

## North Florida Educational Institute 21<sup>st</sup> Century Community Learning Center Narrative

**ABSTRACT:** North Florida Educational Institute's free afterschool and summer 21<sup>st</sup> Century Community Learning Center program will provide services at its two locations: the Northside location (preK-8<sup>th</sup>), and the Westside location (9<sup>th</sup>-12<sup>th</sup> grade), targeting 180 high-minority, economically disadvantaged, and special education students in grades 6-12 throughout Jacksonville (Duval County), Florida. Program goals are: 1.) The full inclusion of special education students through specialized services/modifications; 2.) Increase student academic proficiencies in all subjects through academic remediation/homework help; 3.) Address the unique needs of minority students through mentorships, seminars, and panel discussions; 4.) Increase student physical fitness and combat childhood obesity through nutrition education and sports; 5.) Provide college & career information, and 6.) Increase the educational attainment and career quality of adult family members through Parental Engagement Workshops.

### **I. NEED ASSESSMENT:**

North Florida Educational Institute (NFEI) is an AdvancED (SACS) accredited private preK-12 Institution with two locations: one in the heart of the Panama Park, and the other Avondale/Riverside communities of Jacksonville (Duval County), Florida. The following strategies were used to create the needs assessment: NFEI 2015-2016 School Enrollment Data, NFEI's i-Ready Proficiency Diagnostics Data, the Florida Department of Health, the Healthy Jacksonville Childhood Obesity Prevention Coalition, the U.S. Census Bureau, the U.S. Department of Justice, the U.S. Department of Housing and Urban Development, and Florida Department of Law Enforcement, as well as several academic studies. NFEI identified through the needs assessment a critical need for a free afterschool and summer program with activities in Academic Remediation/Tutoring, College and Career Readiness, Parental Engagement Workshops, and a variety of personal enrichment activities to keep students in a safe environment during afterschool hours.

**Demographics:** According to the NFEI's 2015-2016 enrollment data 350 students from grades

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preK-12 were enrolled, with 86% of the Institute's students on free or reduced lunch, and 96% come from minority communities; 60% are special education students.

**Target Population:** NFEI plans to serve a total of 180 students in grades 6-12 at two locations: the Northside location and the Westside location. Priority will be given to students with a risk for retention, low testing scores, poor attendance, special needs, behavioral issues, and economically disadvantaged students.

NFEI's School Proficiency Diagnostics Data through i-Ready reveal that 80% of students tested as "At-Risk for Tier 3: > 1 Level Below." This means that 80% of NFEI students are learning at a level *at least* 1 grade below their current grade level (i.e. grade 9 students are testing as proficient at grade 7 standards or below) in ALL subject areas; 19% of students test at "Tier 2: 1 Level Below," meaning they test only 1 grade level below their actual grade. Only 2% of students are at "Tier 1: On or Above Level." The risk increases as students age; grades 6-12 show the largest percentages of "Tier 3" students: The following is a proficiency level breakdown by grade: **Grade 6:** 84% **Grade 7:** 96% Tier 3; **Grade 8:** 95% Tier 3; **Grade 9:** 92% Tier 3; **Grade 10-12:** 100% Tier 3. These students suffer an extremely high risk of not graduating or moving up a grade level. NFEI graduation data shows a graduation rate of only 80%. Academic Remediation, through tutoring, homework help, and engaging Academic Enrichment Activities are a must to bring these students up to Tier 1 Levels.

Largely made up of minorities, the student population at NFEI has a higher statistical risk of not connecting to opportunities in generally higher paying STEM related fields compared to their counterparts. Studies show minority students come into life already facing a barrage of obstacles. African American children are three times more likely to live in poverty than Caucasian children (Costello, Keeler, & Angold, 2001; National Center for Education Statistics, 2007). Unemployment rates for African Americans are typically double those of Caucasian Americans. African American men working full time earn 72 percent of the average earnings of comparable Caucasian men and 85 percent of the earnings of Caucasian women (Rodgers,

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2008). Minority children in high-poverty areas are more likely to be exposed to alcohol and tobacco advertisements and drug distribution (Wallace, 1999); they are also more likely to use drugs and exhibit antisocial behaviors (Dubow, Edwards, & Ippolito, 1997).

Many of these parents work multiple jobs in order to make a living, leaving their children unattended between 2:00p.m. - 6:00p.m. Jacksonville Journey statistics show that only 19% of area students are in an afterschool program, often leaving these children unsupervised. A lack of supervision and appropriate academic and extracurricular activities leaves these students susceptible to falling into a life of crime. According to the Florida Department of Law Enforcement's Report on Crime in Florida, Duval County had a total of 32,397 arrests made in 2014; 2,679 were juvenile arrests. Lack of engagement at school and lack of opportunities for enrichment afterschool leads these students down a path that is hard to return from. NFEI hopes to keep these high-risk students out of trouble and in a safe place after school.

Parents of children with severe developmental disabilities, such as Autism, often find childcare services difficult, as mainstream caretakers have little to no experience working with this particular population. A caretaker trained specifically to work with children with developmental disabilities is the best option, but these caretakers are limited, and are more expensive than traditional caretakers. For families already living in poverty, such care seems unattainable. Many services for the special needs population provided by public and private institutions are already running at full capacity, with waiting lists. These children also have unique cognitive and behavioral issues, are often nonverbal or have very little verbal abilities, often disengaged with their surroundings, and struggle to cope with their emotions. These students need proper care by experienced and trained professionals that their parents can afford. NFEI wishes to provide these services in its afterschool and summer programming.

There is also limited access to nutritious food and opportunities to exercise outside of school. According to the United States Department of Agriculture, Jacksonville is also considered a "food desert," meaning that there are fewer grocery stores per capita than other

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areas in the county; there are also more fast-food restaurants and convenience stores per capital than other areas of the county. Jacksonville falls under Health Zone 1 (HZ1) for the Florida Department of Health's Duval County reports. Duval County as a whole has a shorter life expectancy than Florida by an average of 2.6 years and the U.S. by 1.5 years, with the Jacksonville area (HZ1) the lowest life expectancy at 71.13 years (the highest in the county is 80.51 years). According to The Healthy Jacksonville Childhood Obesity Prevention Coalition (HJCOPC)'s 2009 *Healthy Kids, Healthy Jacksonville* Report, and 28.4% of Jacksonville High School-aged students are considered overweight or obese. According to the Center for Disease Control and Prevention (CDC), children who are obese are more likely to develop childhood diabetes, hypertension, cardiovascular disease, bone and joint problems, sleep apnea, and psychological problems such as stigmatization and poor self-esteem.

**Availability/Accessibility of Services:** NFEI conducted research in Jacksonville to discover what services were currently available in the area for its students and found that affordable afterschool and summer service providers near NFEI are limited. While there are providers, many of them charge fees that are cost restrictive, often have limited space/waiting lists, and offer services that are not tailored to meet the academic support and enrichments service needs that NFEI's targeted students require. In the past, NFEI has run both summer camps and afterschool programming; due to limited resources and partially due to budget cuts, the programs have not run on a continuous basis. Since tuition and donations are the Institute's main means of funding, creating quality afterschool programming has been a difficult endeavor, and such services are not currently offered to NFEI students. A survey of the targeted students showed that none of them are currently enrolled in any afterschool programs.

**Community Involvement:** The viewpoints of everyone involved in the 21<sup>st</sup> CCLC program were taken into consideration when developing the program. A notice of NFEI's intent to apply for the 21<sup>st</sup> CCLC program was posted in the local area newspapers, with an invitation to community members to attend a meeting in early March to provide their input. NFEI also reached out to the

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local area private schools. There are 3 private schools within a 5-mile radius of NFEI's two locations (Jacksonville, 32208 and 32205) serving grades K-12. Mail communications outlining NFEI's plans for the 21st CCLC program were sent to these schools. These communications invited private school student participation; the private schools did not indicate interest in the program. Parent, teacher, and student surveys were distributed prior to this application; the following needs were requested: Academic Remediation/Tutoring for Students, College & Career Readiness Programs, Parental Engagement Workshops, and a variety of personal enrichment and extracurricular activities to enhance student interest and to retain students in the program. Other identified needs for the families of NFEI are specialized services for the special needs population and their adult family members, and a nutrition and wellness program.

**Family Needs:** NFEI's service area is in Jacksonville, Florida (Duval County). According to the U.S. Department of Housing and Development (HUD), the Institute's service area (Jacksonville) is classified as an Empowerment Zone, which means the community is highly distressed, with challenges with blight, poverty and high crime. NFEI students live in single-family homes, where parents work multiple, low-wage jobs, many without benefits such as health coverage.

According to the U.S. 2014 Census data, 13.6% of Jacksonville residents have no health insurance coverage whatsoever. The 2014 U.S. Census Bureau shows the following: 9.3% of Jacksonville families are single-parent households with the female head of the house; 34.7% of this population lives in poverty; 43.6% of grandparents are responsible for their grandchildren, with 4.6% living with their grandchildren to fulfill these responsibilities; only 30.1% of adults over 25 years of age have attained their high school diploma or GED Equivalent, and only 16.9% have their Bachelor's degree; this partly accounts for the overall poverty rate in Jacksonville of 18.9%. The U.S. Department of Education states that nationally, the average dropout earns an annual income \$10,386 less than the typical high school graduate, and \$36,424 less than someone with a bachelor's degree; among those between ages of 18-24, dropouts were more than twice as likely as college graduates to live in poverty.

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**Closure of Gaps in Services:** NFEI's proposed 21<sup>st</sup> CCLC program will close the identified gaps with the following services: 1.) A free afterschool and summer program for NFEI students to receive affordable, quality care during the critical hours afterschool and during the summer while their parents are at work. 2.) Full inclusion of special needs students into the program, with a mental health counselor and guidance counselor on hand, as well as additional aids for special needs students to allow for modifications and specialized care; 3.) Mentorships, seminars, panel discussions, and outreach activities tailored to address the unique needs of minority students; 4.) Nutrition and physical education to address obesity rates and poor health outcomes 5.) Remediation/Tutoring Services for students, academic enrichment activities in STEM and literacy 6.) A variety of personal enrichment and extracurricular activities in order to build self-esteem, increase student engagement, and retain student program participants, particularly those with behavioral issues; 7.) College & Career Readiness sessions for students; 8.) Adult family member services to address educational levels and parenting skills.

**II. PROGRAM EVALUATION:**

**Evaluator Qualifications:** Mr. Maurice NeSmith will serve as the independent evaluator for the NFEI 21<sup>st</sup> CCLC Program. Mr. NeSmith was selected based on his experience in K-12 education and his ability to provide a high quality evaluation that will assist in driving program improvements. Mr. NeSmith holds an M.A. in Education for Innovative Teaching Mathematics and a Masters in Educational Leadership, from Nova Southeastern University in Fort Lauderdale, Florida. He has successfully assisted multiple schools throughout Duval County to improve their proficiency levels, overall school grade level, testing scores, and assessments for over 15 years. He is also the current Principal at Mattie V. Rutherford Alternative Center for Duval County Schools and has 16 years of experience in teaching. Mr. NeSmith is an expert in data collection, conducting ongoing evaluations, assessing results, and creating actions plans in collaboration with educators, administrators, and parents/students.

**Activities of Evaluation & Timeline:**

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*Phase I-Evaluation Planning:* Mr. NeSmith will provide each site with all materials necessary for an effectual evaluation of the program. Specifically, Mr. NeSmith will meet with 21<sup>st</sup> CCLC program staff prior to implementing the actual program to discuss details regarding the project goals and timeline. Mr. NeSmith also collaborates with the grantee to develop assessment tools that will best capture data needed to evaluate outcomes.

*Phase II-Implementation:* Mr. NeSmith will hold periodic meetings with all 21<sup>st</sup> CCLC grantees to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results. Mr. NeSmith will meet with 21<sup>st</sup> CCLC program staff following data collection and analysis to discuss any recommendations for improved programming identified. Along with collecting and using quantitative data to inform programming, Mr. NeSmith will also compile qualitative data via the facilitation of focus groups with parents and program staff, as well as any other free responses captured on surveys and observational data obtained during site visits. Utilizing all quantitative and qualitative data, Mr. NeSmith will complete all required formative and summative reports.

*Phase III-Reporting:* Mr. NeSmith will complete a formative report for the grantee in early Fall so that an entire semester does not elapse without some form of evaluation. It is important that program receives regular feedback so that timely interventions or changes can be made.

*Phase IV-Dissemination Plan:* Mr. NeSmith will also collaborate with the grantee on their dissemination plans. In collaboration with NFEI, Mr. NeSmith will identify outlets for dissemination and appropriate methods to communicate findings for each outlet (e.g., a one-page overview of findings could be posted on the NFEI 21<sup>st</sup> CCLC website).

**Coordination with Program Staff, Students, and Adult Family Members:** Program staff and regular school day staff will be informed of data collection and assessment procedures through staff meetings. Students and adult family members will be involved through surveys throughout the program year. The Institute has committed to providing all necessary data on 21<sup>st</sup> CCLC students, such as attendance, behavior, and grades.

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**Data Collection:** The following list provides the types of data to be collected to assess project goals, objectives, and performance measures.

<b>Deliverable</b>	<b>Brief Description</b>
<b>Formative Reports</b>	Mr. NeSmith will be responsible for the submission of the Formative Evaluation Reports to FLDOE. Formative evaluation reports will provide a snapshot of the program's performance. Mr. NeSmith will utilize findings from descriptive analysis to determine if any amendments to program's existing protocols are warranted.
<b>Summative Reports</b>	Mr. NeSmith will be responsible for the submission of the Summative Evaluation Reports to FLDOE. Summative evaluation reports will provide information on program's annual performance. Mr. NeSmith will utilize findings from quarterly reports, programmatic monitoring, and summary of focus groups to inform efforts for the coming year.
<b>Create Database</b>	Mr. NeSmith will develop a database to compile all outcome data, including student-level data (i.e. grades, attendance, number of hours in program), parent and student survey data, and focus group data, that will allow data from a myriad of sources to be merged for analysis.
<b>Data Entry</b>	Mr. NeSmith will be responsible for entering all data and maintaining the database to ensure compliance with the FLDOE Reporting Outcomes. This includes preparing and labeling data files, timely data entry, and data cleaning/preparation of data for formal analysis.
<b>Data Analysis</b>	Descriptive Analysis: analysis on program and participant characteristics (e.g. mean GPA among students, number of student activities, number of parent workshops) Outcome/Goal Analysis: analysis to examine change in performance on predetermined outcomes and evaluate program's progress on goals (e.g. pre and post test scores) Qualitative Analysis to identify trends in data that will inform program delivery.
<b>Site Visits and Programmatic Monitoring</b>	Mr. NeSmith Supervisors will review the Formative Evaluation Reports and all findings from any site visits with program staff.
<b>Develop Student and Parent Surveys and Focus Group Questionnaire</b>	Mr. NeSmith will convert existing student and parent surveys that assess the 21st CCLC Program Evaluation outcomes into scantron documents. A focus group questionnaire will be developed to obtain parents', students' and school staff's feedback regarding the program.
<b>Focus Groups with Parents and Students</b>	Mr. NeSmith will conduct focus groups with parents and students to obtain program feedback. Focus groups will provide qualitative data that will inform program's continuous quality improvement efforts.

**Use of Results for Program Improvement:** 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, monthly conferences will be held with the evaluator, Program Director, the Site Coordinator, principals, and any staff wishing to participate. Data trends and operations will be reviewed with



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a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. The Program Director and teachers will utilize data during weekly meetings to help tailor program offerings to the needs and progress of individual students. A debriefing will be provided to 21<sup>st</sup> CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback.

**Required Data from Schools:** NFEI administrators will provide all necessary data to complete the state evaluation and federal reporting. The 21<sup>st</sup> CCLC program will submit data to the FLDOE, including student grades, test scores, and end of course examinations, credits earned, and diagnostic results. The Program Director will collect and provide teacher surveys on student progress, program-specific teacher surveys, parent surveys, student surveys, and staff surveys on program implementation. All survey data will be collected through online systems and/or other software selected by FLDOE for 21<sup>st</sup> CCLC. NFEI uses valid and reliable assessment instruments to accurately assess student achievement. The primary assessment tools at NFEI are i-Ready and Discovery Education. Several software programs primarily utilized by the middle school and high school instructors also have assessments, which can be used to evaluate student progress. Response rates will be improved through a number of methods: (1) the principal has agreed to assist in encouraging completion of surveys, (2) surveys will be distributed equally, if possible, to students' teachers, and (3) teachers will be provided incentives from program partners to encourage participation (e.g., Starbucks gift card).

Results will be shared with the community through the 21<sup>st</sup> CCLC program website and shared at parent and teacher meetings. Information will be made available to anyone who inquires via digital copies through email or hard copies in person at each school's main office.

**III. APPLICANT'S EXPERIENCE AND CAPACITY:**

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**Applicant & Partner Experience in 21<sup>st</sup> CCLC:** NFEI is an AdvancED (SACS- Southern Association of Colleges and Schools) private preK-12 Institute. To become accredited under SACS, the agency must adhere to a research-based curriculum, maintain accurate records and effectively assess program performance, among other requirements. NFEI has operated both summer camps and afterschool programs. Budgetary limitations have prevented the programs from operating on a continuous basis. However, a detailed program plan, experienced leadership, and a variety of high quality partnerships will build upon this prior experience to create a successful 21<sup>st</sup> CCLC program. A majority of the faculty are accredited teachers, some of who will work in the 21<sup>st</sup> CCLC program.

Community partners selected in this project have also demonstrated sound management and commitment to the program goals. Partners such as 1EightyGroup, The Police Athletic League of Jacksonville, Project Woman to Woman Inc., and Normandy Park Baptist Church all join the team with credible, relevant, and extensive experience delivering afterschool and summer programming for students.

**Program Administration and Fiscal Management:** Since its inception in 2006, NFEI successfully obtained and managed a variety of Federal, State, and local funding and programming, including the following: the National Free/Reduced Lunch Program, the Florida State Department of Agriculture and Consumer Services' Fresh from Florida program, the Florida State Department of Education's McKay Scholarship program, the Florida State Step Up for Students Scholarships program, the Jacksonville Children's Commission grant, and the W.W. Eloise and Gay Foundation grant. All of these funds were used responsibly and reports were turned in on a timely manner.

NFEI successfully manages an annual budget of over \$2,600,000 with the help of a contracted Certified Public Accountant, who assists with day-to-day financial operations, monthly financial statements, and annual financial reports. Fiscal years 2014 and 2015 have shown no deficits or major issues that needed to be addressed. The Program Director with

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assistance from the Site Coordinator will ensure all grant funds are used as outlined in the application and that programmatic reporting is completed on time as required and in compliance with all relevant federal, state and local regulations. NFEI's CPA will ensure all expenditures are reported correctly and will reconcile records with the Institute. Annually, a comprehensive financial report will be conducted to ensure public funds are managed in compliance with fiscal regulations and guidelines. A 4-member Board of Directors provides governance over the Institute and has overall fiduciary responsibility. The Board annually reviews the Strategic Plan and updates it as necessary. The NFEI Board has reviewed and endorsed this 21<sup>st</sup> CCLC application. All of NFEI's programs and activities receive a Quality Assurance Review. NFEI follows all State, Federal, and local grant making bodies' evaluative and reporting measures as directed.

Administrators and staff of the North Florida Educational Institute have 15+ years of quality experience and success serving mainly Exceptional Student Education, low achieving, and at-risk students. They have all familiarized themselves with the 21<sup>st</sup> CCLC programmatic requirements. The Executive Director is also the NFEI founder, and has over 18 years' experience in the educational arena. Most of the experience included working with social programs for at risk youth, especially high-risk black males, a particularly disenfranchised segment of Jacksonville youth. The Director of the 21<sup>st</sup> CCLC at these sites will report directly to the NFEI Executive Director, and this project will be managed as part of the Institute's operations, not as a separate entity. Lead staff includes an academic consultant, an academic director, a behavioral specialist, a mental health counselor, a guidance counselor, and a social worker, all of whom have extensive experience in the education and social service fields. All staff receives ongoing professional development training.

#### **IV. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY:**

**Community Notice:** A formal intent to apply was posted on each school's outdoor signage, the NFEI website, and bulletin boards in the main offices in early February. In the first and second

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week of March, meetings were held with teachers to inform them of the application and to ensure information from parent's inquiries was routed correctly. Informational sessions for community input were held in early March. Copies of the original RFP and the final application highlighting program features were made available on the NFEI's website in mid-March; updates on the application's status will be posted as the application moves from submittal, formal review, and potential selection or non-selection. Notices will be placed around the main office providing all stakeholders access to a paper copy upon award notification. A 21<sup>st</sup> CCLC program website will be created as its own section of the NFEI official website that will be updated at least once a month, and will be active within one month of receipt of the notification of the award.

**Collaboration with Private Schools:** There are 3 private schools within a 5-mile radius of the NFEI campuses (Jacksonville, 32208; 32205). NFEI sent letters to these schools detailing their plans for the 21<sup>st</sup> CCLC program and inviting student participation. No private schools decided to participate. NFEI will continue to reach out to these schools by inviting them to tour the program sites and providing quarterly program updates.

**Partnerships:** The program has been purposefully designed to promote student achievement through strategic partnerships with the following organizations:

The 1Eighty Group was founded in 2009 by a Duval County Public School certified teacher and a banking industry expert, both with over 20 years of experience. The business was birthed out of their passion to empower disadvantaged youth with the knowledge and tools required to be competitive in today's economy. They will offer Tutoring, College Preparation, and Financial Literacy services to the 21<sup>st</sup> CCLC program. The Police Athletic League of Jacksonville (PAL) is a non-profit organization built on the idea that a young person who respects police officers is much more likely to respect the laws they enforce. The concept began with sports programs, but has expanded to afterschool care, academic assistance, mentoring relationships, and leadership development programs for more than 2,200 at-risk students every year. PAL will

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provide the 21<sup>st</sup> CCLC Program with outreach activities, including panel discussions for young men and officers to bridge the gap of understanding and communication in light of recent events in the media, and host seminars on gun violence and how it affects underprivileged communities directly. Project Woman to Woman Inc. (PW2W) is a non-profit and faith-based 501(c)(3) organization created to empower women and girls in Jacksonville, Florida. PW2W will offer mentorship programs for school aged girls in the 21<sup>st</sup> CCLC Program. These mentors will help girls to form positive relationships and open communication. The mentors are equipped to effectively communicate with the young women and provide guidance in different areas regarding life skills. PW2W will also host workshops for the young women at NFEI. These workshops will focus on self-esteem, financial literacy, relationships, and other topics deemed fit by NFEI. Normandy Park Baptist Church is a local community church of the Baptist faith; they will offer career training and technical skills to the 21<sup>st</sup> CCLC program, such as resume writing, interview training, and professional etiquette to students and their adult family members. They will also offer Entrepreneurial training, teaching students and parents how to start their own businesses and informing them of available resources.

**Collaborations with the Regular School Day:** Surveys were distributed to both regular school day teachers and students to identify their needs and wants in an afterschool program. NFEI plans to recruit teachers from the regular school day to teach in the afterschool program, ensuring program staff has first-hand knowledge of the curriculum taught to students during the day. In order to properly monitor student improvement, the 21<sup>st</sup> CCLC Director will participate in routine benchmarking with in-school intervention staff. The Program Director and the Site Coordinator will meet with special education staff on Individual Education Plans (IEP) and other needs of 21<sup>st</sup> CCLC participants. Students will be exposed to the same performance rubric as they experience in the regular school day. Efforts to maintain parental involvement will carry over to the afterschool program by personal phone calls, automatic phone messages, letters,

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and backpack information. Should concerns arise over a specific student's performance, procedures to request a meeting with respective school day staff will also be in place.

**Sustainability:** NFEI created a sustainability plan during the program development phase that addresses the funding decreases in program years 3-5 and beyond the grant-funding period.

The plan includes: 1.) Revenues generated through annual tuition fees, donations, and the pursuit of Federal, State, and Local grants. NFEI has a strong track record of receiving multiple grants from public and private foundations and has engaged a grants development & fund raising firm; 2.) A marketing plan to increase student enrollment by 20 students a year; this will be achieved by advertising the program through its website, newspaper articles, community newsletters, and collaborations with the other 3 area private schools; 3.) The continuation of collaborations and in-kind services from partners; NFEI's program partners are all providing their services free of charge and are committed to continue to provide services, along with program marketing, after the grant period; 4.) Ongoing equipment and supply utilization, such as robotics kits, video production equipment, and fitness equipment that were acquired with grant funds; 5.) Fiscal Responsibility: each program budget line will be evaluated for its importance to continuing the program. NFEI will continue to evaluate expenses throughout the grant period, looking for ways to reallocate resources to support grant operations; 6.) Ongoing Program Evaluation: the Program Director and Evaluator will conduct an ongoing program evaluation throughout the grant period in order to identify gaps in services and maintain quality. NFEI will evaluate the sustainability plan throughout program operations to identify which strategies are most effective to continue after funding ends.

## **V. PROGRAM PLAN**

**Target Students:** According to 2015-2016 student enrollment data, it has over 86% of students on free or reduced lunch and 96% come from minority communities; 60% of the population at NFEI is made up of special needs students. NFEI serves students grades preK-12 at two different locations: the "Lower School" (preK-8<sup>th</sup>) in West Jacksonville, and the "Upper School"

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(9<sup>th</sup>-12<sup>th</sup> grade), in North Jacksonville, serving 350 students total. The program will focus on 180 middle and high school grade level students for this program (grades 6-12). The program will give priority to students identified as “at-risk” as determined in the Needs Assessment, including students testing in Tier 3 in i-Ready proficiency diagnostic tests, minority students, students from economically disadvantaged backgrounds, students with behavioral issues, and special education students, as well as their adult family members.

**Recruitment and Retention:** The program will identify students with characteristics described in the Targeted Students section by assessing student age (grades 6-12; ages 12-18), proficiency (students testing at Tier 3 Level for i-Ready Diagnostic), and family income level (participation in the free/reduced federal lunch program), and by speaking with teachers and families about each student’s needs. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, non-graduation risk, special needs learners) or other needs determined by the school principals and individual teachers. Personal phone calls and follow up phone calls to the target group will be conducted and parents will be invited to learn of this opportunity. Recruitment fairs will begin over the summer after the Program Director is in place. Information will be handed out in registration and re-registration packets for 6<sup>th</sup>-12<sup>th</sup> grades; each school’s bulletin boards and school outside signs will also used.

Long-term retention strategies are critical to the program. Program absences will be promptly followed up with parents and teachers. The program will emphasize a feeling of camaraderie among participants, through clubs and activities that will be developed based on feedback gathered through students, parent, and teacher surveys. To ensure active student engagement throughout the program’s implementation, periodic student satisfaction surveys will be administered to assess interest levels in academic enrichment activities. Direct communication with parents via telephone, email, parent meetings, and newsletters will be used. Parents will be encouraged to consistently attend and participate in parent activities by scheduling a variety of quality programming that vary by date, time, and location, to ensure that

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as many working class adult family members as possible may attend. Ongoing recruitment will include students of the program showcasing their accomplishments.

**Student Program Activities:** The NFEI 21<sup>st</sup> CCLC program will provide high-quality, researched-based academic and enrichment activities to 180 “at-risk” students and their families. The program is designed to provide a range of creative, engaging, and educational programming to both support and extend the academic and personal enrichment of the program’s participants and their families. The 21<sup>st</sup> CCLC program has been carefully thought out with input from stakeholders (including students) to ensure the design program structure, activities, and partner roles will generate a compelling program. Based on student survey results, sports activities such as basketball, dance, tae kwon do, track & field, and cheerleading were included as part of the Health and Wellness aspect of the program. The inclusion of student input will encourage student attendance. Students will be able to provide input throughout the year to help shape the program and their individual learning experiences.

**Alignment with Florida Standards:** Curriculum and learning objectives will align with HEPA (Healthy Eating and Physical Activity) Standards, Just Read, Florida! Standards, and FLDOE Mathematics, Science, and STEM Program Standards. Staff at the 21<sup>st</sup> CCLC will be trained to use the CPALMS system for learning resource kits and lessons aligned to the new State standards. The goal of the NFEI 21<sup>st</sup> CCLC Program is to help students meet the State and local student academic achievement standards, including FLDOE Common Core Curriculum. NFEI utilizes curriculum such as IXL and Reading A-Z in its academics.

**Proposed Activities:** *Tutoring/Homework Help/ Academic Remediation:* Only certified teachers from the NFEI staff will be used to support students in the program, employing a 1:10 teacher-student ratio. Special Education students will have full inclusion in the program and will be assisted with their specific needs by trained aids. The 1Eighty Group will also provide tutoring services in a variety of subjects with the purpose to increase retention and build positive relationships among the participants. *Financial Literacy:* The 1Eighty Group will offer financial



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literacy education to help youth learn the basics of finance, including budgeting, saving, and how to handle their money. They will provide students with tools they can use throughout their lifetime to promote financial responsibility. *STEM*: The program will provide a variety of evidenced-based programs appropriate for targeted grade levels including: LEGO Robotics, Coding, and Hands-on Science Kits. Explore eLearning's Gizmos online simulation software will encourage student inquiry and understanding in math and science. Students will have access to a full computer lab at each site. *College & Career Readiness*: This component focuses on College and Career Readiness and exposing them to the world of careers and businesses. It will include leadership, team building, and student motivation information. Normandy Park Baptist Church will provide resume writing, interview training, and professional etiquette services, as well as entrepreneurial training. The 1Eighty Group will also provide College Readiness courses. *Health and Well-Being*: The program will follow the Healthy Eating and Physical Activity (HEPA) Standards. Activities include education on nutrition, and healthy foods will be provided. *Sports*: This component will include basketball, dance, tae kwon do, track & field, and cheerleading. Students will be encouraged to participate regardless of physical ability. Students will gain self-confidence, learn about teamwork, and build their physical fitness. *Literary, Visual and Performing Arts*: The program will emphasize expression and build critical thinking skills in numerous ways. Activities such as journaling, creative writing, drama, a reading club, debate, and visual arts (painting, clay) will be provided. Students will be able to create and produce their own videos and then edit them using video editing software. *Project Based Learning* – Students will rotate to a component dedicated to project-based learning activities. Students will build competencies valuable for today's world, such as problem solving, critical thinking, team building, and innovation/entrepreneurship. Examples of projects include developing business ideas, community volunteer work, and science or technology projects. *Special Needs Services*: Activities will be all-inclusive; with special needs students participating side-by-side with their peers with the assistance of specially trained aids. There will also be a

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Behavioral Specialist, Guidance Counselor, and Mental Health Counselor on staff. All activities will be modified according to the students' personal learning levels/needs and mobility levels.

*Other Enrichment Activities:* Activities will include Mentorships through Project Woman to Woman Inc. for female participants to help them form positive relationships and open communication amongst their peers. Project Woman to Woman Inc. will also provide inspirational workshops for these young women based on self-esteem and other topics. The Police Athletic League of Jacksonville will provide open panel discussions for young men and officers to bridge the gap of understanding and communication in light of recent events in the media. They will also spread awareness by hosting seminars on gun violence and how it affects underprivileged communities directly- Counseling will be available to 21<sup>st</sup> CCLC students as needed.

**Alignment with Needs Assessment:** A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by NFEI's 21<sup>st</sup> CCLC afterschool and summer program: (1) academic interventions to address low levels of student academic performance in reading, writing, mathematics, and science; (2) hands-on technology programming with science and math integration to help address the impacts of poverty and the lack of opportunities within the community; (3) college and career readiness for students from economically disadvantaged backgrounds; (4) physical and social development activities/information to address health, nutrition, and other youth development needs; (5) personal enrichment activities to target the unique needs of the minority community and (6) family services to address low educational levels, enhance parenting skills, special needs families, financial literacy, and GED obtainment.

**Supporting the Regular School Day:** Staff from the 21<sup>st</sup> CCLC program will maintain communication with the school day staff to ensure all activities align with what the students learn during the day. Teachers from the regular school day have been recruited to teach some aspects of the afterschool program, such as math, science, and literacy. These teachers are

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already familiar with the participating students and are able to contribute to each individual student based upon experience from the school day. They will also provide a valuable link between regular school day and the afterschool program.

**Addressing Different Learning Styles/Needs:** Activities will be able to be modified in a variety of ways in order to address the different learning styles and needs of the students based on age/grade level, learning style, and any physical or learning disabilities. As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), NFEI has set forth policies and procedures to ensure equitable access to, and participation in, all Federally assisted programs for students, teachers, and other program beneficiaries with special needs. Equal access and opportunity will be provided for all students, teachers, employees, and program beneficiaries with special needs. All activities will be offered to all participants, with modifications to activities as needed. Special Needs students will be fully included in the program, and will receive any necessary assistance from trained aids.

**“Day in the Afterschool Program:”** The afterschool program will run for 38 weeks, Mondays-Thursday, from 3:00PM to 6:00 PM at the Northside location and sessions running Mondays-Thursdays, from 2:15PM to 5:15PM at the Westside location. The program will run a total of 146 days. In the afterschool program, students will begin by transitioning from regular class to the school cafeteria, where a snack will be served. Snacks/supplemental meals will be coordinated through the NFEI cafeteria, with the cafeteria manager overseeing the program. This will take place in the first fifteen minutes of arrival (3:00-3:15pm for Northside, 2:15-2:30pm for Westside). After this, all the students will participate in Homework Assistance/Tutoring/Remediation, which will be separated based on subject, grade, and mastery and will utilize differentiated instruction methods, with a minimum 1:10 ratio, for half an hour daily (3:15-3:45pm for Northside, 2:30-3:00pm Westside). After Homework Assistance/Remediation, students will participate in Academic Enrichment Activities. These sessions will be broken down into groups based on grade, with 6<sup>th</sup> - 8<sup>th</sup> grades together in one group, and 9-10<sup>th</sup> grades in another group, and lastly,

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11<sup>th</sup>-12 grades in third, separate group. These groups rotate to a different academic enrichment activity weekly for forty-five minutes (3:45-4:30pm for Northside, 3:00-3:45pm Westside). They will then transition to personal enrichment activities. Supervision will be 20:1 for personal enrichment activities, which will last for forty-five minutes (4:30-5:15pm for Northside, 3:45-4:30pm for Westside). Students will participate in designated rooms, such as a computer lab, science lab, or standard classroom, based on the activity being provided. Seminars, panel discussions, and other large events will be held in the auditorium. Students will then transition to Sports in the gymnasium or the outdoor field space, such as basketball, dance, tae kwon do, track & field, and cheerleading. Northside will participate in sports for 30 minutes a day (5:15-5:45pm) and Westside will participate for 30 minutes a day (4:30-5:00pm). Transition to dismissal will be during the last fifteen minutes of the program day in the cafeteria (5:45-6:00pm Northside, 5:00-5:15pm Westside). Activities will be presented in a format that encourages student engagement and ownership and be available for all learning styles. The Academic and Personal Enrichment Activity Rotation Schedule will be planned thoroughly throughout the year.

**Summer Program:** NFEI will also provide a six-week summer camp for five days a week, Monday-Friday, operating from 8am-2pm. This will fill care-giving gaps for working parents and provide academic enrichment for the students in the summer. The program will serve all 180 participants from the afterschool component. Two groupings will be provided for grades 6-8 and 9-12 for age appropriate activities. Each grouping will rotate through various activities. The program will utilize NFEI certified teachers, partners, and part time summer aides. There will be one aide assigned to each grade for proper supervision, bathroom breaks, and direct, hands-on assistance under a certified teacher. Special needs students will be fully included and be assisted by aids as well as a behavioral specialist and mental health counselor on hand. Ratio of 10:1 with certified teachers will be implemented throughout the summer program. All students will begin their program activities with academic instruction either through remediation, summer skill loss, or advancing current skills. Students will first begin with a 15-minute icebreaker

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activity, and then enter the academic summer instruction program for a minimum of 60 minutes. Following this component, students will rotate into groups for health & wellness, literary, visual and performing arts, technology, academic games, and project-based learning. They will continue to benefit from the services provided by NFEI's partners and will hold sports intramurals. An educational field trip will be conducted once a week to the following: Cary State Forest, The Alligator Farm and Zoological Park, Marineland Dolphin Adventure, Florida A&M University/Florida State University (High school only), Timucuan Ecological and Historic Preserve (Middle School), Federal Reserve Bank of Jacksonville, and the Florida Times Union.

**Adult Family Member Activities:** The Program Director will oversee activities for family members, chosen by the Needs Assessment. The following components will be integrated into the holistic, family-centered styles of learning encompassed in the family literacy model: 1.) A Parent Academy, which will include Homework Help that will teach parents how to help their students complete homework assignments and projects for school (at least 6 formal trainings per year); 2.) Workshops and Parent Meetings will help family members learn about college opportunities for their children, including how to look for and apply to colleges, financial aid, student loan information, and helping their children to succeed; 3.) Financial Literacy, to learn how to create a budget, how to spend money wisely and responsibly; 4.) General Education Development (GED) will help parents/caregivers take steps towards earning their high school degree; 5.) Career Training, including resume writing and cover letter assistance, interview practice, and job-searching tips; 6.) Informational sessions for parents of children with special needs, with the goal to make them aware of community resources.

**Keeping Adult Family Members Engaged:** Parents will be encouraged to consistently attend and participate in parent activities by including quality, high-need programming tailored to the targeted population. The events will be held at varying locations, dates, and times in order to accommodate the schedules of working adult family members. Parents will be encouraged to

volunteer for the program. Parent engagement is encouraged during the school year via meetings, events, and newsletters.

#### **VI. STAFFING PLAN AND PROFESSIONAL DEVELOPMENT:**

**Staff Qualifications/Certifications/Experience:** All staff hired for the 21<sup>st</sup> CCLC program will have their qualifications verified to provide the activities for which they are hired. Each teacher will be certified by the FLDOE, and every staff member will obtain CPR/First Aid certification. The Program Director, the Site Coordinator, teachers, and all contracted providers will have Level 2 FBI background screenings to help ensure the security of the students.

All personal enrichment instructors and contractors must be experienced youth development workers and/or demonstrate a high level of expertise in the enrichment activity provided (e.g., engineer). The Program Director will administer the program and serve as the primary contact for FLDOE for the 21<sup>st</sup> CCLC program and will be responsible for all items concerning the program, including managing and implementing the educational program and budget as described in the approved application, to ensure that NFEI meets its responsibilities to the FLDOE under the grant agreement in a timely manner. The 21<sup>st</sup> CCLC Site Coordinator will be responsible for the daily operation, coordination and delivery of services at their respective program sites. All academic activities will be supervised and provided by a certified teacher. Many of these teachers will be regular school day teachers who have been recruited for the program to coordinate with the regular school day and meet the individual student needs.

**Recruitment:** NFEI is committed to recruit, select, and retain highly effective teachers, recognizing that high-performing educators are the school's most important assets. In order to drive this theme of excellence, faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. NFEI has in place procedural guidelines and the support that enhances the likelihood of recruiting highly effective staff. Comprehensive recruitment is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening.

**Professional Development:** Professional development activities will include the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, webcasts, credentialing and memberships to recognized afterschool organizations. As part of the evaluation process, the program will use self-reported surveys and observations to examine professional development satisfaction and overall impacts. Meetings will be conducted quarterly to identify priorities in training needs and to ensure professional development activities are completed successfully. The Program Director will ensure all meetings and activities are completed. Professional development activities will be documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories. Related afterschool professional development resources and best practices will be circulated among all 21<sup>st</sup> CCLC teachers and staff. NFEI commits to sending 1 program staff and 1 administrative staff to the statewide FLDOE training in August 2016. Information from the training will be disseminated among the rest of the program staff through monthly staff meetings.

## **VII. PROGRAM SITE**

**Indoor/Outdoor Facilities:** NFEI will run the program from two separate sites, in order to accommodate any student regardless of geographic distance. NFEI students come from all around Jacksonville, so having the two locations on opposite sides of Jacksonville allows for easier transportation of the students. The first site is NFEI's Northside location (Jacksonville, 32208). This building includes a full, state-of-the-art gymnasium, Auditorium, and Cafeteria. The second location is the Westside location (Jacksonville, 32205). This building includes an Auditorium, Cafeteria, Courtyard, and a large Field space. There are several attached buildings with classrooms that can be used for the tutoring and academic remediation, as well as for the personal enrichment activities. Both locations have busses/vans.

**Safe Environment:** Safety is of the utmost importance at NFEI. Each location has security cameras located throughout the campuses, and there is a scan-in entrance in order to access the facilities. There will be a sign-in, sign-out system to ensure student attendance and safety.

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Staff will remain on campus until all students have exited the facilities. Security protocols are already in place at both locations and these protocols will be continued. These include background screenings, qualification and previous job reference checks and professional development opportunities. Both locations have a crisis response/emergency management plan in place. The school buses are inspected daily and are routinely maintained. The SACS Accreditation protocols call for strict protocols for facility and transportation upkeep.

**VII. SAFETY AND STUDENT TRANSPORTATION:**

**Supervision:** The teacher-to-student ratio will be approximately 10:1 for academic enrichment activities, and will not exceed 20:1 for personal enrichment activities. The Program Director will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to enhance safety, a teacher and other enrichment instructor may be paired.

Policies and procedures to ensure student safety are a primary component of the NFEI School Operational and Policy Manual, which the program is required to follow.

**Release Procedures/Transitions:** Following dismissal from school, students will be released to their assigned 21<sup>st</sup> CCLC room where attendance will be taken and a snack provided. Upon dismissal from the 21<sup>st</sup> CCLC program, the Program Director, the Site Coordinator, teachers, and associated staff will be available to communicate with parents. The 21<sup>st</sup> CCLC program site is located at school facilities, such that transportation to the site is not necessary.

Transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal: (1) parent(s) must designate authorized adults to pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file. Additional procedures for student safety include: (1) school evacuation plan and crisis response; (2) medication and first aid; (3) outdoor safety; and (4) off-site field trips.

Transportation safety policies are in place for transporting students home.

**Field Trips:** Students will never be alone during field trips, with safety procedures implemented, including: (1) buddy system; (2) regular head counts (visual & verbal); (3) training in symptoms



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of heat exhaustion; and (4) drinking water always available. Off-site activities will be staffed by a minimum of 1:20. Parents will sign permission slips and provide emergency information. 21<sup>st</sup> CCLC chaperones are responsible for enforcing off-site rules, such as: staying in seats, keeping hands and belongings inside the windows, and being quiet at railroad crossings. 21<sup>st</sup> CCLC teachers and chaperones will sit in the front, middle, and back of the bus.

**Transportation:** Any student who lives within walking distance of the facilities will require a parent permission slip to be signed allowing them to walk home from school, and all students must verbally tell the 21<sup>st</sup> CCLC staff when they are leaving the facilities to walk home.

Transportation will be provided for any students/parents who wish to attend the programs. No child will be excluded from the program because of lack of transportation.

**Dissemination Plan:** Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the Executive Director, Evaluator, Program Director, the Site Coordinator, and any pertinent staff, where data trends and operations will be reviewed with a focus on program improvement and refinement and alignment with Florida's Afterschool Standards. The Program Director and teachers will also utilize data 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 NFEI administrators to refine and address any concerns. A debriefing will be provided to 21<sup>st</sup> CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback. A 21<sup>st</sup> CCLC program website will be created as its own section of the NFEI official website and will be updated at least once a month, and will be active within one month of receipt of the notification of the award.