time-saving strategies necessary for afterschool professionals to be successful and effective in operating their programs. North Shore TEAM UP was chosen by the Foundations organization to be a site participants could visit to see effective programming in action.

Ms. Washington, the Lead Teacher and from North Shore attended the pre-conference session: *Inspiring Passion and Curiosity through Project-Based Learning*.

## **Strong Partnership between Afterschool/School Day and Summer/School Year**

Both North Shore Elementary and Northwestern Middle schools have chosen lead teachers that are dedicated to the success of the program. Ms. Washington at North Shore and Ms. Matthews at Northwestern have provided a strong connections between the academic day and the afterschool program. Both lead teachers have dedicated extra time toward collecting and analyzing the individual student data and made efforts to provide individualized instruction to those children behind in their academics. Their leadership is a strong indicator of the success of the partnership.



## **Successful Enrollment and Regular Attendance**

Enrollment and attendance at both North Shore Elementary and Northwestern Middle TEAM UP programs are at capacity, and the average daily attendance is over 96% for both sites for the school year. Over 72% have attended more than 30 days at the middle school program and over 86% of the elementary students have attended more than 30 days.

## **Comprehensive Data Collection – North Shore**

The Program Manager at North Shore has an excellent data collection process that has informed the program on individual progress of youth. The team has been very proactive in utilizing the data for planning the program interventions.

## **Individualized Academic Support**

Both school sites have identified youth at-risk for not meeting their academic benchmarks and continued to provide individualized instructional support based on their report cards or benchmarks through the summer.

## **Budget Support**

In program years four and five, the funding from the Department of Education has been reduced and a 20% match is expected from other sources. The Jacksonville Children’s Commission has provided this cash match. In order to be fiscally accountable for the program funding from DOE and JCC, the agencies were asked to submit two different reimbursements. This was new to the agencies and the program director, but it has helped provide the oversight needed.

## **Partnership with the Superintendent’s Academy at North Shore – Summer 2013**

North Shore TEAM Up partnered with Duval County Public School Superintendent Academy which combined both fun and academic learning experiences. Students who were enrolled in North Shore TEAM UP program were eligible to attend. Students served in 21<sup>st</sup> CCLC were ages K-3<sup>rd</sup> grade and fourth and fifth graders were served in the Superintendent Academy. This allowed for more children to be served in the program.

## **High Attendance Northwestern - Summer 2013**

The lead teacher of Northwestern reported high attendance at the summer program with 109 attending at least one day.

- 40% (44 of 109) attended at least 80% days or 23 days of 29 days
- Average number of days students attended in the summer program was 20



## **Project Based Learning Training –Summer 2013**

Area Directors, Program Managers, and Lead Teachers of the program attended training provided by the Children’s Forum for Project Based Learning (PBL) lessons. The Project Director and the Liaison from Duval County also attended. Both afterschool programs wrote PBL lessons they implemented for summer and this set the stage for the teams to create PBL for the 2013-14 school year. Reference materials regarding PBL were purchased from Buck Institute for Education for the sites.



# Overall 21st Century Challenges

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## **Ten Program Objectives Measured on Nearly 500 Youth**

This grant has ten objectives to collect data and measure performance. Four objectives measure individualized improvement in academics. Defining the various benchmarks and collecting the individualized data for more than 500 children is difficult. But despite this challenge, the staff at both sites has developed a cooperative and comprehensive system to track individual improvement in reading, writing, math and science. The process has become a very important and powerful tool to identify struggling youth so that the program can react and provide the youth with the extra support they need.

## **Data Collection – Northwestern Middle School**

With changes in leadership at the Northwestern school baseline data was not collected early in the year. Despite this, the lead teacher was very much aware of the student's individual academic needs and organized the programming to meet those needs. The Project Director will ensure proper collection of data baselines, mid and end of year program outcomes.

## **North Shore Summer Enrollment**

North Shore elementary partnered with Wallace Foundation to operate the summer program. The Superintendent's Academy provided funding for the fourth and fifth grades and 21<sup>st</sup> served K-3<sup>rd</sup>. Because of this partnership, the program's enrollment and attendance is lower than expected but participation at this school exceeded other Superintendent Academies located in Duval County.

## **Project Based Learning in Afterschool for 90 Minutes**

The Project Director of 21<sup>st</sup> Century continues to encourage the agencies and the school principals to learn more about the Project Based Learning and how it will enhance their student's academic progress. Ms. Matthews, the lead teacher at Northwestern has found PBL to help engage the middle school students in the summer program.

## **Program Websites**

DCPS in the process of updating and revising the school's websites and the 21<sup>st</sup> CCLC information will be updated once this transition is complete which is anticipated to be early fall. Current information regarding the programs is located on the websites of JCC, The Bridge and Communities In Schools.



# Progress Towards Sustainability

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Despite changes in leadership at many levels the partnership between DCPS, JCC, the Bridge and CIS has never been stronger. Communication is open and challenges are being met. The final year challenge will be coordinate sustainability for the two afterschool programs.

In the past, JCC utilized one of two options to sustain the programs: 1) JCC applied and was awarded 21<sup>st</sup> CCLC grants to fund the afterschool programs for a new funding period or 2) the JCC has provided the funding to continue the programs through tax payers' dollars.

The Jacksonville Children's Commission's funding has been decreasing for the past 8 years and any fund balance that was preserved for sustaining afterschool programs has been depleted. It is uncertain that additional funding will be available for sustainability from the Jacksonville Children's Commission.

A calendar of meetings with all the partners has been created to discuss sustainability. Efforts to secure funding for year six and beyond should begin in early fall.

## Final Recommendations

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### **Baseline Data Collection on Objectives**

The Project Director will review data collection at regular intervals to be certain information is properly collected.

### **Quality Indicators**

- A schedule for parent involvement activities will be created early in the year.
- A schedule for meetings with key stakeholders will be created to discuss sustainability of programing.
- A monthly report will be created to gather information from sites more uniformly.
- The agencies will provide PBL training for all program staff.
- The agencies will coordinate with DCPS to obtain an interactive website presence for both programs.
- The Commission and the Liaison from DCPS will provide technical assistance to agencies and staff as needed.





## Attachment A

# End-of Year Objectives Report North Shore Elementary School

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### **September 10- May 20, 2013 (153 days)**

Report card grades, benchmark scores, pre and post tests were collected at the site level by each school's Lead Teacher and Program Manager. The end-of-year analysis results were forwarded to the Project Director to be included in this report.

**Objective 1.1** 85% of regularly participating students will increase their reading comprehension skills.

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### **Activities:**

#### Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities:

- Retell familiar stories including key details.
- Identify characters, settings, and major events in a story.
- Ask and answer questions about key details in a text from print or media print.
- Story Structure: Beginning, Middle, and End.

#### First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Compare and contrast the adventures and experiences of characters in stories.
- Identify the reasons an author gives to support points in a text.
- Describe characters, settings, and major events in a story.
- Summarize
- Evaluate

#### Second Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Ask and answer questions such as who, what, when, where, why, and how to demonstrate understanding of key ideas.



- Know and use various text features to locate key facts or information in a text efficiently.

### Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Using context clues to identify and define words and phrases
- Identifying main idea and author's purpose
- Comparing and contrasting ideas and text in print and media
- Using maps, graphs, charts, and pictures to respond to given questions

### Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Determining theme
- Identifying cause and effect
- Recognizing main idea and relevant supporting details

### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Identifying elements of plot structure
- Outlining character development
- Summarizing problem/resolution
- Evaluating theme in a variety of fiction
- Using text features to assist in recognizing key points in print

## **Measures and Data Collected:**

### Kindergarten – Second Grade

- Report card grades and
- FAIR (Florida Assessments for Instruction in Reading) Assessments

### Third Grade

- Report card grades
- Florida Ready Pre/Post Tests
- FAIR (Florida Assessments for Instruction in Reading) Assessments and
- Study Island

### Fourth Grade

- Report card grades



- Florida Ready Pre/Post Tests
- FAIR (Florida Assessments for Instruction in Reading) Assessments and
- Study Island

#### Fifth Grade

- Report card grades
- Florida Ready Pre/Post Tests
- FAIR (Florida Assessments for Instruction in Reading) Assessments and
- Study Island

#### **Data Timeline:**

September 10, 2012 – May 20, 2013

#### **Continuous Assessment:**

Progress on this objective is assessed by the following:

- Report Card grades: Quarterly
- FAIR grades: Quarterly
- Florida Pre/Post Tests: September 2012 and May 2013
- Study Island: Weekly

#### **Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

#### **Student Inclusion:**

100% of students are monitored throughout program year

#### **Data Analysis and Results Collected at the Site Level:**

End of 4<sup>th</sup> grading period - report card grades

#### **Findings and Recommendations:**

North Shore: At end-of-year:

89% showed increases their reading comprehension skills

***Achieved goal.***



**Objective 1.2** 85% of regularly attending TEAM UP students will maintain or improve their writing skills.

---

**Activities:**

Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Share information on how to complete a task
- Use labels and illustrations to support meaning

First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Give instructions on “how to” make or do something
- Provide all steps needed for activity in order with details

Second Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Write explanatory text
- Introduce a topic
- Use facts/definitions to develop a point
- Provide a concluding statement/section

Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.

Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.



### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.

### **Measures and Data Collected:**

Kindergarten – Fifth Grade: Report card grades

Fourth Grade: And scores from District Writing Prompts

### **Data Timeline:**

September 10, 2012 – May 20, 2013

### **Continuous Assessment:**

Progress on this objective was assessed:

- Report card grades: Quarterly
- Scores from District Writing Prompt: Monthly

### **Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

### **Student Inclusion:**

100% of students are monitored throughout program year

### **Data Analysis and Results Collected at the Site Level:**

According to report card grades in English Language Arts at end of 4th grading period:

### **Findings and Recommendations:**

North Shore: At end-of year:

83% maintained or improved their writing skills

***Slightly lower than goal.***



## **Objective 1.3** 85% of regularly participating students will increase math skills.

---

### **Activities:**

#### Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Describe and compare shapes using their measurable attributes
- Use attributes to sort and classify objects in their environment
- Analyze their environment
- Recognize that larger shapes are made of smaller shapes
- Recognize each shape has a specific name

#### First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Observe, describe, compare, classify, represent, and build with 2-D and 3-D geometric shapes
- Compose, create composite shapes, and composing new shapes from the composite shape
- Partition circles and rectangles into two and four equal shares
- Describe the shares using the words halves, fourths, and quarters
- Tell and write time in hours and half-hours using both analog and digital clocks

#### Second Grade

Implementing activities from Duval County Public Schools' *Academic Looking Glass*. The *Academic Looking Glass* is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Work to understand the meaning of addition and subtraction through 100
- Apply that knowledge within word problems that reflects how math is used in everyday situations
- Model each situation with number sentences and drawings
- Solve for any unknown quantity in a problem

#### Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Describe and analyze properties of two-dimensional shapes



- Select appropriate units, strategies, tools, to solve problems of perimeter

#### Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Develop an understanding of decimals, including the connection between fractions and decimals

#### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time frame. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Find the area of two-dimensional shapes by using formulas
- Describe three-dimensional shapes and analyze their properties, including volume and surface area
- Identify and plot ordered pairs on the first quadrant of the coordinate plan

### **Measures and Data Collected:**

Kindergarten: Report card grades

First Grade: Report card grades

Second Grade: Report card grades

Third Grade: Report card grades, Florida Ready Pre/Post test, Study Island

Fourth Grade: Report card grades, Florida Pre/Post test, Study Island

Fifth Grade: Report card grades, Florida Pre/Post test, Study Island

### **Data Timeline:**

September 10, 2012 – May 20, 2013

### **Continuous Assessment:**

Progress on this objective was assessed:

- Report card grades: Quarterly
- Florida Ready Pre/Post Test: September 2012 and May 2013
- Study Island: Weekly

### **Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

### **Student Inclusion:**

100% of students are monitored throughout program year

### **Data Analysis and Results Collected at the Site Level:**

According to report card grades in math at end of 2<sup>nd</sup> grading period



**Findings and Recommendations:**

North Shore: At end-of-year:

88% of regularly participating students demonstrated an increase in math skills

***Achieved goal.***





**Objective 1.4** 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science.

---

**Activities:**

Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- explore static electricity
- the flow of electricity in circuits and
- energy Performance tasks

**Measures and Data Collected:**

Fifth Grade: Report card grades

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

Report card grades: quarterly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

Only grades that took science classes were included in this data (5<sup>th</sup> grade) 100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

According to report card grades in science of 5<sup>th</sup> graders at end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At end-of-year:

97% showed improvement in science

*Achieved goal.*



**Objective 2.1** 85% of regularly participating students will increase their knowledge of alcohol, drug and/or violence prevention.

---

**Activities:**

Videos, small group discussions, guest speakers, role playing and skits, journaling and writings

**Measures and Data Collected:**

*Too Good for Drugs and Violence* pre and post tests

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

At the end of the activity

**Data Quality:**

All data was collected at the site level by teacher and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activity

**Findings and Recommendations:**

North Shore: At end-of-year:

90% increased their knowledge of drugs, alcohol and violence prevention

***Achieved goal.***



**Objective 2.2** 85% of regularly participating students will increase their knowledge of positive character traits and pro-social behavior.

---

**Activities:**

Videos, small group discussions, guest speakers, role playing and skits, journaling and writings

**Measures and Data Collected:**

*Too Good for Drugs and Violence* pre and post tests

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

At the end of activity

**Data Quality:**

All data was collected at the site level by lead teachers and program managers

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activity

**Findings and Recommendations:**

North Shore: At end-of-year:

90% increased their knowledge of positive character traits and pro-social behavior

***Achieved goal.***



**Objective 2.3** 85% of regularly participating students will increase their knowledge of nutrition.

---

**Activities:**

Food safety, healthy eating habits education, journaling, creating nutritional recipes, guest speakers, nutrition education curriculum

**Measures and Data Collected:**

Pre and post assessments

**Data Timeline:**

September – May 20, 2013

**Continuous Assessment:**

One-time assessment was made

**Data Quality:**

Data was collected by JCC's nutrition department staff

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activities

**Findings and Recommendations:**

North Shore: At end-of-year:

86% of regularly participating students increased their knowledge of nutrition

***Achieved goal.***



**Objective 2.4** 85% of regularly attending students will increase their fitness levels.

---

**Activities:**

Enrichment activities such as flag football, cheerleading and dance, presidential fitness program and guest speakers

**Measures and Data Collected:**

Pre and post assessments from the Presidential Fitness test

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

Objective assessed weekly and monthly

**Data Quality:**

Data was collected on the site level by program manager and enrichment staff and is subject to human error

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 4<sup>th</sup> grading period

**Findings and Recommendations:**

North Shore: At end-of-year:

100% of students increased fitness.

***Achieved goal.***



**Objective 3.1** 25% of adult family members of regularly participating students will increase their involvement in their child's education.

---

**Activities:**

Family Fun Nights (consisting of talent shows, performances, contest, guest speakers etc.)

**Measures and Data Collected:**

Event and volunteer sign-in sheets, pre and post surveys

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

Monthly, quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 4th grading period

**Findings and Recommendations:**

North Shore: At end-of-year:

**32%** of adult family members or regularly participating students will increase their involvement in their child's education

***Achieved goal.***



**Objective 3.2** 50% of adult family members of regularly participating students will attend 2 family literacy events based on programs offered via the 21st Century Learning Center’s targeted schools.

---

**Activities:**

Student presentations, Literacy night events (coaches as guest speakers) focusing on reading in the home and techniques with students

**Measures and Data Collected:**

Sign-in sheets and meeting agenda

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

Quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 4th grading period

**Findings and Recommendations:**

North Shore: At end-of-year:

50% of adult family members of regularly participating students attended two family literacy events based on programs offered

***Making progress toward goal.***



# End-of Year Objective Report

## Northwestern Middle School

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### **September 10 – May 20, 2013 (153 days)**

The report card grades, benchmark scores, pre and post tests were collected at the site level by each school's Lead Teacher and Program Manager. The end-of-year analysis results were forwarded to the project director to be included in this report.

**Objective 1.1** 85% of regularly participating students will increase their reading comprehension skills.

---

### **Activities:**

Each TEAM-UP student has a registered account with Achieve 3000, an accelerated reading program that assigns articles to students based on their individual reading levels. The current event articles are followed by reading comprehension questions, a poll question, one math related word problem and vocabulary comprehension questions. Each grade level has access to Achieve 3000 and completes these reading tasks in our computer labs afterschool.

Sixth: Achieve 3000; Computer lab access every Monday and Thursday. Novel study with comprehension questions Tuesday and Wednesday.

Seventh: Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study with comprehension questions is completed on Monday and Thursday.

Eighth: Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study and essay responses completed on Monday and Thursday

### **Measures and Data Collected:**

Sixth: Achieve 3000 data (quantitative); Student work (qualitative)

Seventh: Achieve 3000 data (quantitative), Student work (qualitative)

Eighth: Achieve 3000 data (quantitative), Student work (qualitative)

### **Data Timeline:**

September 10 – May 20, 2013

### **Continuous Assessment:**

Progress on this objective is assessed weekly





**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of the 1<sup>st</sup> and 2<sup>nd</sup> grading period

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders increased from the beginning of the year to year end by 62%  
Seventh graders increased from the beginning of the year to year end by 71%  
Eighth graders increased from the beginning of the year to year end by 68%

***Making progress toward goal.***



**Objective 1.2** 85% of regularly attending TEAM UP students will maintain or improve their writing skills.

---

**Activities:**

Students completed an essay contest, “What Does it Mean to Show Courage” at the beginning of the year. Students are given a new writing prompt every month to master the writing process while having a specific rubric to follow to show written improvement.

Sixth: Writing workshop with Ms. Reese - How to write an argumentative essay

Seventh: Writing workshop with Ms. Matthews and Ms. Shackelford - How to write an expository essay

Eighth: Brainstorming workshop with Mr. Enlow, writing process documented from beginning to end

**Measures and Data Collected:**

Sixth: Student work (Qualitative data)

Seventh: Student work (Qualitative data)

Eighth: Student work (Qualitative data)

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Progress on this objective was assessed monthly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 4<sup>th</sup> grading period

**Findings and Recommendations:**

Northwestern: At end-of- year:

Sixth graders NOT APPLICABLE

Seventh graders increased from the beginning of the year to year end by 73%

Eighth graders increased from the beginning of the year to year end by 80%

***Making progress toward goal.***



**Objective 1.3** 85% of regularly participating students will increase math skills.

---

**Activities:**

Students are practicing key math concepts and skills on Study Island software once a week through a lab rotation. Students also receive face-to-face math instruction from our math teachers.

Sixth: Study Island rotation: Mondays and Tuesdays. Classroom practice: Mondays and Wednesdays

Seventh: Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays

Eighth: Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays

**Measures and Data Collected:**

Report card grades, benchmark scores, progress reports, teacher notes and DSS growth scores (Florida Ready, Buckle Down Curriculum).

Sixth: Study Island data/benchmark data- (quantitative), class work (qualitative)

Seventh: Study Island data/benchmark data- (quantitative), class work (qualitative)

Eighth: Study Island data/benchmark data- (quantitative), class work (qualitative)

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Progress on this objective was assessed monthly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of the grading periods

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders increased from the beginning of the year to year end by 55%

Seventh graders increased from the beginning of the year to year end by 73%

Eighth graders increased from the beginning of the year to year end by 100%

***Making progress toward goal.***



**Objective 1.4** 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science.

---

**Activities:**

Students have been participating in labs, practice FCAT tests, hands-on activities and completing science analysis in their Science text books.

Sixth: Science projects—water cycle, practice tests

Seventh: Science projects—how rocks are formed, practice tests

Eighth: Science projects—how rocks are formed, practice tests

**Measures and Data Collected:**

Sixth: practice test scores (quantitative data), class work (qualitative data)

Seventh: practice test scores (quantitative data), class work (qualitative data)

Eighth: practice test scores (quantitative data), class work (qualitative data)

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Progress on this objective was assessed weekly, monthly and quarterly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

Only grades that took science classes were included in this data (5<sup>th</sup> Grade) 100% of students are monitored throughout program year.

**Data Analysis and Results Collected at the Site Level:**

At the end of each grading period.

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders NOT APPLICABLE

Seventh graders increased from the beginning of the year to year end by 28%

Eight graders increased from the beginning of the year to year end by 32%

***Making progress toward goal.***



**Objective 2.1** 85% of regularly participating students will increase their knowledge of alcohol, drug and/or violence prevention.

---

**Activities:**

Officer Castro conducted a seminar on bullying & drug related violence.  
Too Good for Drugs and Violence

**Measures and Data Collected:**

Officer Castro conducted a question and answer session at the end of his presentation

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Monthly assessments

**Data Quality:**

All data will be collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk.

**Student Inclusion:**

100% of students will be monitored throughout curriculum

**Data Analysis and Results Collected at the Site Level:**

At the end of curriculum.

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders increased from the beginning of the year to year end by 100%  
Seventh graders increased from the beginning of the year to year end by 100%  
Eighth graders increased from the beginning of the year to year end by 100%

***Achieved goal.***



**Objective 2.2:** 85% of regularly participating students will increase their knowledge of positive character traits and pro-social behavior.

---

**Activities:**

Assistant Principal Andrea Talley participated as a guest speaker for TEAM-UP on January 10, 2013 discussing positive character traits and acceptable social behaviors. Guest speakers throughout the year.

**Measures and Data Collected:**

Students completed a survey at the end of this program

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

As the activity occurs

**Data Quality:**

All data was collected at the site level by lead teachers and program managers

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At end of session period

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders increased from the beginning of the year to year end by 100%

Seventh graders increased from the beginning of the year to year end by 100%

Eighth graders increased from the beginning of the year to year end by 100%

***Achieved goal.***



**Objective 2.3:** 85% of regularly participating students will increase their knowledge of nutrition.

---

**Activities:**

A nutritionist presented a food class on November 13, 14 and 19 discussing healthy eating habits, education and how to choose healthy food choices. Students watched a short video clip during the presentation.

**Measures and Data Collected:**

Students will complete a pre and post survey.

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Monthly by certified nutritionist is available

**Data Quality:**

Data was collected by JCC's nutrition department staff

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

Results collected at the sites, at the end of the classes

**Findings and Recommendations:**

Northwestern: At end-of-year:

Sixth graders increased from the beginning of the year to year end by 100%

Seventh graders increased from the beginning of the year to year end by 100%

Eighth graders increased from the beginning of the year to year end by 100%

***Achieved goal.***



**Objective 2.4** 85% of regularly attending students will increase their fitness levels.

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**Activities:**

Enrichment activities such as track, golf, baseball, softball, basketball, flag football, cheerleading and dance occurred

**Measures and Data Collected:**

Pre and post assessments from the Presidential Fitness test

**Data Timeline:**

September 10, 2012 – May 20, 2013

**Continuous Assessment:**

Objective assessed weekly and monthly

**Data Quality:**

Data was collected on the site level by program manager and enrichment staff and is subject to human error

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 4<sup>th</sup> grading period

**Findings and Recommendations:**

Northwestern: At end-of-year:

100% of students increased fitness.

***Achieved goal.***





**Objective 3.1** 25% of adult family members of regularly participating students will increase their involvement in their child's education.

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**Activities:**

Several parent nights occurred.  
Parent invited to the oracle contest.

**Measures and Data Collected:**

Event and volunteer sign-in sheets, pre and post surveys

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Monthly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At end of the month

**Findings and Recommendations:**

Northwestern: At end-of- year:

25% of our parents participated in parent nights, activities and informational sessions.

***Making progress toward goal.***



**Objective 3.2** 50% of adult family members of regularly participating students will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools.

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**Activities:**

Assistant principal Gail Holmes partnered with TEAM-UP for a literacy night held in January. TEAM UP students completed a door decorating contest and parents were invited to a gallery walk of the building on January 16.

Parents were invited to learn more about transitioning their youth to high school.

**Measures and Data Collected:**

Sign-in sheets and meeting agenda

**Data Timeline:**

September 10 – May 20, 2013

**Continuous Assessment:**

Quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 4<sup>th</sup> grading period

**Findings and Recommendations:**

Northwestern: At end-of-year:

25% of adult family members of regularly participating students will attend two family literacy events, based on programs offered

***Making progress toward goal.***



**ATTACHMENT B  
 JACKSONVILLE CHILDREN'S COMMISSION  
 YOUTH DEVELOPMENT SITE MONITORING FORM  
 SUMMER CAMP 2013**



Total Program Score	
Excellent.....	96-100
Good.....	90-95
Average.....	80-89
Weak.....	70-79
Below Satisfactory.....	0-69

**PROGRAM ASSOCIATE:** \_\_\_\_\_

**PROGRAM/AGENCY NAME:** \_\_\_\_\_

**FIRST MONITORING DATE:** \_\_\_\_\_

**FOLLOW-UP DATE:** \_\_\_\_\_

Commendations:

Areas for Improvement:



## *Safety/Health & Nutrition*

<b>Each standard represents 2 points or a total of 22 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. A system is in place to keep unauthorized people from taking children from the program and to ensure their safety at all times. Staff knows where the children are and what they are doing.	<input type="checkbox"/>	<input type="checkbox"/>
2. There are no observable safety hazards in the program’s indoor or outdoor space <b>Key Note: Indoor and outdoor space is free of tripping hazards; there is a procedure in place for regularly checking the safety and maintenance of the outdoor play space</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program facility must have a working smoke detector, and fire extinguisher that meets all building and fire code standards.	<input type="checkbox"/>	<input type="checkbox"/>
4. The number of program occupants, to include children, staff, volunteers, and visitors must not exceed the Occupant Capacity as prescribed by the Jacksonville Fire Marshall. <b>Key note: The Occupant Capacity Certificate must be visibly located. Also, DCPS are not required to have an Occupant Capacity Certificate.</b>	<input type="checkbox"/>	<input type="checkbox"/>
5. The heat, ventilation, noise level, and lighting system are comfortable in the indoor space.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maps showing exit routes are posted in visible locations throughout the building <b>Key Note: The program’s emergency evacuation plan is also posted in a highly visible central location</b>	<input type="checkbox"/>	<input type="checkbox"/>
7. The program conducts at least 1 fire drill during summer camp.	<input type="checkbox"/>	<input type="checkbox"/>
8. The program facility provides clean, sanitary restrooms for students and staff. <b>Key Note: Restrooms are stocked with adequate supplies</b>	<input type="checkbox"/>	<input type="checkbox"/>
9. All staff persons are trained in first aid and CPR. Certified Life Guards supervise activities in and around pool area	<input type="checkbox"/>	<input type="checkbox"/>
10. The program staff protects and enhances the health of the youth. <b>Key note: Staff and children wash hands frequently; program space is free of harmful chemicals; staff are responsive to the individual dietary and health needs of the children; first aid kits or supplies are readily available at all times</b>	<input type="checkbox"/>	<input type="checkbox"/>
11. The program serves a healthy lunch; snacks, and drinks that are Nutritional to the health needs of the children. <b>Key Note: Drinking water is readily available at all times</b>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*



## *Program Tracking/Documentation*

<b>Each standard represents 1 point or a total of 8 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. Program has consistent records for sign-in logs that are organized by date order and kept in notebooks.	<input type="checkbox"/>	<input type="checkbox"/>
2. Parent/Child sign-in & out daily.	<input type="checkbox"/>	<input type="checkbox"/>
3. The program has individual application files on each camper with emergency contact and medical information.	<input type="checkbox"/>	<input type="checkbox"/>
4. Camp provides proof of eligibility.	<input type="checkbox"/>	<input type="checkbox"/>
5. Program adheres to the Children’s Commission summer camp attendance policy. <b>Key Note: Campers may not miss more than five consecutive days of camp, all contracted seats must be occupied at least 3 days per week; the agency maintain a waiting list and keep contracted seats filled on a weekly basis.</b>	<input type="checkbox"/>	<input type="checkbox"/>
6. The agency obtains and files consent forms for Travel and Field Trips.	<input type="checkbox"/>	<input type="checkbox"/>
7. The program solicits <b>Customer Satisfaction Surveys</b> from the campers and parents.	<input type="checkbox"/>	<input type="checkbox"/>
8. The program maintains an incident report log. <b>Key Note: The camp provider shall submit an incident report for any substantial or news worthy incidents within 48 hours.</b> <b>*Failure to comply with this standard will result in 10 points being deducted from the Total Program Score</b>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*



## *Program Operations*

<b>Each standard represents 2 points or a total of 22 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. A daily schedule is created, and adhered to. <b>Key Note: The program has an inclement weather schedule</b>	<input type="checkbox"/>	<input type="checkbox"/>
2. The daily schedule is flexible, and it provides stability without being rigid.	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning activities are creative, interactive, and fun. <b>Key Note: Work sheets and other Xeroxed self-learning applications are not used.</b>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program includes project-based activities that culminate into a large demonstration/production.	<input type="checkbox"/>	<input type="checkbox"/>
5. Asset Building or 40 Developmental Assets is integrated into the program.	<input type="checkbox"/>	<input type="checkbox"/>
6. There are sufficient materials to support program activities <b>Key Note: Materials are complete and in good repair; there are enough materials for the number of children in the program; materials are developmentally appropriate for the age range of the children in the program</b>	<input type="checkbox"/>	<input type="checkbox"/>
7. Experience (field) trips are theme oriented	<input type="checkbox"/>	<input type="checkbox"/>
8. The program's indoor space has enough room for all program activities. The space is arranged so the variety of social, recreational and educational activities can go on at the same time without much disruption.	<input type="checkbox"/>	<input type="checkbox"/>
9. The indoor space is clean, warm and inviting and includes a soft area/furniture on which children can relax; The aesthetics of the building/outdoor space is in good condition and presents no safety hazards	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff regularly involve children in planning for snack, daily activities, and special events	<input type="checkbox"/>	<input type="checkbox"/>
11. The program offers community-service options, especially for older children <b>Key Note: Children are able to volunteer for projects that benefit younger children, senior citizens, children's hospitals and local shelters</b>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*

### *Service Intensity*

<b>Each standard represents 2 points or a total of 14 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. Staff to child ratio does not exceed the Commission’s guidelines of 1:20. Volunteers are not included in the staff/child ratios <b>Key Note: All staff that supervises a group of children must be at least 18 years of age to be included in the mandated staff to child ratio.</b>	<input type="checkbox"/>	<input type="checkbox"/>
2. All staff persons are background screened at a Level II. This includes local, state, and national databases. An Affidavit of Good Moral Character is completed on all staff or volunteers under the age of 18. <b>Key Note: *Failure to comply with this mandate will result in the Total Program Score being Below Satisfactory.</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. When programmatically appropriate, the Program Director & Front Line staff attended summer camp training.	<input type="checkbox"/>	<input type="checkbox"/>
4. Camp operates Monday –Friday from 8:00am to 5:00pm for a minimal of 5weeks and up to 8weeks according to the contractual agreement. *Superintendent TEAM UP sites operate for 6weeks from 8:00am to 4:00pm Monday – Friday.	<input type="checkbox"/>	<input type="checkbox"/>
5. Curricula activities described in the program’s proposal are documented and observable.	<input type="checkbox"/>	<input type="checkbox"/>
6. The curriculum model is built on an experiential learning mode of learning and includes the following components: Literacy enrichment, Math & Science enrichment, Career exposure, Cultural enrichment, Service learning/youth leadership enrichment.	<input type="checkbox"/>	<input type="checkbox"/>
7. Program activities include bi-weekly experience (field) trips.	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*



## *Adult/Youth Interaction*

Each standard represents 2 points or a total of 22 points for this section.	Yes	No
1. Staff treats the campers with respect and listens to what they say. <b>Key Note: Staff does not belittle children; they take children's comments seriously, and use supportive language.</b>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff is engaged with the children. <b>Keynote: Staff spends little time on tasks that do not involve the children, and participate in many activities with them.</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff uses positive techniques to guide the behavior of the youth. <b>Key Note: Staff often shows appreciation and encouragement; they avoid insincere praise and threats to control children's behavior; and celebrate children's efforts and progress.</b>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff uses no harsh discipline methods. <b>Key Note: Staff do not shame, yell, hit, or withhold food. The whole group is not scolded or punished when one child breaks a rule.</b>	<input type="checkbox"/>	<input type="checkbox"/>
5. Staff makes children feel welcome and comfortable. <b>Key Note: Staff acknowledges children when they arrive and depart; respond appropriately when children show affection; handle conflicts in a way that reduces fear or disruption.</b>	<input type="checkbox"/>	<input type="checkbox"/>
6. Staff includes all interested children in activities and events. <b>Key Note: Games and sports are open to all regardless of their athletic skill; Staff does not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, etc.</b>	<input type="checkbox"/>	<input type="checkbox"/>
7. Staff set appropriate limits for children. <b>Key Note: Staff set limits to prevent children from hurting each other physically or verbally, staff takes steps to ensure that each child understands the limits that are set.</b>	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff give campers many chances to choose what they will do, how they will do it, and with whom.	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff encourages children to resolve their own conflicts. <b>Key Note: Staff listens and observes carefully. Staff uses negotiation, reasoning, and redirection to help children find alternatives.</b>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff assists children without taking control and encourages children to take leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>
11. Staff provides role models of positive adult relationships. <b>Key Note: Staff model positive adult interaction through cooperation, caring, and effective communication.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>		





## *Youth Behavior and Participation*

<b>Each standard represents 1 point or a total of 6 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. Children and youth interact with one another in positive ways.	<input type="checkbox"/>	<input type="checkbox"/>
2. Children appear relaxed and involved with each other. <b>Key Note: Group sounds are pleasant most of the time.</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. Children show respect for each other. <b>Key Note: Teasing, belittling, or picking on particular children is uncommon. Children show sympathy for each other and help each other.</b>	<input type="checkbox"/>	<input type="checkbox"/>
4. Children usually cooperate and work well together.	<input type="checkbox"/>	<input type="checkbox"/>
5. When problems occur, children often try to discuss their differences and work out a solution. <b>Key Note: They do not try to solve disagreements by bullying or acting aggressively.</b>	<input type="checkbox"/>	<input type="checkbox"/>
6. Children have a chance to join enrichment activities that promote basic skills and higher order thinking skills (H.O.T.S) <b>Key Note: Thinking skills such as clarifying, making analysis, generating ideas, making decisions, problem solving, and planning which require wider and deeper thinking.</b>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*



## *Family Involvement*

<b>Each standard represents 1 point or a total of 6 points for this section.</b>	<b>Yes</b>	<b>No</b>
1. Staff encourages families to give input and to get involved in program Events.	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff keeps families informed about the program. <b>Key Note: Program provides newsletters, flyers, and/or bulletin boards to share and communicate information.</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. Volunteer opportunities are provided for parents.	<input type="checkbox"/>	<input type="checkbox"/>
4. There is a policy that allows family members to visit any time throughout the day.	<input type="checkbox"/>	<input type="checkbox"/>
5. The program policies and procedures are tailored to the unique needs of youth and families in the target community.	<input type="checkbox"/>	<input type="checkbox"/>
6. Each family gets a copy of written policies, including the program's hours of operation, fees, subsidies, attendance policy, illness policy, etc.	<input type="checkbox"/>	<input type="checkbox"/>

*Comments:*



