

Project Abstract**Fixed Requirement**

The YMCA of Florida's First Coast is proposing a comprehensive program to serve Tiger Academy, a YMCA charter school. Tiger Academy serves a high-need community of students with academic challenges. New programming will include activities that support high-quality expanded learning time (ELT) during an expanded school day, week, or year. Activities have been developed with parent input and will provide a multitude of opportunities for project and application based learning that compliments the school day program and links concepts across subjects. Programming is holistic and addresses academic enrichment and intervention, experience based learning in reading, math, science, arts, character education and civic engagement, and health and fitness, as well as linkages to YMCA programs for youth and adults. The whole family is included in services with parent engagement, support and education activities.

Community partners are an integral component and will provide additional services and expertise. Partners include Nemours Bright Start, Family Support Services, Cathedral Arts, and Learn to Read Jacksonville. Nemours Bright Start will provide screenings for reading disabilities to rising kindergarteners while Learn to Read Jacksonville will provide adult literacy classes. Cathedral Arts will provide fine arts classes in the after-school and summer programs. Family Support Services will provide a family support worker and case manager to assist families with referrals, education, and social services.

Programming will result in students who have improved academically, engaged in a variety of hands on learning experiences, are healthier, more engaged in civic matters, with families that are better equipped to support student learning and actively engaged in their child's school experience. The comprehensive programming will promote academic excellence, social development, and engaging learning experiences that will provide a foundation for lifelong learning and success.

Application of the Principles of Effectiveness

The 21 CCLC program at Tiger Academy has been successful in meeting the majority of program objectives. Evaluation activities provide insight into program operations and opportunities for continuous quality improvement and maximum impact for participating students. The recommendation in the most recent formative evaluation report was to continue the activities, data collection, and monitoring for the majority of program elements. However, the reading and math interventions, both demonstrated opportunities for improvements with the actual implementation time below the usage level recommended to expect optimal results. The targeted usage per week for Fast Forward is two hours per week per student. While the majority of students (68%) have achieved this usage level, 32% of students have not, and this has not attained the usage target of 90%. In addition, the Youth Fit For Life program, an evidence based twelve week fitness program for youth, was launched in October. This meant that the program had a break for over two weeks in physical activity and nutrition education over the holidays that may have skewed the data, as follow-up was conducted right after the holidays. Recommendations focus on ensuring that the usage level for Fast Forward participants is increased, and that there is adequate time on task and math intervention in place to attain the math objectives by the end of the school year, as well as adjusting the data collection schedule for Youth Fit For Life to coincide with the program implementation without a gap in programming.

The following recommendations have been incorporated into the program plan and budget for the 2015-16 school year.

- Examine I-Ready Math enrollment to ensure that all academically at-risk students are placed in

2013-14 FCAT Results	50	53	82	36	62	54	84	61	482	C
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Tiger Academy, 2011-2012-14 NCLB School Public Accountability Report

- 1) **AMO 2 – Increase student performance in reading and mathematics: Focuses schools on increasing the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.**
- 2) **AMO 2 – Increase student performance in reading and mathematics: Focuses schools on increasing the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.**

2016 Achievement Goals

Reading 3+	Math 3+	Writing 3.5+	Science 3+	Reading Gains	Math Gains	BQ Rdg Gains	BQ Math Gains	Total Points *	Grade
60	60	60	40	65	65	70	70	490	C
5% increase	5% increase	5% increase	5% increase	5% increase	5% increase	5% increase	5% increase	5% increase	B

*** Baseline to be determined in November 2015.

- 3) **AMO 3 – Adequate progress of students in the lowest performing 25% in reading and mathematics: Includes overrepresentation of specific subgroups that are low performing and focuses schools on raising their achievement and reducing achievement gaps.**

Tiger Academy set the following achievement objectives for reading.

- 1. In 2015-16, there will be a 5% increase in the percentage of students who achieve proficiency in reading (Baseline to be determined November 2015).
- 2. In 2015-16, there will be a 5% increase in the percentage of 3rd and 4th grade students who achieve above proficiency in reading (Baseline to be determined November 2015).
- 3. In 2015-16, there will be a 5% increase in the percentage of students who show learning gains in reading (Baseline to be determined in November 2015).
- 4. In 2015-16, there will be a 5% increase in the percentage of students in the lowest 25% who make learning gains in reading (Baseline to be determined in November 2015).

Math objectives are listed below.

- In 2015-16, there will be a 5% increase in the percentage of 3rd grade students who achieve proficiency in Mathematics (Baseline to be determined in November 2015).
- In 2015-16 there will be a 5% increase in the percentage of students who achieve above proficiency in mathematics (Baseline to be determined in November 2015).
- In 2015-16 there will be a 5% increase in the percentage of 4th grade students who show Learning Gains in Math (Baseline to be determined in November 2015).
- In 2015-16, the percentage of students in the lowest quartile making learning gains in Math will increase by 5% (Baseline to be determined in November 2015).

4) AMO 4 – Comparison of Florida's student performance to the highest performing states and nations: Compares NAEP outcomes for reading and mathematics in grades 4 and 8 to the scores from the top five states.

While Florida does not participate in NAEP testing, Tiger Academy participates in the FSA (Florida State Assessments), which allows for comparison of students with a state norm-referenced test.

Tiger Academy's School Improvement plan has identified several deficits relating to the AMO's that will be addressed by the proposed program. Deficits and strategies are listed below.

- Utilize research based diagnostic assessments and improve support systems for students failing to make progress. Emphasis will be placed on identifying developmental deficits and providing supplemental instruction. This strategy is used throughout the program design, with particular emphasis in the reading and math components with a two-tiered enrichment component for the general student population and an intensive intervention for struggling students.
- The barrier of K-5 student's lack of desire and motivation to read for information will be addressed by using reading project based learning plans encourage reading for information and pleasure. Lessons will include literature, skits and plays, and field trips based upon books read to reinforce

reading with tangible experiences. *Fast ForWord* will be used with struggling readers to build reading skills and reduce frustration and avoidance of reading.

- The math barrier of students not critically thinking through problems which prevents success with high complexity questions will be addressed with the Math Project Based Learning Plans that feature hands-on, real-life situational math experiences using activities and games. This will also enhance reading comprehension and critical thinking and understanding for students.
- The barrier of not being able to differentiate math instruction within mixed ability classrooms will be addressed with I-Ready software that will allow for differentiated instruction for an entire class at a time. A set of lap-tops will rotate among classes which will provide computer access for the entire class with software based lessons such as *Fast ForWord Reading*.
- The barrier of lack of rigorous science instruction and experimentation will be addressed with a mobile science lab and the science component of the program design which emphasizes experiences and scientific inquiry.

Data collection will take place using an intervention pre, post and periodic follow-up assessment.

Project staff, including the program director, teaching staff, and enrichment staff will collect program related data measuring students and parents including sign-in sheets, pre and post program surveys, participant satisfaction surveys, curriculum assessments, body mass index screenings, and school achievement and behavior data.

The evaluation plan will consist of process, impact, and outcome measures related to the program objectives. Process evaluation will delineate the daily activities of the project and will allow for formative changes as determined by the data collected. Outcome and impact evaluation will be based on standardized instruments/measures. All data will be collected on a pre and post intervention, and a quarterly follow-up.

	Measures	Instrument	Data Analysis
Academic Achievement	Adequate yearly progress in lowest quartile, FCAT	I-Ready, NCLB reports,	Compile year-end data

	achievement levels for math and reading, SAT 10		
Enrichment Outcomes	Art objective achievement Health objective achievement Civic Engagement/Character objective achievement	Art project completion, service project development, see health behavior instruments below	Progress monitored quarterly for incremental goals, final data analysis completed July 30 of each year.
Behavior	Voluntary physical activity Parent fulfillment of involvement hours Level 3 or 4 conduct violations	Physical activity/nutrition surveys, body mass index and fitness testing, NCLB Reports,	Progress monitored quarterly for incremental goals, final data analysis completed July 30 of each year.
Core Educational Services	Math, Reading, and Science curriculum placement and program completion assessments	<i>Study Island</i> assessments, I-Ready, <i>Fast ForWord</i> Results Now! Reporting package	Semi-annually
Enrichment & Support Activities	Program fidelity implementation participant satisfaction	Participant and parent satisfaction surveys, curriculum implementation standards/ check-lists	Monthly/ Semi-annually
Partnership Services	# and types of partners and services provided, in-kind service documentation	Monthly activity logs and in-kind documentation forms	Semi-annually
High Need Communities	Parent support and literacy program participation, parent Knowledge, skills, abilities, self-efficacy	Adult literacy program progress from software program, parent survey of knowledge, skills, abilities, and behaviors	Semi-annually

The program will utilize process and outcome measures to determine if the target population is being reached, success of the program, and needed modifications to improve the program. Process data will include, but is not limited to the number of events, participants, number of referrals, demographic information, participant satisfaction, and changes in knowledge and attitudes. Data collected during regular programs will measure participant satisfaction, and where indicated, knowledge, attitude, and beliefs. Current assessment tools have been field tested for reliability and validity with the current target population. Any additional assessment tools will be pilot tested with members of the target population to assure that they are culturally appropriate and have reading levels that are suitable for the target populations. All quantitative pre-assessment and on-going outcome data will be compared using

ANCOVA with the pre-test measure as the covariant. All statistical tests will be performed with $p < .05$ level of significance. Quantitative measures will be complemented and triangulated with qualitative measures from survey open-ended questions and where indicated, target population focus groups and key informant interviews will be conducted with selected representatives of parents and community partners.

The evaluation summaries and feedback from the target population will be used to continually improve the program planning, implementation, and future evaluation methods. The program will strive to provide high quality programming and will use continuous program evaluation and feedback to identify and implement opportunities for improving the program structure or delivery.

Process and outcome/impact evaluation will be used to determine the success of the project and document and quantify expected programmatic benefits including parent engagement and improvements in reading and math achievement, improvements in art, science and civic engagement knowledge and skills, improvement in rates of school conduct referrals, health and fitness, and body mass index. Expected process evaluation measures to facilitate the achievement of the program impact include the successful establishment of extended learning time, summer, after-school, and parent engagement programs that provide academic enrichment through inquiry and project based experiences. Objectives for each program component are listed in the program design section of this application.

Evaluation findings will be disseminated through the YMCA channels, including the web-site page for the 21st CCLC. Ongoing evaluation information will also be presented locally to community leaders and opinion leaders to gain additional local support for continuing key elements of the program.

The evaluation plan includes a commitment to quality assessment and programming to ensure that evaluation results will be useful in improving the program, assisting others with replication of successful elements, and disseminating program information for justifying funding or improving practice. A logic model will be used to develop an evaluation plan examining program inputs and efforts, matching them with program objectives and anticipated outcomes, and to determine the most effective methods to evaluate the program.

Outcomes reporting will include required reporting items including program operation details, enrollment and attendance, academic performance, feeder school information, activity details, staffing information, and partner and consultant information. All Florida Department of Education reports will be submitted including monthly attendance, mid-year and year end data, formative and summative evaluation reports.

Evidence of Experience

Tiger Academy was founded by the YMCA of Florida's First Coast, a non-profit 501 C3 organization authorized to deliver services to residents of Baker, Clay, Duval, Nassau, and St. John's counties in Florida. Tiger Academy operates within the existing organization structure resembling a free-standing branch of the YMCA of Florida's First Coast, and the Tiger Academy Board of Directors has governing and policy making authority for the school. The Board ensures that the school adheres to the terms of the charter contract, selects the principal, and holds the principal accountable for the academic and fiscal operation of the school, as well as state and federal laws and policies. The Board also advocates on behalf of the school with other community organizations, non-profits, community leaders, and private and corporate foundations to provide support for the school as the need arises.

Tiger Academy's relationship as part of the YMCA of Florida's First Coast promotes academic success and financial efficiency, aligning responsibility and accountability through the use of the YMCA's Metropolitan Office for administrative oversight and services. The services provided include accounting, financial development, grant management, human resources, purchasing, risk management, asset management, information technology, program evaluation and data analysis, community development, communications, and marketing. These departments include highly qualified staff and directors in these departments possess at least 7 or more years of experience in the areas where they work. The YMCA successfully manages a variety of city, state, federal, and foundation awards which includes meeting programmatic objectives, compliance with award terms, outcomes reporting, and fiscal accountability. The YMCA uses Basecamp software for project

management and archives, with data analysis and reporting provided by the Vision Initiatives Director and consultants as appropriate. The YMCA human resources team manages a variety of professional development programs including YMCA University and a newly-developed national "Cause-Driven Leadership" competency based leadership development program which includes on-going training and skill development for employees for current and future roles.

Because Tiger Academy is a part of the YMCA organization, students and families have access to a variety of youth development, family support, recreational, and wellness programs possible with an agency that has over 100 years of experience and is one of the First Coast's largest service providers. The YMCA offers financial assistance to ensure access to programs, which include services focusing on positive youth development, healthy living, and social responsibility that are targeted to each neighborhood's needs, resources, and interests. Programs include youth sports, tutoring, mentoring, day and resident camp, after school care, fitness and health education programs, as well as the Daystar day treatment program for adults with severe mental disabilities. Outreach programs include Clay County *Take Stock in Children*, *YMCA Reads* at three local elementary schools including Tiger Academy, city funded Team Up after school programs at two urban elementary schools, and mentoring within the school day at an urban Duval County School.

The YMCA of Florida's First Coast has provided after school programming for 27 years and currently operates 42 after-school sites with 2,191 children enrolled. The YMCA also has operated summer day camp for over 27 years and served over 2,500 children each summer.

Program planning for Tiger Academy is completed annually by a team from the YMCA and Tiger Academy which assesses the holistic needs of students and families at Tiger Academy and includes work plans in youth development, healthy living, and social responsibility in addition to the academic needs of students. Program development is based on serving the whole child, whole family, and whole neighborhood with an array of services which will bring about systemic change in the risk profile of the community served by Tiger Academy. The planning process includes input and data collection

from students, parents, community and board members, as well as review of progress quarterly. Program development, curriculum and instructional approaches, and resource development are based upon monitoring progress, needs assessment, and building program elements to meet needs that build upon earlier efforts and leverage resources. New program staff will include a full-time program director, part-time certified teachers, and part-time enrichment staff. This team will include expertise in program management, academic instruction, youth development, and specialty programming such as arts, health and fitness and civic engagement.

Partnership, Collaborations and Sustainability

Community Notice

The YMCA of Florida's First Coast will post the application and a public notice on its website <http://firstcoastymca.org>. An average of 65,000 users visit FirstCoastYMCA.org per month. The website is the most comprehensive source of information about YMCA programming, events, employment and volunteer opportunities and branch locations available to the public. In addition, the YMCA of Florida's First Coast shared the information via press release with all media in the five-county Northeast Florida area, including WJXT-TV, WJAX-TV, WTLV-TV, WJXX-TV, the Florida Times-Union, the Jacksonville Business Journal and the Daily Record. The funding notice of application was published on the YMCA web-site at the following link: <http://firstcoastymca.org/public-notice-ymca-of-floridas-first-coast-applies-for-21st-century-community-learning-center-funding/>.

Collaboration with Private Schools

There is a private school in the area, and the YMCA has had a long partnership with Ephesus Junior Academy. Students from Ephesus Junior Academy receive physical education, water safety classes, and swimming at the YMCA. The principal from Tiger Academy contacted the principal of Ephesus Junior Academy on May 8, 2015 to inform them of the YMCA's intent to apply, and the equal access for students and teachers. Students that attend private schools in the area of the schools

are invited to be included in the opportunity to participate (limited by the requirements of enrollment). This access will include considering Ephesus instructional staff for after school and summer positions, allowing Ephesus students to enroll in any open program slots, and providing application information to Ephesus leadership if they choose to apply for 21 CCLC funding.

Partnerships

Extensive efforts have been made to actively engage the staff, parents, and community members in the design and implementation of 21st CCLC programming for Tiger Academy. Focus groups were conducted with parents to identify service needs and interests. A community forum was conducted to identify neighborhood needs and potential partnerships among service providers for complementary services. Some of the most important partnerships are highlighted below.

- Family Support Services currently provides a full time social worker who provides assessment, referrals and case management to the families of Tiger Academy students.
- Adults with reading difficulties are now being served through a partnership with Learn to Read Jacksonville which will provide adult literacy classes at Tiger Academy.
- Nemours Bright Start! will screen Tiger Academy's pre-kindergartners each year, and will provide those showing risk for reading failure with intensive, small-group educational lessons to prepare them for future reading success.
- Cathedral Arts Project will provide a variety of arts programs in ELT.
- There are several existing YMCA programs and services that serve children and families at Tiger Academy, including YMCA Reads, water safety programming, youth sports, adult and youth wellness programming, and summer and after school programs in years when city funding is available.

Partnerships will be maintained with regular meetings and communication to set goals, arrange services, monitor progress, and address issues and concerns as they arise. In-kind services will be

documented monthly in conjunction with activity summaries through forms signed by service providers validating the amount and value of in-kind services.

Collaborations with Regular School Day

Collaboration and partnership between program and school staff is crucial to the successful implementation of the proposed program. All staff members need to work cohesively and the program director will be a part of the school team to promote communication, program planning and coordination with school needs, problem solving, and maximum impact. The program director will participate in school weekly leadership team meetings and all school staff and department meetings. This will promote a cohesive team approach that integrates seamless services from the school day to ELT, after school, and summer programs.

Sustainability

The YMCA will employ several strategies over the funding period to provide sustainability resources for the summer and after school programming. Programming is compatible with YMCA of the USA funding opportunities for programming targeting the achievement gap in low income schools, and an application for funding will be submitted on behalf of this site. Summer camp programming can be partially funded with an application for JCC campership seats. An application for traditional 21st Century Learning Center programming will also be submitted for the 2016-17 school year. Sustainability will also be incorporated into YMCA annual fundraising campaigns which currently raise \$1.6 million annually for outreach programming, with incremental growth planned each year to support program expansions. In addition, once the new Riverside YMCA is built, there will be a projected increase in revenue of \$1 million per year in the YMCA budget when this program needs sustaining. This will also help support program operations after the funding period is completed. While the YMCA has multiple strategies for sustainability, the YMCA will also incorporate sustainability plans into branch and association

level strategic plans throughout the funding period to ensure a variety of resources are available to sustain the program.

Target Students

The 21st Century CCLC program has a close working relationship with the Tiger Academy leadership and parents which facilitates enrolling children who will benefit from the program and maintaining a high level of attendance and retention. The enrollment process begins with offering enrollment in the new school year to students who were enrolled previously to increase dosage and duration and continuity of services, which provides maximum benefit for students. The vast majority of returning students stay in the program from one year to the next, but there are slots that open up from fifth grade students advancing to middle school. For open seats, students are recommended for the program from Tiger Academy's leadership based on the following risk factors: low quartile in reading or math, students identified as at-risk on Bright Start Screenings, students with IEP or 504 plans, students recommended by teachers due to difficulty in academic subjects, and students on free and reduced lunches. Targeting students with these risk factors closely aligns with the needs assessment because it ensures that the students in greatest need for assistance will be more likely to demonstrate learning gains and proficiency, and progress from the lowest quartiles in math and reading.

Recruitment and Retention

Students recommended for the program are notified by Tiger Academy with a letter that explains the program model and goals, as well as expectations for regular attendance and attending for the entire length of the program. Families are notified that maintained enrollment in the program is contingent upon regular attendance for entire length of the program. Once enrolled, the vast majority of the students meet the attendance requirements and remain in the program. For the 2014-15 school year, there have only been three students who have left the program, and the rest of the children have attended regularly and stayed for the length of the program each day.

Parents are engaged in the program through monthly family nights, an art show twice per year, recruitment for field trip chaperones, and a weekly newsletter that is distributed to families highlighting the accomplishments each week, upcoming activities and events, and tips for reinforcing lessons at home. There is also a parent advisory council that provides that guides Tiger Academy and 21st CCLC programming.

Student Program Activities

Programming begins at 3:30 each day with a snack. By 3:45 students have begun their first rotation, which lasts until 5:00. This rotation includes project based learning activities in math, science, and reading, as well as thirty minutes for Fast ForWord and I-Ready lessons. Students participate in enrichment activities for the last hour of the program which includes arts, health and fitness, and character and civic engagement activities. Programming will include ELT, after-school, and summer activities held on-site at Tiger Academy that will provide academic assistance and a variety of learning experiences to develop well rounded students and a love of learning. Parent support services include adult literacy parent education, and parent engagement activities.

Reading

Reading improvement is a major need for Tiger Academy's students, with 42% of students scoring level 3 or higher on the FCAT, 49% making gains in reading, and 48% of the lowest quartile making gains in reading. AMO 2 and AMO 3 will be targeted with reading components that increase student performance in reading and promote adequate yearly progress for the lowest quartile students. The reading program component will blend a combination of reading enrichment activities using project based learning plans in after-school settings with intensive intervention for struggling readers using the Fast ForWord program during the after school and summer programs and I-Ready during extended learning time.

Tiger Academy was recently awarded funding to purchase the *Fast ForWord* program in December 2012, which will be a great asset to the proposed program design. *Fast ForWord* software,

a virtual online brain training program, has exercises that build brain fitness to the level required to process natural language at natural language speed. It has various exercises that train processing, attention, working memory and sequencing. *Fast ForWord* works to address the underlying cognitive issues that result in reading difficulty, and provides intensive skills building once the deficit has been improved. This combination of brain based intervention with educational intervention results in rapid gains that can finally help address the reading achievement gap. Studies indicate that early, intensive skills training in speech recognition and language comprehension can significantly reduce measures of risk for later academic failure in reading and language arts for the majority of less-skilled school age children (Miller et al 1999).

Fast ForWord will be incorporated into reading instruction daily during the extended learning time, and implemented daily within summer day camp programs. Staff to child ratios will be 1:10 or less for *Fast ForWord* and reading PBL lessons. *Reading Assistant* is a *Fast ForWord* module that has been added to focus on all students in the general education classroom. *Reading Assistant* provides students who are reading 25 words correct per minute the opportunity to further increase their oral reading fluency while enhancing their vocabulary and comprehension.

Math

Math improvement is a major need for Tiger Academy's students, with 33% of students scoring level 3 or higher on the FCAT Math, 49% making gains in math, and 49% of the lowest quartile making gains in math. AMO 2 and AMO 3 will be targeted with math components that increase student performance in math and promote adequate yearly progress for the lowest quartile students. The math program component will blend a combination of math enrichment activities using project based learning plans in summer and after-school settings, and I-Ready Math for students struggling with math during RTI time allocated within extended learning time. Students will be served daily with ratios between 1:10 and 1:18 with activities from July 1, 2015 to June 30, 2016.

I-Ready is a data driven diagnostic instructional program that identifies gaps in student's skills and provides differentiated instruction to help students fill in missing skills. I-Ready identifies why a student is struggling, measures growth across a student's career, and supports data-driven differentiated instruction. I-Ready features teacher led and on-line instruction in a visually appealing and engaging platform. The data available provides teachers frequent updates on students' progress and learning needs.

Science

Science programming will use the project based learning plans incorporating experiment and inquiry that are aligned with Common Core and Sunshine State Standards for younger students. Science activities will be implemented at least three times per week in after-school and summer programs, and twice per week in extended learning time. Activities will be implemented with a 1:10 ratio of adults to students. Curriculum and program strategies are aligned with recommendations and standards from the National Academy of Sciences, National Science Education Standards.

Zula's Afterschool Discovery Program™ provides interactive, investigative activities designed to get young children thinking scientifically. The missions harness young children's natural curiosity of the world around them. The format encourages participants to make connections with math, language arts, creative arts, and other subjects through multimedia, hands-on experiments and activities, books, open-ended discussion, and community/home connections. Zula's Afterschool Discovery Program will be used for students in grades kindergarten through second grades.

Arts

AMO 2 and AMO 3 will be targeted with art education that is part of a comprehensive program to increase student performance in reading and math and promote adequate yearly progress for the lowest quartile students. Arts programs in the schools have been shown to increase test scores and lower dropout rates. Socially and economically disadvantaged children and teenagers who have high

levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers. In middle school, high school, and beyond, they tend to do better on a host of academic and civic behavioral measures than do at-risk youth who lack deep arts backgrounds (Deasy, 2002).

Art lessons will be provided to all students with a variety of arts lessons from Arts Edge. Arts Edge is a free art lesson resource which provides art lessons with 27 different themes that link art to Common Core Standards and integrate arts with other subjects such as literature, geometry, and history. Students will also be given an opportunity to explore a specific arts area in more depth with specialized programs implemented by Cathedral Arts Project. Arts programming will take place during after school and summer programming in partnership with Cathedral Arts Project (CAP). Cathedral Arts Project provides a variety of arts programs targeting low income children including the arts methods of classical and rhythmic ballet, jazz, West African dance, ballroom dance, violin, drumming, chorus, drama, painting, drawing, sculpture and ceramics. Specific program elements will be selected based on parent surveys and student input and children will sign up for variety of art activities.

Cathedral Arts employs instructors to provide twice-weekly instruction in the visual and performing arts with a wide variety of classes are offered that incorporate the age-appropriate benchmarks from the Florida Department of Education Sunshine State Standards. Field trips to museums and performances as well as visiting artists in the classroom are often used to augment class instruction. Above and beyond the arts, teachers are also required to incorporate both literacy exercises as well as character building skills, such as cooperation, anger management, negotiation and compromise, assertiveness, and stress management into their classes. The curriculum includes the history and vocabulary of each art form taught, as well as its application and/or performance. Age-appropriate benchmarks from the Florida Department of Education's Sunshine State Standards are incorporated into all lesson plans. Arts programming will have an adult to child ratio of 1 adult to 10 children or less

to facilitate hands on creative activities. Programming will begin by July 1, 2015 and run two days per week for at least 12 weeks in summer and after-school.

Health and Fitness

Health and fitness is a crucial need for Tiger Academy's students, who reside in Duval County's Health Zone One. Health Zone One has the highest rates of heart disease, stroke, and diabetes mortality and diabetes hospitalizations in Duval County, with rates that are significantly higher than the Florida rates (Duval County Health Department 2008). Body mass index screenings in the 2011-12 school year demonstrated that 38% of Tiger Academy students were overweight or obese. Health, fitness, and nutrition education is crucial for the health and well-being of students, and healthier students demonstrate better academic achievement, attention, and less disruptive behaviors in class.

Food and Fun After School was developed by Harvard College and YMCA of the USA as a curriculum designed to develop healthy habits out of school time. Eleven teaching units help programs infuse healthy snacks and recipes, physically active games, and creative learning activities into regular program schedules. *Food and Fun After School* will be used in the after school program with activities taking place at least two days per week for at least 12 weeks with an adult to child ratio of 1:18, beginning July 1, 2015. *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 (Wiecha JL, et. al 2010). *Food & Fun Second Edition* lesson extensions, tips sheets, assessment guides, Recipe Packet, and Snack Sense guide were reviewed by YMCA staff and tested in YMCA programs.

Character and Civic Engagement

Character and civic engagement will use Learning to Give Philanthropy education resources that teach giving and civic engagement. Multi-lesson service learning units are correlated to state and national Common Core standards, to teach responsible citizenship, civic engagement, and service for the common good. Units will include Introduction to Philanthropy, Moments of Service, Financial Literacy and Fundraising, Environmental Stewardship, Safety and Disaster, Global Citizenship, Health, and Community and Responsible Citizenship. A Kids Care Club will be developed to identify needs, plan, and implement community service projects. A Boys Club will also be developed to target risk factors more prevalent in boys such as fighting, conduct referrals, and later juvenile delinquency. Boys Club will include activities and instruction in self-awareness, bullying prevention, academic support, mentoring, community service, age appropriate expectations, and life skills activities. Activities will take place at least twice per month for at least 12 weeks in summer, after-school and ELT schedules from July 1, 2015 to June 30, 2016 with adult to student ratios from 1:10 to 1:18. This program component will support overall school morale and positive behaviors which will facilitate less behavioral disruptions and more learning time on task.

Adult Family Member Services

The emphasis on parental involvement at Tiger Academy will provide numerous opportunities to provide parents with sufficient information on their child's reading and math status and overall academic achievement. Upon admission to Tiger Academy, all students will be given baseline assessments to determine an overall profile of the child's current academic functioning level. Parents will be conferred with regarding the results of the assessments to ensure they are knowledgeable of their child's current academic functioning level. Conferences will be held shortly after the completion and evaluation of the assessments.

Parents who enroll their children at Tiger Academy are required to complete 20 parent involvement hours per year. These hours may be fulfilled through a variety of parent educational or volunteer hours throughout the year. Educational opportunities are offered monthly, with workshops and

support groups for a variety of issues and topics including helping with homework, fostering the child's social and intellectual development, how to read with your child, everyday teachable moments, health and nutrition, and social competence. Parents will also have access to parent resource materials available for check-out from the Tiger Academy library. Tiger Academy also partners with *Learn to Read Jacksonville*, and is a site for adult literacy programming. *Learn to Read* provides three hours per week of adult literacy classes at Tiger Academy. Parents can also participate in this program to meet their parent involvement hours. Parents volunteer in a variety of venues including, parent council, field trips chaperones, special event assignments, direct 1:1 and small group tutoring, and other activities.

Family Support Services provides a Community Resource Specialist on-site at Tiger Academy who supports the needs of at-risk children and families. The Community Resource Specialist provides resources such as food, clothing, holiday giveaways, school supplies, and referrals to other agencies as needed for therapy, crisis intervention, and housing. Family Support Services also provides a monthly Circle of Parents support group with a trained facilitator.

Activities are led by the school principal, guidance counselor, YMCA health educators, and community partners such as Family Support Services and *Learn to Read Jacksonville*. Data collection will track parent participation and hours completed throughout each school year. Monthly workshops will be presented by the school principal, instructional coach, and community partners such as Nemours Bright Start about topics such as helping with homework, recognizing and coping with learning disabilities, strategies for incorporating learning in the home and other related topics. Data collection will include pre and post parent surveys that measure knowledge changes from each workshop.

Parent programming will successfully engage parents due to the parental involvement commitment of parents as part of the enrollment process, and because parents are involved in identifying and program needs and choosing activities. Parent programming is based upon needs and

interests identified in annual parent surveys and focus groups. Parents are recruited based upon personal interest, guidance referral, and referrals from the Family Support Worker case manager. Program information is disseminated through newsletters, web-site, flyers sent home with children, parent council meetings, and communication with parents when they drop off or pick up their children. Program participation is enhanced by providing concurrent activities for children and meals or snacks donated by local restaurants.

Professional Development

The YMCA staff leadership includes an area director who will oversee all YMCA after-school programs in Jacksonville, and the Tiger Academy principal. Candace DeMarco will serve as the area director, and Candace holds a Bachelor of Science in Sports Management and Business Administration and has worked in youth development programming for over ten years, including several years as a program manager for Parks and Recreation programs prior to joining the YMCA team. She has served as a director of childcare and after school programming for the YMCA of Florida's First Coast for three years and over seven years in youth development prior. 21st CCLC staffing will be chosen with input and suggestions from the principal and will consist of the area director, site director, academic teachers, and enrichment staff. The site director has been with the YMCA for 19 years, and has served as an after-school program director for three years prior to leading 21st Century program. The site director will coordinate program activities, staffing, data collection, schedules, data collection, and day to day reporting. The lead and academic teachers will include certified teachers employed by Duval County Public Schools who will develop project based learning plans and implement academic programming. Enrichment staff will possess a combination of education and relevant experience that prepares them for the delivery of enrichment activities. Cathedral Arts Project will serve as a contractor for fine arts programming including program elements such as visual arts, theater arts, music, and dance. Administrative duties will be supported by the Senior Staff Accountant and Director

of Grant Support. The Senior Staff Accountant will ensure that budgets are completed, regular budget reports are submitted to the school district, that inventory and procurement rules are followed, and that expenditures are allowable and necessary for the program. The Director of Grant Support will submit program renewal applications, and coordinate evaluation activities with the evaluation consultant, Health Tech Consultants. Health Tech Consultants provides an evaluation plan, evaluation tools and instruments, data analysis, and reports and recommendations based on findings. The Director of Grant Support will compile data findings in formative and summative reports, and will provide technical assistance for program staff in program modifications to maximize impact.

Professional development for staff will include the YMCA's youth development training program and 21ST CCLC specific training for the program coordinator, instructional and enrichment staff. The YMCA youth development training program includes thirty hours of hands on training in areas including CPR and First Aid, field trip and bus safety, free choice vs. free play, 40 Developmental Assets, behavior modification, prevention of behavior problems, social competency and conflict resolution, community engagement and service, risk management, child development, child abuse prevention, and math and literacy programming. Staff also receive training in the program elements such as the Fast ForWord Reading program and I-Ready. The program coordinator and teachers will also attend the Florida After School Alliance conference which will provide professional development on a multitude of topics related to 21St CCLC including project based learning plans, educational and enrichment strategies, and other related topics.

Program Center

The 21st CCLC program takes place at Tiger Academy's well-appointed facility. The program uses indoor amenities including classrooms, the media center, the cafetorium, computer lab, as well as a mobile science lab and mobile computer lab. Outside amenities include a playground, outdoor

classroom and stage and school garden. These amenities provide program space for snacks and meals, computer based lessons, literacy activities, and a variety of interactive academic and enrichment activities for students. Families have access to a computer lab for personal use such as internet job searches, resume writing, or other tasks. Parent programs are offered in the media center or cafeteria depending on the activity.

Student Safety

Safety is a top priority for the YMCA, and the YMCA risk manager develops and oversees policies and procedures related to student safety. Many safeguards are in place including background screenings, staff to child ratios, transportation procedures, and procedures related to day to day operations. The safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, and during off-site activities (if applicable) during extended learning time (ELT). Procedures and safety record for on- and off-site activities, including transportation, are established and followed. Programming will be provided on-site at Tiger Academy, so transportation will only be needed for occasional field trips. Transportation procedures include using approved bus companies who have been screened for field trips, providing increased adult supervision, as well as field trip shirts to easily identify children in a public place.

All employees will follow the YMCA's established process for hiring, which includes level two background screening, reference checks and drug testing. Hiring requests are generated at the school level and submitted to the Metro YMCA's Human Resources Department for approval and posting. Criminal background checks are conducted on all employees before hiring, in accordance with standards as described in section 1012.32, Florida Statutes. The Human Resources Department assists hiring supervisors in determining the best candidate for the position and ensuring that candidates have all required current licenses and certifications. Human Resources extends a conditional offer of employment to the candidate and upon acceptance, a drug test and criminal background screening are ordered. Once cleared, the candidate is scheduled for a pre-hire

orientation before released for duty. The after school program will also follow all Department of Children and Families licensing guidelines and statutes for licensed after school programs.

Dissemination Plan

Marketing and outreach channels will include word of mouth, media coverage, community presentations, participation in community events, direct mail, newsletters, web site, YMCA annual meeting and annual report and door to door outreach. These channels reach significant number, with the agency web-site obtaining 65,000 viewers per month. Targeted groups and settings for outreach includes parents of preschool and elementary age children in the targeted service area, parents in nearby housing projects, parents in nearby faith based organizations, civil rights organizations, Chamber of Commerce, university schools of education and business, local foundations, business owners, civic club members, community based organizations, state and local policy makers, and mayor and city council members.

Information will include service information, program applications and reports, the importance of the federal afterschool program, and the impact of the program funding. Information will be updated quarterly with special events, program and participant highlights, and program impact. Information will be disseminated in a variety of channels to constantly promote the impact and value of this program in the lives of the children and families being served.

