



Jacksonville Heights (YMCA)

Ramona Elementary (CIS)

Windy Hill (CIS)

21st CCLC Grant Narrative

5.1 Project Abstract: The Jacksonville Children’s Commission and Duval County Public Schools are working in partnership to provide 21st Century Community Learning Center (21st CCLC) programs at three Title I schools in Duval County, Florida: Jacksonville Heights, Ramona and Windy Hill Elementary Schools. Students in grades Kindergarten through five are eligible to participate. **The program goals are threefold: 1) provide students with opportunities for academic enrichment, 2) offer personal enrichment opportunities that reinforce and complement students’ academic program, and 3) provide students’ families with activities and programs that support literacy and personal growth.**

Services are provided to a minimum of 240 students, including those with special needs. The program operates for 152 days from 3:10 pm to 6:10 pm Monday through Friday during the academic year, and for six weeks (31 days) from 8am to 4pm Monday through Friday during the summer months. The program provides engaging Project Based Learning (PBL) lessons that combine instruction in the core academic areas of reading, writing, math, and science. In addition to these enrichment activities focused on art, physical education, and nutrition are provided.

5.2 Continuing Improvement: Progress towards goals:

The 21st CCLC TEAM UP program was delayed in operation for the school year 2014-15. Recruitment and enrollment for summer 2015 is currently being completed with a start date of June 15, 2015 for the three schools. Baseline data for the students will be collected within two weeks and pre and post data collection will occur during the summer operations to assess overall progress towards achieving the goal of providing high quality opportunities for academic enrichment. The results of these measures will be used to refine and improve and strengthen program activities; used to refine the performance measures and be made available to the stakeholders and the public. An evaluator will complete continuous (formative) assessment of progress towards each stated objective.

Although a formative and summative evaluation was not completed, the program development for 2015-16 included input from the three principals and the current status of needs for their students and their family members. Each principal provided feedback on programming and objectives and parental courses. Each principal has hired the lead teachers for the summer programming and they are developing the lesson plans and PBL activities to support the objectives. The FSA assessment results are not available at this time but all principals used mid-year assessment data to help plan program activities for the summer. The lead teachers will help train and coordinate the lesson plans that will be implemented by the certified teachers and the enrichment staff. The emphasis for all three sites continues to be literacy and language. Phonics, high frequency words, reading comprehension, vocabulary comprehension, and informational text will be the highest priority. Math, science and physical fitness will be incorporated into all the activities. The schools are utilizing the i-Ready reading program and the CGAs collected in 2014 for a baseline and what supports each of the students may need. A special emphasis has been made to recruit and retain the students with the most need to improve in the areas of language and math. The site coordinators will maintain a caseload of 5-10 students at risk for failure or that were held back in 2014 to help provide coordinated service interventions for their success in 2015. This caseload will be created through referrals from the principal and lead teachers. Principals from the three schools are highly engaged in program planning for the sites.

The external evaluator has provided data collection training and review of the tools used to collect the data. He will visit the summer program in June.

No significant changes were made to the programmatic format for 2015. The external providers for Kidz Bite Back will be replaced by either the YMCA Youth Fit For Life or the Presidential Fitness program. The summer program will operate for 31 days – the schools have the option to operate on July 3rd and a Saturday or extend the program into another week (Monday and Tuesday) following the 29th day.

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

Formal reports will include a review of accomplishments and challenges, while also providing recommendations for program refinement based on both quantitative and qualitative data. Individual and/or group interviews with providers, staff, students and parents may be conducted to collect additional qualitative data to help inform evaluations. Objective performance data will be collected an estimated minimum of four times per year (summer, baseline, mid-year, end-of-year). The evaluator will provide any necessary data analysis, interim reports, professional services, and assistance in training staff on collecting appropriate data which is reasonable and necessary. CASPER proposes the following services:

- (1) ***Continuous Improvement.*** The evaluator will provide assistance and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include

individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student's actions, attitudes, knowledge, performance. This is a value-added component of the evaluation plan with no additional cost.

- (2) **Evaluation Support:** The evaluator will provide database development, selection of data elements, data storage, evaluation planning, development of recommendations under CIM, survey development, and evaluation support to help ensure proper data are collected by the program and the service providers. This is provided as an in-kind, value-added component of the overall evaluation quote. The evaluator will provide an estimated 80 hours of evaluation support services, providing an estimated \$8,000 of in-kind evaluation services directly related to program quality.
- (3) **On-Site Visits:** As part of the developmental evaluation model, the evaluator will provide three program-level visits where at least two 21st CCLC sites will be visited, a debriefing held with JCC and (via conference call or in-person), and an interim continuous improvement summary report provided within 30 days of the on-site visits focused on findings from the visit.
- (4) **Formative Evaluation:** The evaluator will provide either a formative evaluation summary report or the mid-year evaluation objective assessment tool (currently utilized by the FLDOE for 21st CCLC programs), depending on what is specifically required by

the FLDOE. Regardless of whether the program is provided a summary report or assessment tool, the evaluator will assist and ensure all mid-year data reporting requirements are met as part of the evaluation process (e.g., initial objective tool development, summary of formative findings, formative recommendations, and responses to recommendations).

- (5) **Summative Evaluation:** The evaluator will provide an end-of-year summative evaluation report or annual evaluation summary (depending on specific requirements from the FLDOE). The summative evaluation report will be focused on program operations and program outcomes at the end of the operational year based on the current US Department of Education and FLDOE operational year (prior summer and current academic year). The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. As required by the FLDOE, the program will receive a brief summative evaluation report in Years 1, 3 and 4, with a Comprehensive Summative Evaluation in Years 2 and 5.
- (6) **Annual Data Reporting:** The evaluator will provide data analysis, interim reports, professional services, and assistance in on-site or off-site training staff on using the continuous improvement model, as requested. Evaluator will submit and/or ensure submission of all required data to the FLDOE and USDOE through any system developed by the state or federal governments (note that the US Dept. of Education is developing a new system which has not yet been named).
- (7) **Feedback and Debriefings:** The process for sharing evaluation findings is integral to a strong evaluation method and overall evaluation plan, as it is the primary method for using results to refine, improve, and strengthen program outcomes. Sharing and distributing information will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Feedback will include written evaluation reports (as above), as well as teleconferences, when requested, with the evaluator, program director,

Principals, and any staff wishing to participate. During these meetings, current data trends and operations will be reviewed with a focus on program improvement and immediate refinement. This is a value-added component of the evaluation plan with no additional cost to the 21st CCLC program.

(8) **Refinement:** The evaluator will assist in refining and addressing any identified concerns.

The evaluator will also assist, if requested, with revisions of objectives based on future needs assessments and proposed activities aligned to objectives and student needs.

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

Reporting Outcomes: As detailed above, the evaluation process includes all elements of the required Reporting Outcomes detailed in the Request for Application. The Evaluator will submit and validate all data to the US Dept. of Education. The program and the external evaluator are aware there may be changes to the online method of collecting data through the

US Dept. of Ed., as well as changes with data collection by the FLDOE. The program and evaluator are committed to submitting all required data as instructed and through whatever system required. The program and external evaluator are also committed to 'beta test' and assist with the development of all data collection or reporting systems for the FLDOE or the US Department of Education with regards to 21st CCLC programs.

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

5.4 Partnerships, Collaboration and Sustainability:

5.4.a Community Notice: On May 8, 2015, a legal Public Notice via the City of Jacksonville website, newspapers and JCC website of JCC's intent to submit an application for the 21st CCLC program Request for Application provided by the Florida Department of Education. The public was invited to make their opinions know before the application is submitted to DOE. A link to the RFP and instructions on how to obtain a copy of the application and waiver requests were provided as well as contact emails and phone numbers. The notice of intent was also placed on the JCC website www.jaxkids.net and sent out through a JCC newsletter email to all email members which include providers of afterschool programs, parents, community members, board members and other non-profit members. The application will be available after the grant submission. The full application can be reviewed at the office of JCC.

5.4.b 21st CCLC Advisory Board: JCC has an agreement with DCPS that the advisory board committee, comprised of DCPS principals, DCPS teachers, two parents, student advisor, and other diverse members of the community and the private sector meet bi-annually regarding program development, implementation, monitoring, evaluation, and decision making. Ongoing communication protocols between the partners are also in place including in-person and virtual meetings. The 21st CCLC Advisory board is able to make recommendations on how the programs will be implemented. Documentation (minutes and signatures of attendees) of these meetings will be kept for verification.

5.5.c Collaboration with Private Schools: On May 8 and 13, 2015, 26 private schools located in the school geographic area were invited via email and meeting notice on Outlook to provide input into the programming. The meeting occurred at the JCC offices on May 15 at 10:00 a.m. with three schools attending the meeting. The program was presented, feedback was gathered from the participants on their students' needs and the process to enroll students was outlined. A letter to the 26 private schools in neighborhoods surrounding the three target schools will be sent in August 2015 to announce the program and the process for their students' participation. When professional development occurs with the program, these private schools and their teachers will be invited to participate.

5.5.d Partnerships: JCC leverages many public/private partnerships for afterschool programming to maximize the effective use of public resources. The community partners that have committed to work with students and/or their families are the **Duval County Parent Academy** (parent courses), **Daniel – Full Services Schools** (behavioral services), **Drug Free Duval** (parenting classes: Know the Law and Tools of Engagement), **Junior Achievement** (financial literacy, workforce preparation and entrepreneurship). The value of each agencies in-kind services and estimated value will be documented quarterly. Other partners include: 1) **Jacksonville Quality Afterschool System Building Initiative** (funded through the Wallace Foundation) which is providing support services to help insure quality programming including professional development opportunities for afterschool teachers and training on the Florida Afterschool Network Standards; 2) **The United Way of Northeast Florida's Full Service Schools** program, which has access to social workers, therapists, psychiatrists, nurses, substance abuse counselors, and other professionals; 3) **Jacksonville System of Care Initiative through the Substance Abuse and Mental Health Services Administration**, is providing cultural and linguistic competency training for afterschool staff, children and families; and other partners that have committed letters of support/agreement are provided for each partner mentioned. In addition to providing staff training and program oversight, JCC will

coordinate the Federal afterschool snack and meal program (fully reimbursed through **the Florida Department of Agriculture and Consumer Services**).

5.4.e Collaborations with the Regular School Day: The partnership between JCC and DCPS is secured by an annual *Agreement to Provide Services* (provided with the letter of commitment from DCPS) which outlines DCPS' continued partnership and support of applying for continuation of the 21st CCLC program. This agreement outlines the procedures employed by JCC to ensure that afterschool program activities align with school curriculum in the core subject areas, while allowing for the students' school day work to be monitored by the site coordinators, 21st CCLC program director and the evaluation team. The program plan and activities are designed in coordination with the regular school day and implemented to support what students are learning. Specific strategies to have continued collaboration includes the following: the principal will be interviewing and choosing the lead teacher for the program; the principal will supervise the activities of the lead teacher and review lesson plans, PBL and strategies to engage students that are behind proficiency; the lead teacher will hire and supervise certified teachers from the school (if possible); the site coordinator will be available during the school day to coordinate with at-risk afterschool students and their teachers on their homework, social and emotional needs and communicate with parents for engagement in academic supports; files on student achievement will be kept by lead teacher and or certified teachers; academic data on student grades will be shared from the school district to the afterschool program after every grade period; enrichment staff and certified teachers will be working together during academic hour; regular meetings between the teachers and enrichment staff will occur to include professional development on expanding learning into the enrichment hours; advisory boards will be created or combined with existing school advisory boards to gather input on needs, current programming and quality improvement strategies.

Principals were interviewed and parents and students were surveyed for development of the program. Private schools were also contacted. Letters of commitment are provided from the superintendent of schools and the three principals.

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

Funding in Years Two-Five: In June 2014, the JCC's board of directors voted to apply for this 21st CCLC grant with full knowledge that the agency is committed to funding the difference between the program budget and decreasing grant awards in years two through five requiring an investment of at least \$350,000. As a city agency the JCC's principal source of revenue is tax revenue, which is projected to increase over the next five years. These additional dollars will be used to enhance funding for all children's programs in the Jacksonville community, including afterschool and summer programs.

Dr. Nikolai Vitti, DCPS Superintendent, has supported afterschool programs in his previous position in Miami and now in Jacksonville. Currently, the Superintendent (pending approval of the DCPS board) has committed \$250,000 of funding for afterschool programs and identifies the in-kind support per school to be approximately \$40,000 per school or \$120,000 for this grant. In addition to this financial commitment, DCPS provides expansive in-kind resources at the 44 school based afterschool programs.

5.5 Program Plan:

5.5.a Recruitment and Retention: Target Students: All students at the schools will be recruited to attend the afterschool program. All students in the school will receive a flyer informing them of the program enrollment process. The program is first come first served however a priority enrollment for students that have scored a 1 or 2 on reading and/or low on the 2015 standardized assessment measure will be in place. Students at risk for failure or with low grade performance will also be considered a high priority. Those students considered a high priority category receives a memo specifically addressed to the parent encouraging the parent to enroll their child in the program because the program will provide extra support for academic and enrichment success.

Consistent Attendance & Benefits to Participate in Full Program: Parents are informed that regular attendance is important. Attendance requirements and commitment to long term participation are provided to parents in the enrollment and orientation session. An attendance monitor is the point person for collecting and monitoring participation. This person completes phone calls to parents checking on missing students and connecting with families via telephone and during pick-up. At pick-up, this staff encourages participation in events or family literacy courses and is friendly and purposeful, developing relationships with parents and care-givers to foster a connection with the school. Efforts will be made to explain the importance of student attendance for the full three hours for the maximum benefits. Parents will be encouraged to participate in the programming if they arrive before the end of the programming. The site coordinator is available to connect with parents (and teachers) on student progress and encourage attendance. This will enhance the services for the children. After three consecutive days absent from the afterschool program, a parent will be contacted to determine the reason for the absence and encourage returning to the program. Each month, students with excessive absences are identified. Their parents will be contacted by the Site coordinator to discuss the barriers of their participation. Attendance award certificates will be provided to students and

parents encouraging consistent attendance. The attendance monitor and Site coordinator will match the cultural language of the target population.

5.5.b Student Program Activities: The PBL that will be utilized in 2015-16 have been created with input from the principals and the enrichment staff and incorporate the Florida State Standards. Because the afterschool program lead teacher and certified teachers most likely will be from the school, there is a natural connection to activities that are occurring during the school day. But to be certain the activities support the regular school day, weekly meeting will occur between the lead teacher and site coordinator to review school day activities, the afterschool PBL lesson plans and activities planned for the enrichment. The intent is to build on the connection between the learning day and school day. The connection between the two will be communicated to the principal at the regular meeting.

Two PBL's that will be implemented are the YMCA's Fit For Life/Food & Fun program and Visual Arts (Cathedral Arts). These programs will provide engaging PBL lessons that combine instruction in core academic areas reading, writing, math, and science in addition to enrichment focused on art, physical education, and technology. The proposed PBL activities are intended to expose students to new experiences and enhance their critical thinking skills.

The YMCA's Fit For Life is an evidence based childhood obesity prevention program that consists of cardiovascular exercise three times per week in the form of non-competitive activities and cooperative games. Resistance training using bands is administered two times per week. Interactive, age-appropriate behavioral skills training such as goal setting, progress feedback, facilitative self-talk help to foster feelings of competence and increase free time physical activity. A nutrition and health education component will be provided by YMCA dietitians and health educators. Fit For Life has demonstrated a .5 decrease in BMI Youth Fit For Life participants will demonstrate significant improvements in body mass index (BMI), body composition, strength and endurance.

Food & Fun materials were designed based on qualitative research conducted through a national partnership with YMCA of the USA, America's largest provider of school age childcare services. As part of the YMCA's Activate America initiative, the Harvard School of Public Health Prevention Research Center was a partner in a pilot organizational change project in which a sample of YMCA childcare programs participated in a structured process to achieve higher program standards in nutrition, physical activity, and parent connectedness. All Food & Fun First Edition curriculum materials were field tested in local YMCA child care settings for acceptability, feasibility, and ease of use.

In a separate PBL activity, Visual Arts, students will have an opportunity to explore the nature of art and how to identify art in their everyday lives. They will explore different types of art during class and through various digital and print media before taking a field trip to the Jacksonville Museum of Contemporary Art. Through hands-on exploration, reading, and discussion students will work as a group to decide what types of art they want to produce for their end-of-program juried art show.

In addition to the two sample PBL's, each schools' principal developed a project based learning lesson for the 2015-16 program year. Engaging the principals in planning their programming based on the needs and interests of their students and helps promote successful implementation. Each project can be shared with the other schools during the year. The additional academic PBL's are: 1) A Little Sweat Never Hurt Anyone (A Garden Project) and 2) The 7 Habits of Highly Effective Kids. Additional enrichment PBLs have been developed through The Cathedral Arts Project (<http://capkids.org/>) a subcontractor that provides high quality arts & culture PBL's in visual arts (sample provided), photography, music and dance will be utilized.

The program year will be divided into three PBL's sessions and one during the summer. Five days a week, the schools will implement one hour of academic PBL and then another hour for enrichment PBL daily. Early release programs will be two hours of enrichment PBL. All PBL's will change every six to nine weeks. The summer PBL will be designed by the children in

the program based on their interests. The arts and culture PBLs will rotate to different schools, providing at least three different topics at the schools throughout the program year (visual arts, music and dance). Academics will be provided five days and include lessons related to reading and writing daily, math at least weekly, science weekly and enrichment activities and homework assistance will be provided five days a week. **The remainder of the school programming activities will include the following:**

Physical education (Youth Fit For Life or Presidential Youth Fitness Program); Youth Fit For Life is an evidence based childhood obesity prevention program that consists of cardiovascular exercise three times per week in the form of non-competitive activities and cooperative games. Resistance training using bands is administered two times per week. Interactive, age-appropriate behavioral skills training such as goal setting, progress feedback, facilitative self-talk help to foster feelings of competence and increase free time physical activity. A nutrition and health education component will be provided by YMCA dietitians and health educators. Youth Fit For Life has demonstrated a .5 decrease in BMI Youth Fit For Life participants will demonstrate significant improvements in body mass index (BMI), body composition, strength and endurance. This activity will occur on the playgrounds, in the cafeterias during bad weather or other open areas. Enrichment staff, and/or external specialists will be responsible for the specialized the physical activities. If the agency does not use Youth Fit for Life, they will utilize the Presidential Youth Fitness Program which will strength, distance and endurance activities to improve physical fitness. The enrichment staff will complete pre and post assessment on physical fitness activities.

Wellness activity (Choose My Plate, Nutrition Classes); JCC nutrition staff will provide the Choose My Plate curriculum and nutrition classes in the afterschool programs. The program will have pre and post assessment on improved knowledge of nutritional eating

Enrichment PBL/ Clubs (Science Technology, Engineering, Math and Medical or STEMM Clubs, robotic, music, dance, visual arts and other activities chosen by youth).

Students will have opportunities to participate in enrichment PBL clubs. The clubs would be coordinated and implemented by a certified teacher or enrichment staff. All clubs will meet one or more of the objectives of the programming including in reading, math and science, physical fitness, arts & culture.

Vault Understanding Money – Financial Literacy (4-5th grade). Students will have the opportunity to participate in an on-line certification program for financial literacy. Students will “unlock” games and will apply their learning in a variety of story-based stimulations. These activities challenge students to make choices in real-life scenarios to achieve important goals around saving, job planning and budgeting. Students will log on and participate in modules: Responsible Money Choices, Income and Careers, Planning & Money Management, Credit & Borrowing, Insurance Safety Management and Savings & Investing. Students take post assessments to measure learning gains in each module.

i-Ready (computer based games to improve proficiency). Students at the three elementary schools have access to i-Ready an on-line program for reading that pinpoints student needs down to the sub-skill level and provides on-going progress monitoring which shows whether the students are on track to achieve the target goals. Students may choose to participate in i-Ready activities in afterschool to improve their reading. Certified teachers will provide the support for successful implementation and improved reading based on the data-driven insights provided with i-Ready. The student will have increased proficiency in literacy by participating in this activity.

Individualized tutor (as needed <5% of population). A subset of students may be referred to receive additional tutoring services (outside of the academic hour) provided by a specialized tutor or certified teacher. Tutorial sessions will be provided to help student receive more individualized assistance or provide information to parents to help support the to “catch students up” on the weekends or over holiday breaks.

Science Experiments and/or PBL's in STEM (computer activities as well). Students will have opportunities to participate in science focused PBL's or science experiments. Curriculum may be purchased to support teachers and enrichment staffs to provide meaningful experiments or PBL that are age appropriate and related to the Florida State Standards. All activities will include literacy, math and science.

Homework assistance (Parental participation encouraged). Students will be provide time to complete their homework and be able to obtain assistance from certified teachers or enrichment staff on completing their homework. This time will be separate from the academic hour and may or may not be in the enrichment hour. At the end of the program, after dinner, students will be encouraged to finish their homework. This will provide parents that arrive to pick up their children an opportunity to ask questions of the lead teacher or enrichment staff on the homework. The objectives of this activity are to 1) offer students time to complete their homework in afterschool program but not replace the academic hour and 2) provide support to parents in helping their child with their homework.

Family Events. In addition to parent literacy courses, family members will have several opportunities to observe or participate in their PBL activities with their child. These family events may be the culminating event of the PBL or other activities to share a student's work and progress in the afterschool program.

A Day in the Afterschool Program. A student in the 21st CCLC TEAM UP program will be in a safe, positive and healthy environment from the minute they leave the school day to dismissal with their family member. The student will experience a consistent schedule every day and will be aware in advance of any schedule changes and feel comfortable and safe with change, if it is necessary.

Transition (3:10 p.m. – 3:15 p.m.): Students will be transitioned from the school day to afterschool with their classroom teachers to the cafeteria. Attendance of the students is taken at arrival and any information about the child's day or other pertinent information will be

communicate by the school day teachers to the afterschool staff. Students will be greeted by the afterschool staff.

Nutritional Snack (3:15 p.m. – 3:25 p.m.): Students will wash hands and obtain a nutritional snack. Enrichment or teachers sit with students in classroom and discuss the student's day. Students are allowed to complete snack before moving to academics at assigned classrooms. Students will help clean the cafeteria and a contracted custodian sweeps and cleans floors. The adult to student ratio will be 1:20 until the teachers from the school day arrives to gather their classrooms. The program serves students in grades K – 5th. In the academic hour, most students will be grouped by grades or in groups of K-2, 3rd, 4th & 5th

Transition (3:25 p.m. – 3:30 p.m.): Attendance is taken at every transition. Academics will occur in a classroom or other location based on the structure of the activity.

Academic Hour (3:30 p.m. – 4:30 p.m.): Academic PBL time is provided by certified teachers. Enrichment staff also provides support to the teacher's activities providing a student to adult to student ratio of 1:10. Students move freely through-out the room to participate in PBL activities and provide input. Students will be engaged in development of the PBL Driving Questions and a Lesson Plan/PBL Activity schedule will be created with input from students. The PBL will be created by the classroom certified teachers and approved by the lead teacher and principal. The site coordinators will also be informed of the activities to help purchase the necessary supplies for timely implementations. The supplies for the activities will be ready and available for the classroom teachers to begin their PBL lessons once they arrive in the classrooms. This will be completed by assistance of the enrichment staff, site coordinators and lead teachers prior to the academic hour. Curriculum may be used in the younger classrooms but with hands-on activities not worksheets. Homework assistance may occur during the academic hour but is offered at a later time to support children without having them miss the PBL activities.

Transition (4:30 p.m. – 4:40 p.m.): Students use restroom and transition to enrichment activities. Transition will not resemble a school day but be intertwined with activities connecting with the PBL or other engaging activities. Students with additional homework may attend a homework area for assistance at their choice in one area for students that request that extra assistance. Afterschool staff ensures classroom is in order and ready for school activities.

Enrichment (4:40 p.m. – 5:40 p.m.): Enrichment activities are provided which complement the academic day or afterschool PBL activities. External enrichment experts/vendors may provide clubs or programming with students. Students will have opportunities to choose their activities in the beginning of a track or on a specific day such as early release. Physical activity of at least 30 minutes is offered to students at least twice a week. If a classroom or computer area is utilized, the afterschool staff ensures classroom is in order and ready for school activities.

Transition to Dinner (5:45 p.m. – 6:10 p.m.): Students use the restroom and wash hand in order to transition to dinner. Each student will arrive in the cafeteria and receive their nutritious dinner and return to a table. Students maybe mixed up to allow them to socialize with different peers. Daily topic starters will be posted on each table. Enrichment staff will lead the discussion with students and connect the activities in afterschool with the school day. If parents arrive early, they are encouraged to gather with their child and friends at the table discussing the students' activities in afterschool or school. Custodian empties trash and sweeps and cleans floors.

Transition Home (6:00 p.m. – 6:10 p.m.): The lead teacher and site coordinator/ parent liaison will be available for parents to ask questions regarding homework or other information relayed from the school day teachers. Students will be bid good-evening from all staff as the leave to go home. **Safe transition will occur between the school day, to afterschool, to home.** Students will be release to an authorized parent or guardian confirmed by the attendance monitor.

5.5.c Adult Family Member Program Activities: The program will utilize the DCPS Parent Academy which provides parents and caregivers, with access to a full slate of courses held in communities across Duval County. Some of the workshops include, Test Taking Strategies that Work, Tips for Assisting with Homework, Investing Basics, Emotional intelligence at Work and Home, Easy Exercise at Home, and a full slate of Microsoft Office course offerings. Starting in the fall, adult family members will attend Parent Academy classes at each of the target schools or libraries, housing complexes, and local businesses within the target schools' zip codes.

To engage and encourage participation, each school site will host at least six meetings during the school year for the purpose of sharing information about community resources and Parent Academy offerings, these meetings will also offer the school sites an opportunity to showcase student work and performances. Time during the meetings will be set aside for parents to have conversations and network with each other and the 21st CCLC staff members. Adults who attend four meetings will be entered into a drawing to receive a prize at the end of the school year.

The three schools have children that are identified in the data as English Language Learners (ELL). Jax Heights and Windy Hill report a combined 22.9% students are ELL. It is assumed that their parents or caregivers are also ELL. The 21st CCLC TEAM UP program will purchase one year subscriptions from Rosetta Stone, a computer based language learning software to assist parents interested in learning English.

Adult and family member services served by this grant are based on the data collected for the needs assessment, which included a survey of parents' interests to facilitate their engagement. The responses of the survey fell into three categories – helping their children succeed in school, home buying, budgeting, and financial literacy; and personal enrichment. JCC has several committed partners who will provide families with information and instruction related to their needs and interests.

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

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

5.6.e Staffing Plan and Professional Development: A total of 33 staff persons will be hired to manage and implement this three-site program – three full time site coordinator/parent liaisons, three lead teachers, three attendance monitors, 12 certified teachers, and 12 enrichment staff.

Site Coordinators (one per school site): On-site managers for 21st CCLC programs, to facilitate communication between day time teachers and 21st CCLC afterschool teachers to meet student needs. This staff is the only full-staff and they are responsible for day to day operations and partnership development. This person is will provide a connection between the school day and the afterschool for the most at risk children in the program and work with the principal on the oversight of the academic portion. Prepare all programmatic reports, including 21st CCLC monthly deliverables. Supervise enrichment staff and ensure they are planning and implementing creative engaging activities. Monitor all enrichment, family involvement and recreational areas to ensure 21st CCLC program objectives are being met.

Lead Certified Teachers (one per school site): A certified teacher for 21st CCLC programs, to facilitate communication between day time teachers and 21st CCLC afterschool teachers to meet student needs. Complete Project Based Learning lesson plans and monitor student progress. Prepare all academic reports, including 21st CCLC review of grades and test scores. Plan and implement creative engaging activities. Lead teachers will monitor all academic areas to ensure 21st CCLC program objectives are being met. The lead teacher must hold a valid state teaching certificate and be present with the program during operations.

Program Attendance Monitor (one per school site): Program Attendance Monitor has family engagement responsibilities and maintain 21st CCLC program attendance records; contact parents and guardians regarding 21st CCLC issues such as absences, field trips, events; and provide an overview on TEAM UP to parents and the community who may call for 21st CCLC information. This position is integral to the safety plan of the 21st CCLC sites, providing a means of checking identification and helping to secure site from unauthorized access.

Certified Teachers (four per school site): A certified teacher for 21st CCLC programs, to facilitate classroom activities according to Project Based Lesson plans. Communicate to lead teacher about 21st CCLC student needs and progress. Assist actively participating 21st CCLC students with Project Based Learning Projects and homework assignments. Provide tutoring for high risk 21st CCLC students who have been identified as performing below grade level. Provide hands-on collaborative reading, math and science learning activities. The certified teacher must hold a valid state teaching certificate and be provide the academic programing.

Enrichment Staff Engage (four per school site): Enrichment Staff engage actively participating 21st CCLC students in meaningful, creative and supportive activities. Check 21st CCLC attendance, escort 21st CCLC students to and from assigned activities. Assist with 21st CCLC special events, projects and programs. Assist in dismissal and ensure 21st CCLC students are signed out by their parent/guardian.

The project outlined in this application and all associated services will take place in the public schools listed above. **Administrative Duties:** Administrative duties mainly reside with the site coordinators located the school sites and the in-kind program director located at JCC. Attendance and data collection will occur everyday at the sites by the attendance monitor and data collection manager which enters data into the on-line system every week.

Staff Qualifications and Recruitment from the School Day: JCC will recruit high quality staff based on multiple factors by searching for candidates who have a combination of relevant experience and education. For example, the ideal candidates for the site coordinators are persons with experience in managing afterschool programming and/or are a certified teacher. The candidate that has an understanding of standards-based education and Project Based Learning would be helpful but not required because he or she will be required to support and manage the program staff. Staff recruitment is enhanced by Duval County having a strong pool of experienced and qualified program managers, enrichment staff, and certified teachers currently working in afterschool programs. Like other JCC afterschool programs, this 21st CCLC program will also recruit teachers directly from the schools being served. All teachers hired for the academic activities will be a certified teacher with a current Florida Professional Educator's certificate or temporary certificate which will be on file for review. Site coordinators hired will have at least two years educational, or afterschool or classroom management experience. The person hired to collect and enter data will be have at least one years' experience in data collection, entry and management and be able to run reports for the afterschool programs to create responsive programing. They will receive training and support through the site coordinator and the evaluation team. The person hired to collect and enter data will be have at least one years' experience in data collection, entry and management and be able to run reports for the afterschool programs to create responsive programing. They will receive training and support through the site coordinator and the evaluation team.

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

The JCC Training Institute provides training in quality areas. JCC's program staff will provide training on administration of the snack and supper and summer meals program to meet the requirements of the federal grant.. Each staff member will have a professional development plan which will include the following topics: CLASS K-3 Dimensions– Emotional Support, Classroom Organization, Instructional supports; Working with Special Needs, Time Management and Dealing with the Difficult Parent. Additional professional development options are available for staff through the JCC Training Institute, which is provided for no-cost. Topics such as: Family Night ideas, Positive Youth Development, Community Service, STEM², Student Engagement, and Quality Field Trips are available through-out the year and summer.

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

5.5.e Program Site: Each of these programs are located in the school and students that will be served are from the school or neighboring schools. Transition time from the school day to afterschool is minimal and the time served by students is maximized because of the location of the program. The facilities meet or exceed federal, state, and local health, and safety standards, including the Americans with Disabilities Act, and all children will be served in a safe environment. All sites are located on school property and will utilize the facilities available to them. Activities will occur in school classrooms, and in the indoor and outdoor areas. The

facilities have ample space to serve the 80 students proposed at each of the sites. All facilities have a library, outdoor playground equipment, cafeteria, and computer lab. Hot meals are prepared in the school's kitchen facilities. The sites have secured doors and gates for all entries and classrooms. The exemption for child care licensure has been received and will be updated for 2015.

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

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

Supervision: The optimal student-to-staff member ratio is 20:1. Either the site coordinator or lead certified teacher will act as classrooms substitutes to maintain safe ratios when needed. All visitors must enter the 21st CCLC facility through a specific area and sign-in with the attendance monitor.

Communication and Emergency Preparations: All staff use radios to maintain constant communication onsite. Fire and other emergency drills occur three times yearly. The project director will complete unannounced safety check visits at all programs sites, at least once during the school year and again in the summer. The results are reported to the schools' principals and DCPS administration. Safety procedures are reviewed at staff meetings. **Field Trips:** Activities requiring transportation necessitate parents or caregivers signing permission slips to include a release for emergency care and contact information. Student-to-staff ratio for field trips will be 10:1. Bus transportation is secured through DCPS with approved transportation vendors that have secured the necessary licenses and certifications. Attendance is taken before the bus leaves the school and again at the destination, before and after any route stops, and again after arriving back at the school. Off-site trips require that students sit in assigned seats, have assigned partners, and sit near designated staff or an adult chaperone.

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