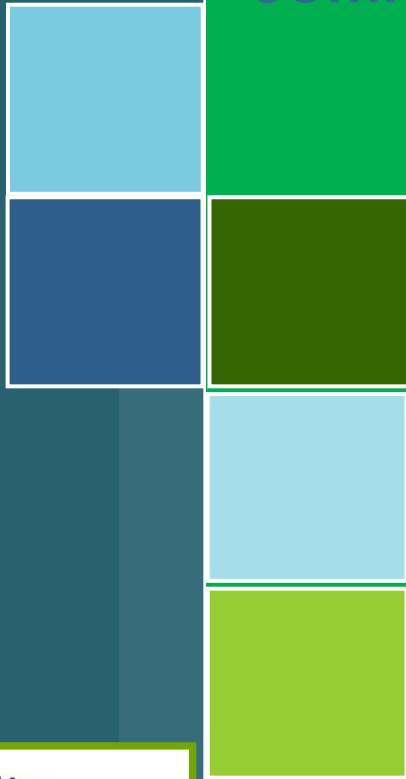


2013 – 2014
Duval County -21st
Century TEAM UP

Project Number
160-2444A-4CCC1

21st Century Community Learning Centers

SUMMATIVE EVALUATION REPORT



A Partnership of



Tyrica Young, Youth Development Associate
Jacksonville Children's Commission
21st Century Community Learning Centers

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Table of Contents

Program Partners	2
Testimonials	3
Overview and Program History	4
Student Characteristics	6
Student Demographics	7
Program Operations – 21st Century Community Learning Centers	10
North Shore Activities	11
Northwestern Activities	17
Program Development – 2009-2014 Year One – Year Five	22
Quality of Staffing	26
Objective Assessment	29
North Shore	30
Northwestern	34
Data Analysis and Results: Progress Towards Objectives	38
Duval County Public Schools Partnership	43
Community Based Organization Partnerships	44
21st CCLC Survey Data for PPICS	48
Progress Towards Sustainability	52
Other Observations	53
Overall 21st Century Successes	56
Overall 21st Century Challenges	58

21st Century Community Learning Centers
TEAM UP Afterschool Program
Duval County Public Schools - Cohort 8
Project Number 160-2444A-4CCC1

Program Partners



“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, 21st Century Community Learning
Centers TEAM UP’s Lead Teacher, Northwestern Middle
School, Summer 2013**

Overview and Program History

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 2013-14.

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.

21st Century Community Learning Centers – North Shore and Northwestern TEAM UP

Currently, in partnership with DCPS, the 21st 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.

North Shore Elementary is a Title I public school serving students in grades pre-kindergarten to fifth grade. North Shore Elementary is located in an urban, northeast Jacksonville neighborhood. As a MicroSociety Magnet school, North Shore Elementary provides students from diverse backgrounds the opportunity to create a miniature society within the school. In addition to following a traditional academic curriculum, students at North Shore develop the self-discipline, work habits and life skills needed to achieve success outside the classroom. Students create and participate in various projects, including business ventures, governments, banks, publishing/communication organizations, judicial systems and more. Furthermore, students are assigned jobs based on their interests; positions include mayor, police officers, medical practitioners, entrepreneurs and others.

Northwestern Middle School is a public school serving students in grades sixth to eighth grade. Northwestern Middle School is located in an urban, northwest Jacksonville neighborhood. The mission of Northwestern Middle School is to provide a world-class educational program that will enhance the intellectual, social, emotional, and physical development of all students as life-long learners preparing for the demands of high school and the 21st century.

The schools completed the fifth 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 three years. Northwestern Middle school has new staff implementing the program including a new program manager but management of the program remains with the same agency, Communities In Schools.

Student Characteristics

Total Student Enrollment and Attendance

Student enrollment for North Shore and Northwestern met projected target.

North Shore school year program had 408 students attend at least one day of the program and 257 attend 30 days or more.

Northwestern school year program had 321 students attend at least one day of the program and 250 attend 30 days or more.

Table 1. Student Enrollment: Total Regularly Participating Students for Summer 2013 and School Year 2013 – 2014

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
North Shore	108	236	64	408	0	193	64	257
Northwestern	61	196	64	321	0	186	64	250

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.

Table 2. Average Daily Attendance during the Summer and School Year

Site Name	Summer 2013	School Year 2013-2014			
		After School	Before School	During School	Weekend or Holidays
North Shore	151	198	0	0	0
Northwestern	78	107	0	0	0

The Average Daily Attendance of the school year program for Northwestern was 107 (98%).

The Average Daily Attendance of the school year program for North Shore was 198 (95%).

Student Demographics

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.

Table 3. Student Demographics for All Students and Regularly Attending Students

Site Name	Total Student Population SY 2013-2014			Regularly Participating SY 2013-2014		
	Gender		Age Range	Gender		Age Range
	Male	Female		Male	Female	
North Shore	163	157	5 - 11	125	132	5 -11
Northwestern	171	185	12 - 15	107	143	12 - 15

Gender – School Year

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

North Shore	Females – 52% (132)	Males – 48% (125)
Northwestern	Females – 57% (143)	Males – 43% (107)

Table 4. Students with Special Needs: All Participants

Site Name	Limited English Proficient SY 2013-2014			Identified with Disability SY 2013-2014			Identified as Homeless SY 2013-2014		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
North Shore	4	404	0	26	382	0	0	408	0
Northwestern	0	321	0	27	294	0	0	321	0

*DK=Don't Know/Could Not Be Determined

Table 5. Students with Special Needs: Regularly Attending Participants

Site Name	Limited English Proficient SY 2013-2014			Identified with Disability SY 2013-2014			Identified as Homeless SY 2013-2014		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
North Shore	4	253	0	24	233	0	0	257	0
Northwestern	0	250	0	23	227	0	0	250	0

*DK=Don't Know/ Could Not Be Determined

Identified as Limited English Proficiency – School Year

North Shore 2% (4)
Northwestern 0% (0)

Identified as with a Special Need or Disability – School Year

North Shore 10% (24)
Northwestern 10% (23)

Table 6. Student Race and Ethnicity: Total and Regularly Attending Students

Site Name	Total Student Population					Regularly Participating Students				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian
North Shore	0	0	300	4	28	0	0	242	4	18
Northwestern	0	0	321	0	5	0	0	250	0	3

*Ethnicity categories are non-exclusive – students can be identified under multiple ethnicities

Racial/Ethnic Group

North Shore – 92% (242) of regularly attending students identified as Black or African American
Northwestern – 99% (250) of regularly attending students identified as Black or African American

Table 7. Student Grade for All Participating Students

Site Name	Grade In School* SY 2013-2014													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
North Shore	0	40	42	36	66	57	79	0	0	0	0	0	0	0
Northwestern	0	0	0	0	0	0	0	185	57	90	0	0	0	0

*Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.

Table 8. Student Grade for Regularly Participating Students

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
North Shore	0	33	35	36	48	38	67	0	0	0	0	0	0	0
Northwestern	0	0	0	0	0	0	0	91	78	81	0	0	0	0

*Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.

Eligible for Free or Reduced Meal Program – School Year

North Shore 100% (257)
 Northwestern 100% (250)

- 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.

Program Operations

The program operated the proposed 29 days for summer in 2013 and 152 days in the school year. The program started September 8, 2013 and ended May 16, 2014.

North Shore Elementary operated from 3:00 p.m. to 6:00 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 7:15 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.

Table 9. Summer 2013 Operation					
	Total number of <u>weeks</u> sites THIS site was open:	Typical number of <u>days per week</u> THIS site was open:	Typical number of <u>hours per week</u> THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
North Shore	6	5	40	0	0
Northwestern	6	5	40	0	0

Table 10. School Year 2013-2014 Operations										
	Total number of <u>weeks</u> THIS site was open:	Total number of <u>days</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open:	Typical number of <u>hours per week</u> THIS site was open:				TOTAL number of <u>days</u> THIS site operated:		
				Before School	During School	Afterschool	Weekends/Holidays	During School	After School	Weekend/Holidays
North Shore	22	152	5	0	0	15	0	0	152	0
Northwestern	22	152	5	0	0	15	0	0	152	0

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 Deport 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 many activities to engage students.



Students also enjoyed a variety of concessions such as galactic cotton candy, Moon Rock Sno-Cones, and Plutonian Perfect Popcorn as provided by other sources. 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.

Students were 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 offered the following enrichment classes: 1) Arts & Micro 2) Music, 3) Lego

Engineering 4) and Sports. Students participated 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 North Shore Elementary TEAM UP – School Year 2013- 2014

As reported by the Program Manager:

North Shore TEAM UP was eager to begin TEAM UP and began preparation for a smooth transition into the new school year during the month of August 2013. North Shore TEAM UP welcomed Jaime Johnson as the new Academic Liaison. Jaime Johnson comes to North Shore TEAM UP with a wealth of knowledge and years of experience as a teacher for Duval County Public Schools. Ms. Johnson began the recruitment of students for North Shore TEAM UP by analyzing data from the Florida Comprehensive Assessment Test, FCAT 2.0. Students who scored below grade level in Reading and Mathematics on the FCAT 2.0 were identified and invited to participate in North Shore TEAM UP.

North Shore TEAM UP was the single safety net for North Shore Elementary, therefore; it was imperative students who performed below grade level took advantage of the academic services provided by North Shore TEAM UP. Open registration for TEAM UP commenced in August 2013 and parents were encouraged to take advantage of not only the academic opportunities of TEAM UP offers students, but also the enrichment opportunities. North Shore TEAM UP offered homework assistance to students in grades kindergarten through second grade and FCAT 2.0 Test Prep using Study Island to students in grades third through fifth. North Shore TEAM UP was happy to offer the following enrichment activities:

- Computers
- Competitive & Tournament Games
- Dance
- Music
- Sports
- TV Production & Technology

North Shore TEAM UP academic staff utilized computer based, academic program such as Study Island to prepare students for standardized tests. Each North Shore TEAM UP student participated in on-going progress monitoring by completing mini-assessments and check-ups.

Additionally, academic teachers met 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.

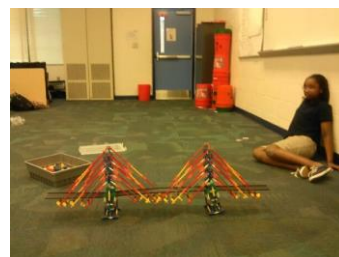
Tyrice Young, Program Manager of North Shore TEAM UP participated in several training opportunities:

Staff members of North Shore TEAM UP participated in periodic staff meetings. During such time, positive youth development, engaging students, adequate supervision, and the implementation of Project Based Learning, PBL, projects. North Shore TEAM UP staff members also participated in a two-day intensive training presented by Mrs. Young, Program Manager, and Ms. Johnson, Academic Liaison, on September 4-5, 2013 at North Shore. Lesson plans, required materials/ supplies, and student engagement was presented to staff members during such training. Furthermore, the mission and model of TEAM UP and The Bridge of Northeast Florida, Inc. were discussed. Staff members also prepared classrooms for TEAM UP.

The students of North Shore TEAM UP also had the pleasure of several guest speakers, field trips, and showcases.



- Primary students in grades kindergarten through second grade traveled to the Jacksonville Public Library (JPL), Main Branch on Monday, September 30, 2013 to engage in StoryTime as presented by the Children's Department and received an informative tour of the JPL Main Branch to observe the many free resources the public library offers and students were encouraged to take advantage of such by bringing parents to the JPL Main Branch to apply for a free library card. We had several parents chaperone the JPL Main Branch field trip to demonstrate their commitment to their child's
- Each Enrichment group participated in TEAM UP's project based learning (PBL) "Building Bridges" by not only learning about the different bridges of Jacksonville, Florida but also recreating the bridges using kinect, legos, and other resources.



Successes

The Bridge of Northeast Florida Inc. North Shore TEAM UP, was 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 partnered with North Shore Elementary and presented “Volunteer Drive: Get Involved” on Thursday, September 26, 2013 encouraging parents to join PTA/SAC. The staff of North Shore TEAM UP participated in a letter writing campaign to the members of the Jacksonville City Council lobbying for the continued funding of after school programs in Jacksonville and encouraging city council members not to cut the current budget of the Jacksonville Children’s Commission.

Prisha Malone, 21st CCLC Grant Monitor, visited North Shore TEAM UP and was impressed with the array of activities and academic opportunities provided to the students of North Shore TEAM UP. Furthermore, North Shore TEAM UP received an overall Outstanding rating from Laurie Bourdon of Duval County Public Schools in her observation and monitoring of the academic component of North Shore TEAM UP.

Challenges

The increasing demands of the 21st CCLC grant in regards to deliverables and the ever changing requests and format of requested documents served to be challenging. Although, the requested deliverables are readily available on site at North Shore TEAM UP it is time consuming and laborious to compile such in an arduous spreadsheet while maintaining the integrity of the daily operations of the TEAM UP program.

The increasing demands of the 21st CCLC grant in regards to deliverables and Project Based Learning (PBL) serves to be challenging. Although, the requested deliverables are readily available on site at North Shore TEAM UP it is time consuming and laborious to compile such in an arduous spreadsheet while maintaining the integrity of the daily operations of the TEAM UP program. Furthermore, the complex demands of PBL is forced and does not easily fit into the enrichment classes of Dance, Sports, Music/Drama, Games, Computers and Technology as selected by the students of North Shore TEAM UP.

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

The only major change during the fourth quarter was a change in Program Manager. The program manager Tyrica Young was hired by the Jacksonville’s Children’s Commission and Catherine Graham, another manager from The Bridge was transferred from Justina Road Elementary to North Shore Elementary. Catherine Graham will implemented the Summer 2014 program and close out the grant.

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.

Activities Northwestern Middle TEAM UP – January - May 2014

As reported by the Program Manager:

During the month of January the 21st CCLC TEAM-UP program at Northwestern Middle school, rallied around the national holiday celebrating the birth of Dr. Martin Luther King Jr, with numerous activities and prepared for black history month in February. This month the 6th graders spent a valuable amount of time conducting research about Dr. King. Students participated in various reading of Dr. Martin Luther King, Jr., articles and created their own leadership speeches. During Language Arts our students are continuing their novel studies: the 6th grade girls are reading, "Secret Life of Bee's" and our 6th grade boys are reading, "Miracle Boys." Sixth graders engaged in math and project based learning by writing a business plan for t-shirt design. Students finished this project and transitioned to math concepts to increase rigor before FCAT to strengthen areas that are weak. They filed invoices, inventories and sales projections using math calculations while beginning to design their T-shirts for their business. Our 7th graders worked on reading concepts including cause & effect/main idea/ differencing and comprehension practice during read aloud. During math instruction students are taking real life scenarios such as balancing check books, solving

fraction problems and converting decimals. 8th graders finished their yearly Science projects that ended this month and have begun studying solar energy for the solar go-kart project. In math, students analyzed budgets, solved word problems and completed online math practice. All students rotated through the computer lab once a week to work on reflex math and FCAT explorer. During enrichment students explored one new activity which is entrepreneurship: cosmetology style. Students made homemade cakes and tacos in our culinary class. Basketball, football and game room continuously kept our students occupied and insisting on returning to TEAM-UP. In addition, two contestants, Jasmine Butler and India Brooks, submitted their own leadership speeches for the MLK oratorical contest. As we move forward we are excited about bring Karate and new enrichment activities to Northwestern.

In the month of February CCLC TEAM-UP program at Northwestern educated our students on Black history month celebrating literacy and Black history facts through numerous activities and trivia's. During the month of February, the 6th graders spent a valuable amount of time learning about the Harlem Renaissance, to prepare for the "Along this Way," trunk and tour at the Ritz Theater. Student's created a life-size timeline to satisfy our project-based learning goal. Our 6th graders are engaged in math board games and FCAT math scrimmages. Our 7th graders worked on reading concepts including cause & effect/main idea/inference and comprehension practice during read a louds. They began the Harlem Renaissance "Along this Way," trunk and tour in March. During math instruction students are converted numbers into fractions and decimals. They had also been exposed to our solar go-kart model to measure distance versus speed in Science. 8th graders finished their yearly Science projects that ended this month and have begun studying solar energy for the solar go-kart project. In math, students solved word problems and completing online math practice. All students rotated through the computer lab once a week to work on reflex math and FCAT explorer.

During enrichment students explored new activities such as computer applications where they worked on the software application PowerPoint. The students also worked on using the computer to research various topics. In addition, we hosted a field day for the student's to increase physical fitness levels and we had volunteers from Florida State College at Jacksonville Boys Basketball team, teachers and administrators from the school to help us host the event. The students participated in a potato sack race, tug of war, flag football and track events such: 100meters, 200 meters, and a 440 relay event.

Real \$ense, a financial organization, hosted our second parent night educating parents on the importance of budgeting and tips on filing their taxes. Real \$ense provided essential tools for our parents and our community to be informed on money management. Over 25 parents attended this event which is the highest attendance rate this year, school wide.



The students worked well in Karate learning self-discipline and self-control, the Cosmetology students learned about healthy hair and created posters demonstrating images of their version of healthy hair. Prior to creating the posters the students learned about the first African-American who created hair products as well as, nutrition for healthy hair and how to maintain healthy hair.

The Arts students worked on teambuilding and how to be a cheerful giver. The students created individual Valentine grams for all TEAM UP students and distributed them on Valentine's Day. The students worked diligently on cutting out hearts, using glitter and glue as well as balloons to make perfect gifts.

Finally, our male mentoring group worked with our males on the importance of budgeting and the results of bad decisions. The students worked on a budget worksheet and used a clicker which allowed them to vote and respond to speaker just by the click of a button. Clickers are used in group presentations by Fortune 500 companies and on college campuses which was a great opportunity for the students.

In the month of March, CCLC TEAM-UP program at Northwestern educated our students on reading comprehension and reading stamina activities in preparation for the state assessment on April 14th. During the month of March, the 6th graders spent a valuable amount of time learning how to navigate numerous texts using reading strategies such as visualizing, questioning and rereading. Student's completed a teen magazine by scholastic that assessed their ability to apply reading strategies. Our 6th graders engaged in math board games and FCAT math scrimmages. Our 7th graders worked on reading concepts including main idea, compare/contrast and predictions used to increase student comprehension during read a louds. Students completed the Harlem Renaissance "Along this Way," trunk and tour this month. During math instruction students are executed word problems and math games. They had been exposed to our solar go-card model to measure distance versus speed in Science. 8th graders finished their yearly Science projects that ended this month and have begun studying solar energy for the solar go-kart project. In math, students are solving word problems and completing online math practice. All students rotate through the computer lab once a week to work on reflex math and FCAT explorer. During enrichment students explored new activities such as computer applications. In addition we hosted a field day to increase student's physical fitness levels and had over five coaches come out to host this event.

TEAM UP provided complimentary hair-cuts through Florida Community College through a partnership with Knots for Kids. Over 15 of our students graduated from the Knots for Kids program where they held a graduate banquet at the University Club of Jacksonville. Students learned proper dining etiquette and completed tutorials on how to tie a tie. Students completed field day exercises and received outstanding reviews for their academic achievement.

In April, we started our "Go Green" initiative. The "Go Green" initiative consists of Recycle, Reuse and Reduce project. The students competed in a recycle raid around the school, a recycle poster competition and created a sidewalk mural. During Academics the students learned about what it means to "Go Green" and during Enrichment they participated in various activities to show their expression of the initiative. The students were able to share ways that they could "Go Green" daily at school, at home and did short stories on what the world happen to the world others didn't practice the recycling, reusing and reducing.

During the month of May students visited the Jacksonville Zoo, Adventure Landing and the University Club. The students who attended the zoo had the opportunity to see the wildlife, feed the animals, take a nature walk and observe various birds, snakes, and monkeys from different countries. The students who attended Adventure Landing participated in an Arcade Challenge, Scavenger Hunt and Group Laser Tag. During the visit the students were able to

work on team building, social skills and practice critical and analytical thinking. Our young men had a great time while visiting and having a formal dinner at the University Club. This was a closing ceremony where the young men showed off their skills that they learned during the year such as: tying a tie, being a gentleman formal dining and good manners.

Program Development – 2009-2014

Year One –Year Five

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

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 16 years of data collected at North Shore and Northwestern TEAM UP programs (1998-2014).

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 16 years of data collected at North Shore and Northwestern TEAM UP programs (1998-2014).

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 2014 is a “F”.

School Accountability Grades 2010-2014:

	2010	2011	2012	2013	2014
North Shore	F	D	B	C	D
Northwestern	D	D	F	D	F

Notable changes in the programs over the five 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 21st CCLC has changed once in four years.
- The North Shore program originally was a K-8th grade program but became a K-5th 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.

Academic Enrichment

During this 5 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.

Program Outcomes of 21st CCLC Participants 2011-12 (as reported in the Formative Report 2013):

Students attending the TEAM UP programs in both in the 21st 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.

Northwestern – 2008-2013 Student Attendance and Outcomes

- 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.

Table 13. North Shore TEAM UP Student Outcomes Compared to Non-Participants & Average Daily Attendance 2008-2013

	08-09		09-10		10-11		11-12		12-13	
	TEAM UP*	Non-participants	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	93.3	92.0
Attendance – Less than 10 absences (%)	80.5	63.2	78.9	55.8	73	49.8	71.1	50	64.4	41.3
Attendance – 21+ absences (%)	3.6	11.4	4.2	17.2	5.1	23.3	5.5	17.4	9.6	25.8
ADA	177		214		206		199		198	

Table 14. Northwestern TEAM UP Student Outcomes Compared to Non-Participants & Average Daily Attendance 2008-2012– Table II.

	08-09		09-10		10-11		11-12		12-13	
	TEAM UP*	Non-participants	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	97.1	88.8
Attendance – Less than 10 absences (%)	86.5	83.3	81.2	71.7	96.5	84.7	96.7	94.7	64.4	41.3
Attendance – 21+ absences (%)	4	7.1	5.4	10.9	.7	3.5	0	2.2	0.6	4.0
ADA	103		104		114		126		107	

Quality of Staffing

Jacksonville Children's Commission, JCC

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. Tyrica Young joined the JCC as a Youth Development Specialist in May 2014.

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.

North Shore has had the same Program Director for four years; however, a new Program Director was recently hired in July 2014.

The lead teacher is Ms. Johnson, a teacher at North Shore who has served in this position at North Shore for the last year but has extensive experience as a lead teacher.

Communities In Schools Jacksonville

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

Ayanna Nelson is the Program Manager for the TEAM UP Afterschool Program at Northwestern. Ayanna has been with the program since January of 2014 and she has extensive experience serving at-risk youth as well as budget management experience. Her background includes extensive knowledge in drop-out prevention, college readiness and program management.

The lead teacher is Ms. Matthews, a language arts teacher and who has two years of experience with the afterschool program. She completed a successful first year as the lead teacher during the 2012-2013 school year and has become a strong leader. She continued as the lead teacher for the 2013-14 school year.

North Shore Program Staff as Reported by Agency

Table 11a. Regular Staff by Paid and Volunteer Status				
Staff Type	Summer 2013		2013-2014 School Year	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former and substitute)	0	0	12	0
Center administrators and coordinators	2	0	1	0
Youth development workers and non-school day staff with college degree or higher	2	0	4	0
Other non-teaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High School students	0	0	0	1
Other community members	0	0	0	0
Other non-school-day staff with some or no college	8	0	8	0
Total	12	0	25	1

Northwestern Program Staff as Reported by Agency

Table 11b. Regular Staff by Paid and Volunteer Status				
	Summer 2013		2013-2014 School Year	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	9	0	9	0
Center administrators and coordinators	1	0	1	
Enrichment specialists and other non-school-day staff with a college degree or higher	5	0	5	0
Other nonteaching school-day staff	1	0	1	0
Parents	0	0	0	0
College students	0	0	0	0
High School students	0	0	0	0

Other community members	0	0	0	0
Other non-school-day staff with some or no college	3	0	3	0
Total	19	0	19	

Objective Assessment

On-Site Data Collection and Analysis

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.

North Shore

Table 12a. Objectives and Description of Activities

Objective	Description of Activities
<p>Objective 1.1: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their reading comprehension skills</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • iReady Computer Software • 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. <p><u>First Grade</u></p> <ul style="list-style-type: none"> • iReady Computer Software • 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 <p><u>Second Grade</u></p> <ul style="list-style-type: none"> • iReady Computer Software • 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. <p><u>Third Grade</u></p> <ul style="list-style-type: none"> • iReady Computer Software • 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

	<p>to respond to given questions</p> <p><u>Fourth Grade</u></p> <ul style="list-style-type: none"> • Determining theme • Identifying cause and effect • Recognizing main idea and relevant supporting details <p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> • 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
<p>Objective 1.2: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will maintain or improve their writing skills</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • Share information on how to complete a task • Use labels and illustrations to support meaning <p><u>First Grade</u></p> <ul style="list-style-type: none"> • Give instructions on “how to” make or do something • Provide all steps needed for activity in order with details <p><u>Second Grade</u></p> <ul style="list-style-type: none"> • Write explanatory text • Introduce a topic • Use facts/definitions to develop a point • Provide a concluding statement/section <p><u>Third Grade</u></p> <ul style="list-style-type: none"> • Write in a variety of informational/expository forms. <p><u>Fourth Grade</u></p>

	<ul style="list-style-type: none"> • Write in a variety of informational/expository forms. <p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> • Write in a variety of informational/expository form
<p>Objective 1.3: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their math skills</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • 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 <p><u>First Grade</u></p> <ul style="list-style-type: none"> • 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 <p><u>Second Grade</u></p> <ul style="list-style-type: none"> • 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 <p><u>Third Grade</u></p> <ul style="list-style-type: none"> • Describe and analyze properties of two-dimensional shapes • Select appropriate units, strategies, tools, to solve problems of perimeter

	<p><u>Fourth Grade</u></p> <ul style="list-style-type: none"> • Develop an understanding of decimals, including the connection between fractions and decimals <p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> • 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
<p>Objective 1.4: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more, who take science courses, will show improvement in science</p>	<p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> • explore static electricity • the flow of electricity in circuits and • energy Performance tasks
<p>Objective 2.1: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of alcohol, drug and/or violence prevention.</p>	<ul style="list-style-type: none"> • Videos • Small group discussions • Guest speakers • Role playing and skits • Journaling and writings
<p>Objective 2.2: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of positive character traits and pro-social behavior.</p>	<ul style="list-style-type: none"> • Videos • Small group discussions • Guest speakers • Role playing and skits • Journaling and writings
<p>Objective 2.3: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of nutrition.</p>	<ul style="list-style-type: none"> • Food safety • Healthy eating habits education • Journaling • Creating nutritional recipes • Guest speakers • Nutrition education curriculum
<p>Objective 2.4: Eighty- five percent of regularly participating TEAM UP students attending 30 or more days will increase their fitness levels</p>	<ul style="list-style-type: none"> • Flag football, • Cheerleading and dance, • Presidential fitness program • Guest speakers

<p>Objective 3.1: Twenty-five percent of adult family members of regularly participating TEAM UP students attending 30 days or more will increase their involvement in their child's education.</p>	<ul style="list-style-type: none"> Family Fun Nights (consisting of talent shows, performances, contest, guest speakers etc.)
<p>Objective 3.2: Fifty percent of adult family members of regularly participating TEAM UP students attending 30 days or more will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools.</p>	<ul style="list-style-type: none"> Student presentations, Literacy night events (coaches as guest speakers) focusing on reading in the home and techniques with students

Northwestern

Table 12b. Objectives and Description of Activities	
Objective	Description of Activities
<p>Objective 1.1: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their reading comprehension skills</p>	<p>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.</p> <p><u>Sixth</u></p> <ul style="list-style-type: none"> Achieve 3000; Computer lab access every Monday and Thursday. Novel study with comprehension questions Tuesday and Wednesday. <p><u>Seventh</u></p> <ul style="list-style-type: none"> Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study with comprehension questions is completed on Monday and Thursday. <p><u>Eighth</u></p> <ul style="list-style-type: none"> Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study

	and essay responses completed on Monday and Thursday
Objective 1.2: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will maintain or improve their writing skills	<p>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.</p> <p><u>Sixth</u></p> <ul style="list-style-type: none"> • Writing workshop on how to write an argumentative essay <p><u>Seventh</u></p> <ul style="list-style-type: none"> • Writing workshop with on how to write an expository essay <p><u>Eighth</u></p> <ul style="list-style-type: none"> • Brainstorming workshop: Writing process documented from beginning to end
Objective 1.3: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their math skills	<p>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.</p> <p><u>Sixth</u></p> <ul style="list-style-type: none"> • Study Island rotation: Mondays and Tuesdays. Classroom practice: Mondays and Wednesdays <p><u>Seventh</u></p> <ul style="list-style-type: none"> • Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays <p><u>Eighth</u></p> <ul style="list-style-type: none"> • Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays
Objective 1.4: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more, who take science courses, will show improvement in science	<p>Students have been participating in labs, practice FCAT tests, hands-on activities and completing science analysis in their Science text books.</p>

	<p><u>Sixth</u></p> <ul style="list-style-type: none"> • Science projects—water cycle, practice tests <p><u>Seventh</u></p> <ul style="list-style-type: none"> • Science projects—how rocks are formed, practice tests <p><u>Eighth</u></p> <ul style="list-style-type: none"> • Science projects—how rocks are formed, practice tests
<p>Objective 2.1: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of alcohol, drug and/or violence prevention.</p>	<p>Officer Castro conducted a seminar on bullying & drug related violence.</p>
<p>Objective 2.2: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of positive character traits and pro-social behavior.</p>	<p>Guest speakers for TEAM-UP discussed positive character traits and acceptable social behaviors.</p> <p>Guest speakers throughout the year</p>
<p>Objective 2.3: Eighty- five percent of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of nutrition.</p>	<p>A nutritionist presented a food class and discussed healthy eating habits, education and how to choose healthy food choices. Students watched a short video clip during the presentation.</p>
<p>Objective 2.4: Eighty- five percent of regularly participating TEAM UP students attending 30 or more days will increase their fitness levels</p>	<p>Enrichment activities such as:</p> <ul style="list-style-type: none"> • Karate • Track • Golf • Baseball • Softball • Basketball • Flag football • Cheerleading, and • Dance
<p>Objective 3.1: Twenty-five percent of adult family members of regularly participating TEAM UP students attending 30 days or more will increase their involvement in their child’s education.</p>	<p>Several parent nights occurred.</p> <p>Parent invited to the oracle contest.</p>

<p>Objective 3.2: Fifty percent of adult family members of regularly participating TEAM UP students attending 30 days or more will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools.</p>	<p>Real \$ense provided financial literacy workshops to parents.</p> <p>Parents were invited to learn more about learn more about transitioning their youth to high school.</p>
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Data Analysis and Results: Progress Towards Objectives

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

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their reading comprehension skills		
	Regularly Attending Students (30 or more days)	
North Shore Elementary	80% based on students' grades	Did not meet, but progressed toward the stated objective
Northwestern Middle	84% based on students' grades	Did not meet, but progressed toward the stated objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 80% of regularly participating TEAM UP students attending 30 days or more increased their reading comprehension skills.

Northwestern did not meet the proposed goal of 85% but progressed toward the stated objective with 84% or regularly participating TEAM UP students attending 30 days or more increased their reading comprehension skills.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their math skills		
	Regularly Attending Students (30 or more days)	
North Shore Elementary	82% based on students' grades	Did not meet, but progressed toward the stated objective
Northwestern Middle	76% based on students' grades	Did not meet, but progressed toward the state objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 82% of regularly participating TEAM UP students attending 30 days or more increased their math skills.

Northwestern did not meet the proposed goal of 85% but progressed toward the stated objective with 76% of regularly participating TEAM UP students attending 30 days or more increased their math skills.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more; who take science courses, will show improvement in science		
	Regularly Attending Students (30 or more days)	
North Shore Elementary	63% based on students' grades	Did not meet, but progressed toward the stated objective
Northwestern Middle	71% based on students' grades	Did not meet, but progressed toward the state objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 63% of regularly participating TEAM UP students attending 30 days or more; who took science courses, showed improvement in science.

Northwestern did not meet the proposed goal of 85% but progressed toward the stated objective with 71% of regularly participating TEAM UP students attending 30 days or more; who took science courses, showed improvement in science.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of alcohol, drug and/or violence prevention		
	Regularly Attending Students (30 or more days)	
North Shore Elementary	NA	Unable to measure progress on the stated objective
Northwestern Middle	NA	Unable to measure progress on the stated objective

North Shore did not submit conclusive data to determine students increased knowledge of alcohol, drug and/or violence prevention.

Northwestern did not submit conclusive data to determine students increased knowledge of alcohol, drug and/or violence prevention.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of positive character traits and pro-social behavior		
Regularly Attending Students (30 or more days)		
North Shore Elementary	NA	Unable to measure progress on the stated objective
Northwestern Middle	85% based on students' participation in Karate	Met the stated objective

North Shore did not submit conclusive data to determine students increased knowledge positive character traits and pro-social behavior.

Northwestern met the proposed goal of 85% with 85% of regularly participating TEAM UP students attending 30 days or more; increased their knowledge of positive character traits and pro-social behavior.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their fitness levels		
Regularly Attending Students (30 or more days)		
North Shore Elementary	25% based on students' data on Presidential Fitness Test	Did not meet, but progressed toward the stated objective
Northwestern Middle	85% based on students' participation in monthly field day activities	Met the stated objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 25% of regularly participating TEAM UP students attending 30 days or more; increased their fitness levels.

Northwestern met the proposed goal of 85% with 85% of regularly participating TEAM UP students attending 30 days or more; increased their fitness levels.

Twenty-five percent (25%) of adult family members of regularly participating TEAM UP students attending 30 days or more will increase their involvement in their child's education

	Regularly Attending Students (30 or more days)	
North Shore Elementary	21% based on event sign in sheets	Did not meet, but progressed toward the state objective
Northwestern Middle	50% based on event sign in sheets	Met the stated objective

North Shore did not meet the proposed goal of 25% but progressed toward the stated objective with 21% of regularly participating TEAM UP students attending 30 days or more; increased their involvement in their child's education.

Northwestern met the proposed goal of 25% with 55% of regularly participating TEAM UP students attending 30 days or more; increased their involvement in their child's education.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will maintain or improve their writing skills

	Regularly Attending Students (30 or more days)	
North Shore Elementary	80% based on students' grades	Did not meet, but progressed toward the stated objective
Northwestern Middle	84% based on students' grades	Did not meet, but progressed toward the stated objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 80% of regularly participating TEAM UP students attending 30 days or more; maintained or improved their writing skills.

Northwestern did not meet the proposed goal of 85% but progressed toward the stated objective with 84% of regularly participating TEAM UP students attending 30 days or more; maintained or improved their writing skills.

Eighty-five percent (85%) of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of nutrition

	Regularly Attending Students (30 or more days)	
North Shore Elementary	81% based on pre and post - test results	Did not meet, but progressed toward the stated objective
Northwestern Middle	90% based on pre and post-test results	Met the stated objective

North Shore did not meet the proposed goal of 85% but progressed toward the stated objective with 81% of regularly participating TEAM UP students attending 30 days or more; increased their knowledge of nutrition.

Northwestern met the proposed goal of 85% with 90% of regularly participating TEAM UP students attending 30 days or more; increased their knowledge of nutrition.

Fifty percent (50%) of adult family members of regularly participating TEAM UP students attending 30 days or more will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools

	Regularly Attending Students (30 or more days)	
North Shore Elementary	NA	Unable to measure progress on the stated objective
Northwestern Middle	50% based on even sign in sheets	Met the stated objective

North Shore reported parent participation was a challenge within the program; such could be a result of parents working.

Northwestern met the proposed goal of 50% with 50% of regularly participating TEAM UP students attending 30 days or more; attended 2 family literacy events.

Duval County Public Schools Partnership

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 21st Century grants from 2005 – 2011. In 2011, Laurie Bourdon was reassigned as the liaison position for program year 2012-13.

Community Based Organization Partnerships

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. Johnson, a teacher at North Shore who has served in this position at North Shore for the last year but has extensive experience as a lead teacher.

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 extensive experience 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 2013. 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 of experience with the afterschool program. She has successfully completed the first year as the lead teacher during the 2012-2013 school year and has become a strong leader of the program.

Table 15: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
4-H Expanded Food & Nutrition Program	Local Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/Activity-Related Services
Beyond School Hours – Foundations for Brighter Future	National Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/Activity-Related Services
Communities in School	Non-Profit Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/Activity-Related Services
Duval County Schools	School District	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Good/Materials • Volunteer Staffing • Paid Staffing • Evaluation Services
Edward Waters College	State College	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/Activity-Related Services • Goods/Materials • Volunteer Staffing • Paid Staffing
Empowerment Center	Resource Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials
Entertainment with McGee	Vendor	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related
Faith Christian Academy	Church/ Faith Based Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/Activity-Related Services • Goods/Materials

					<ul style="list-style-type: none"> • Volunteer Staffing
Florida Afterschool Alliance	State Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials
Girls Scouts of Gateway Council	Local Agency	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Volunteer Staffing
Jacksonville Children's Commission	Local Agency	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Volunteer Staffing • Paid Staffing • Evaluation Services
Jacksonville Children's Commission Training Institute	Local Agency	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Volunteer Staffing • Evaluation Services
Jacksonville Sheriff's Office	Local Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Paid Staffing
JEA	Local Agency	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Volunteer Staffing
Partnership for Children	Resource Center	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials
Poe Faces	Vendor	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Paid Staffing
Reneta Hannans-Author	Vendor	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Paid Staffing
Saint Augustine Pirate Museum	Vendor	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Paid Staffing
SHAMSA	Vendor	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials
The Bee Lady	Vendor	No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Volunteer Staffing
The Bridge of Northeast Florida, Inc.	Non-Profit Agency	Yes	>\$1.00	>\$1.00	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/Materials • Paid Staffing • Evaluation Services

					<ul style="list-style-type: none"> • Funding/ Raising Funds
The Children's Forum	State Agency	No	>\$1.00	0	<ul style="list-style-type: none"> • Evaluation Services
United Way of Northeast Florida		No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Volunteer Staffing
USDA (overseen by JCC)		No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Paid Staffing • Evaluation Services
Wallace Foundation		No	>\$1.00	0	<ul style="list-style-type: none"> • Programming/ Activity-Related Services • Goods/ Materials • Paid Staffing

21st CCLC Survey Data for PPICS

The statewide evaluation team for the Florida Department of Education’s 21st CCLC funded programs provided three surveys for the Profile and Performance Information Collection System (PPICS). A student, parent, and teacher survey were administered. Student surveys were completed online; parent surveys were completed both online and via paper mailings; and teacher surveys were completed online. The survey findings are as follows:

Parent Surveys

Parents completed a 21-item survey either online or paper based. Two hundred and five parents completed the surveys. In summary, parents’ surveys indicate parents are “very satisfied” with the afterschool program including the following:

Table 16. Parent Reports from 21st CCLCS Survey for PPICS (Cohort 8)

	1	2	3	4	5	6
The afterschool program as a whole	56%	38%	< 1%	< 1%	< 1%	<1%
Staff’s warmth and friendliness	54%	40%	< 1%	< 1%	< 1%	<1%
Staff’s ability to work with my child	56%	39%	< 1%	< 1%	< 1%	<1%
Staff’s ability to relate to me as a parent	55%	37%	< 1%	< 1%	< 1%	<1%
Variety of activities offered to my child	57%	38%	< 1%	< 1%	< 1%	<1%
Meals and snacks	58%	36%	< 1%	< 1%	< 1%	<1%
Safety of the program environment	58%	38%	< 1%	< 1%	< 1%	<1%
Reaching out to me as a parent	57%	35%	< 1%	< 1%	< 1%	<1%
My child’s happiness with the program	57%	35%	< 1%	< 1%	< 1%	<1%
Helping me become more involved with my child’s education	57%	35%	< 1%	< 1%	< 1%	<1%
Homework Completion	30%	17%	22%	26%	< 1%	< 1%
Getting along with others	52%	40%	< 1%	< 1%	< 1%	<1%
Staying out of trouble	51%	40%	< 1%	< 1%	< 1%	<1%
Appreciation of different people or cultures	56%	39%	< 1%	< 1%	< 1%	<1%

1 = Very Satisfied 2 = Satisfied 3 = Not Sure 4 = Unsatisfied 5 = Very Unsatisfied 6 = Not Applicable

	Yes	No	Maybe
Would you recommend this program to other parents?	87%	3%	6%
Would you sign your child up for this program again?	91%	2%	3%

	1	2	3	4	5	6	7
If this after school program was no longer available, my child would be:	19%	20%	19%	10%	6%	10%	12%

1 = Home Alone 2 = Cared for by a parent 3 = Cared for by a sibling 4 = Cared for by a relative 5 = Cared for by a friend or neighbor 6 = Participating in a different afterschool program 7 = Other

Student Surveys

North Shore students completed a 26-item survey online. One hundred and forty-nine students completed the survey. In summary, students' surveys indicate students "definitely" like their afterschool program including the following:

Table 17a. Student Reports from 21st CCLCS Survey for PPICS (North Shore)

	1	2	3
Do you like your afterschool program?	77%	15%	6%
Do you want to attend your afterschool program next year?	74%	15%	9%
Did you go to neat/fun places during your afterschool program?	67%	19%	12%
Did you enjoy the activities in your after school program?	83%	13%	4%
Did you your afterschool program have adults who care about you?	80%	18%	0%
Did your afterschool program give you a safe place to learn and play?	85%	11%	2%
Did your afterschool program help you make friends?	63%	20%	15%

1 = Definitely 2 = Somewhat 3 = Not At All

Northwestern students completed a 34-item survey online. Eighty-one students completed the survey. In summary, students' surveys indicate students "somewhat" like their afterschool program including the following:

Table 17b. Student Reports from 21st CCLCS Survey for PPICS (Northwestern)			
	1	2	3
Do you like your afterschool program?	44%	52%	3%
Do you want to attend your afterschool program next year?	51%	36%	6%
Did you go to neat/fun places during your afterschool program?	34%	48%	16%
Did you enjoy the activities in your after school program?	48%	47%	4%
Did your afterschool program have adults who care about you?	54%	42%	2%
Did your afterschool program give you a safe place to learn and play?	69%	28%	1%
Did your afterschool program help you make friends?	37%	54%	7%

1 = Definitely 2 = Somewhat 3 = Not At All

Teacher Surveys

North Shore teachers completed a 14-item survey online on all students. In summary, teachers' surveys indicate regularly attending students (30 days or more) did not need improve and thus there was no change. The survey results are as follows:

Table 18a. Teacher Reports from 21st CCLCS Survey for PPICS (North Shore)								
	8	7	6	5	4	3	2	1
Turning in homework on time	29%	12%	12%	10%	22%	8%	3%	3%
Increasing effort towards completing assigned work	27%	12%	16%	13%	26%	4%	< 1%	2%
Completing quality homework to your satisfaction	24%	13%	13%	13%	26%	6%	1%	3%
Paying attention and participating in class	25%	14%	14%	17%	24%	5%	< 1%	< 1%

Volunteering (e.g., for extra credit or more responsibilities)	29%	13%	6%	7%	43%	1%	< 1%	< 1%
Attending class regularly	43%	9%	7%	10%	27%	2%	< 1%	2%
8 = Did Not Need to Improve 7 = Significant Improvement 6 = Moderate Improvement 5 = Slight Improvement 4 = No Change 3 = Slight Decline 2 = Moderate Decline 1 = Significant Decline								

Progress Towards Sustainability

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 the coordination of 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 21st CCLC grants to fund the afterschool programs for a new funding period or 2) JCC has provided the funding to continue the programs through tax payers' dollars.

The Jacksonville Children's Commission made efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.

The Jacksonville Children's Commission will fund and sustain the two programs, North Shore Elementary and Northwestern Middle.

A calendar of meetings with all the partners has been created to discuss sustainability. Efforts to secure funding was established and met for year six and beyond.

Other Observations

Performance Measures for Quality Implementation - Summer 2013

The Children's Commission provided 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 took place. Informal interviews were 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 21st 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. 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 2013-14 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- 5 th	6	70%	81%

Northwestern Middle School

Grade Levels	# classes	Pre-Test	Post-Test
6th-8th	3	70%	90%

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 been a trusted member of the JCC team in the capacity as employee and consultant and has the historical knowledge and institutional background to fully understand the needs of grant as they arise. The final report for this project will not be available until Fall 2014.

The Key Research Questions in the Final Report:

- 1) What is the demographic profile of all students served by JCC and 21st 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 21st Century Successes

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. Johnson 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 at or over 95% for both sites for the school year.

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 submit two separate reimbursements.

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 21st CCLC were

ages K-3rd grade and fourth and fifth graders were served in the Superintendent Academy. This allowed for more children to be served in the program.

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

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 21st served K-3rd. 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 21st 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 21st 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.