Journey Grant Proposal
2017-18

2017-18 Social Emotional Grant Proposal

ELC of Duval will:

- have the inclusion specialist administer the ASQ-SE 2 - Ages and Stages Questionnaires - Social Emotional 2 (social/emotional screenings) to SR (subsidized child care children) and/or non SR children school readiness children, 1 month to 60 months of age, who have a parental consent, and are enrolled in select child care centers which have a school readiness contract with the Early Learning Coalition of Duval, and are located in zip codes 32202, 32206, 32208, 32209, 32210, 32211, 32244, and 32254.
- have the inclusion specialist determine ASQ-SE 2 scores. If scores fall above the cut off a referral is sent over to Child Guidance Center for an observation and possible intensive interventions and/or mental health therapy. The referred children will be served at the home of the child or the child care center.
- provide services to children who do not meet the criteria for Child Guidance Center, are "close to the cut off"(monitoring) on the ASQ-SE 2 or have social, emotional or behavioral concerns from the teacher to a behaviorist employed by ELC of Duval. The behaviorist and parent will complete the Achenbach System of Empirically Based Assessment (ASEBA) as the child observation, develop and implement an action plan and then conduct a post ASEBA for children who receive services from the behaviorist.
- have the inclusion specialist provide technical assistance to the teacher who has children who did not meet the criteria for Child Guidance Center, who has children who are "close to the cut off" (monitoring) on the ASQ-SE 2 or children who have social, emotional or behavioral concerns

2017-18 Child Enhancement Grant Proposal

Child Outcomes

Training Requirements for Journey Centers (Christ the King, For Your Child Only, St, Paul's, St. Thomas)

ELC of Duval will:

- train all 4 year old teachers on How to Administer the VPK Assessment
- require all VPK teachers to submit AP1 and AP3 scores

- train infant, one, two and three year old teachers (1 teacher per classroom will be required to attend training) on Overview of Teaching Strategies Gold (TSG)
- will conduct a second TSG data training which will include inputting TSG data on the computer
- provide technical assistance and coaching for the Journey centers and all birth – four year old classrooms
- assist teachers with their manual fall checkpoint for their birth to three year old classrooms
- assist teachers with their computer input for spring checkpoints for their birth to three year old classrooms

Family Engagement

Family Engagement Requirements for Journey Centers (Christ the King, For Your Child Only, St. , Paul's, St. Thomas)

ELC of Duval will:

- will assist and support the community liaison with providing literacy education, training and support for families of children 0-5 who live in Cleveland Arms and Washington Heights HUD complexes.
- will recruit one more HUD complex and provide similar family engagement services to that complex
- exposure complexes to parental mental health resources
- will train and will expect the Journey centers to be required to host a Parent Café training at their center. **In order for parents to keep their child enhancement grant, one parent representative must attend the Parent Café event hosted at their child care center.**

CITY OF JACKSONVILLE

NEWS RELEASE
LENNY CURRY, MAYOR

MAYOR TO PROPOSE SUBSTITUTE LEGISLATION, STRENGTHENING KIDS HOPE ALLIANCE

JACKSONVILLE, Fla., *Sept. 28, 2017* – Today, Mayor Lenny Curry announced proposed updates to *Kids Hope Alliance: The Jacksonville Partnership for Children, Youth & Families (KHA)*. Launched in August, KHA is a comprehensive and integrated system of reform established to improve the programs and services developed to meet the critical needs of Jacksonville children and youth.

"Since our original legislation, we've had an opportunity to continue our work with various community partners and groups to gain valuable input," said Mayor Lenny Curry.

The substitute legislation establishes KHA as an organization with a seven-member board appointed by the mayor, and confirmed by city council. While the mayor appoints the first chair, KHA's Board will select its chair, thereafter. In addition, the KHA Board selects its CEO. Board members can be removed by the Mayor and City Council. The legislation now adds a fifth category to the essential services identified to positively and tangibly impact the lives of youth. Mental Health, Behavioral Health, Emotional Health and Physical Disabilities Programming has been added to Early Learning; Literacy and School Readiness; Juvenile Justice Intervention Programming; Out-of-school Programming; and Pre-teen and Teen Programming.

The substitute legislation, to become effective January 1, 2018, will be introduced by City Councilman Scott Wilson (District 4) on Monday, October 2, 2017.

About the City of Jacksonville

The City of Jacksonville is the largest city by land mass in the continental United States, serving approximately 850,000 residents. Located in Duval County, City of Jacksonville leadership includes the mayor and a 19-member City Council. To learn more about the City of Jacksonville, visit COJ.net.

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JaxJourney SAIL Network: A 3-Year Initiative
<u>S</u>upport <u>A</u>cademics and <u>I</u>gnite <u>L</u>earning
YEAR 1 AFTERSCHOOL IMPLEMENTATION UPDATE
SEPTEMBER 28, 2017

JJ SAIL Network Overarching Goal: Approved by the *JaxJourney* Oversight Committee, the overarching goal of ***the three-year*** *JaxJourney SAIL Network* is to demonstrate significant improvement in the reading proficiency of participating children, increase use of the "Big 5" Learning Success Skills, and effect positive change in partner neighborhoods.

JJ SAIL Network Purpose: Collaboratively **develop and implement new** delivery strategies for afterschool and summer learning in *JaxJourney* target areas that *align with and support* in-school learning, *contribute to* improved student academic outcomes, and *can be shared* with other afterschool and summer learning programs.

Jointly Funded: *JaxJourney* and the Duval County Public Schools (DCPS) are jointly funding the *JJ* SAIL Network Afterschool Program (*JJ*: K-3 and DCPS: 4-5). Each community agency partner funds the afterschool site manager. DCPS funds the Extended Learning Facilitator and the community agency partner funds the Lead Teacher at each site. These three individuals, along with the school principal and a FIE researcher, make up the site-based Literacy Committee. In addition, each community agency partner has identified an "implementation fidelity" and a "materials" lead contact person to support implementation fidelity.

Each *JJ* SAIL site-based Literacy Committee is charged with collaboratively designing and implementing the two literacy components – *Radical Readers* and *Imagination Zone*. The committee also works to embed the "Big 5" Learning Success Skills into the ongoing activities for the Enrichment and Physical Fitness/Wellness Components.

Enrollment Update

The *JJ* SAIL Network RFP provides for up to 50% of the total enrollment at each Network site for Year 1 (p.60 RFP). Final enrollment targets were set by *JaxJourney* and DCPS and were informed by the 2016/17 end-of-year enrollment numbers. Recruitment began during *JJ* SAIL Summer Camp. Three of the four sites have a wait list at specific grades.

JJ SAIL Site	K-3 Enrollment	4-5 Enrollment
Arlington Elementary	*2016/17 Enrollment:* 184 students *2017/18 Target:* <u>80</u> students (43%) *Unofficial Headcount Enrollment Wk 6:* 111	*2016/17 Enrollment:* 72 students *2017/18 Target:* <u>40</u> students (56%) *Unofficial Headcount Enrollment Wk 6:* 48
Normandy Village Elementary	*2016/17 Enrollment:* 265 students *2017/18 Target:* <u>120</u> students (45%) *Unofficial Headcount Enrollment Wk 6:* 108	*2016/17 Enrollment:* 128 students *2017/18 Target:* <u>80</u> students (63%) *Unofficial Headcount Enrollment Wk 6:* 65
Sallye B. Mathis Elementary	*2016/17 Enrollment:* 253 students *2017/18 Target:* <u>120</u> students (47%) *Unofficial Headcount Enrollment Wk 6:* 119	*2016/17 Enrollment:* 104 students *2017/18 Target:* <u>80</u> students (77%) *Unofficial Headcount Enrollment Wk 6:* 76
Reynolds Lane Elementary	*2016/17 Enrollment:* 183 students *2017/18 Target:* <u>100</u> students (55%) *Unofficial Headcount Enrollment Wk 6:* 87	*2016/17 Enrollment:* 128 students *2017/18 Target:* <u>40</u> students (31%) *Unofficial Headcount Enrollment Wk 6:* 47

Implementation Update

The *JJ* SAIL Afterschool Program implementation **began on the first day of school** and will continue through the **last day of school**. Start-up implementation challenges and successes include:

- Hiring and screening permanent staff (certified teachers and community agency staff). By 9/29/17 all programs should be fully staffed
- Ordering and distributing needed materials for implementing *Radical Readers* and *Imagination Zone*
- Using different ways of working together to implement a collaborative program across eight schools and agencies
- Establishing processes for two agencies (DCPS and JCC) to fund the four partner agencies for afterschool services
- The Toni and Andy Crawford Early Childhood Research and Education Distinguished Professor Fund provided funding for the FIE SEEDS (*Standards-Based Educational Experiences Delivery System*) literacy materials and training for use with 14 K and 1ˢᵗ grade *Radical Reader* classrooms, and funding for *Calm Classroom* materials and training for 143 *JJ* SAIL teachers and afterschool staff that will be used school-wide *and* during the afterschool programs.

JaxJourney/DCPS Partnership
Afterschool and Summer Learning Programs
Learning Success Skills: the BIG FIVE!
(Program Version)

Communication & Connections

- Asks and answers questions to get information, clarify
- Expresses thoughts, ideas, and feelings clearly
- Takes turns listening and speaking
- Develops positive relationships with others

Teamwork & Collaboration

- Understands the group process, norms, and roles
- Considers ideas of others
- Shares responsibility for outcomes
- Develops leadership skills
- Plans, organizes, and reflects

Problem-Solving

- Uses a problem solving process
- Persists when confronted with obstacles
- Supports possible solutions with facts and details

Creativity & Innovation

- Identifies multiple solutions to problems
- Imagines new ideas
- Connects ideas in new ways
- Questions, observes, and creates unique products
- Designs and learns from failure

Literacy

- Increases vocabulary knowledge
- Develops oral language and listening skills
- Asks and answers questions (summarizing, inferencing, and main idea)
- Develops background knowledge

Move Your Body!
and
Build Your Brain!

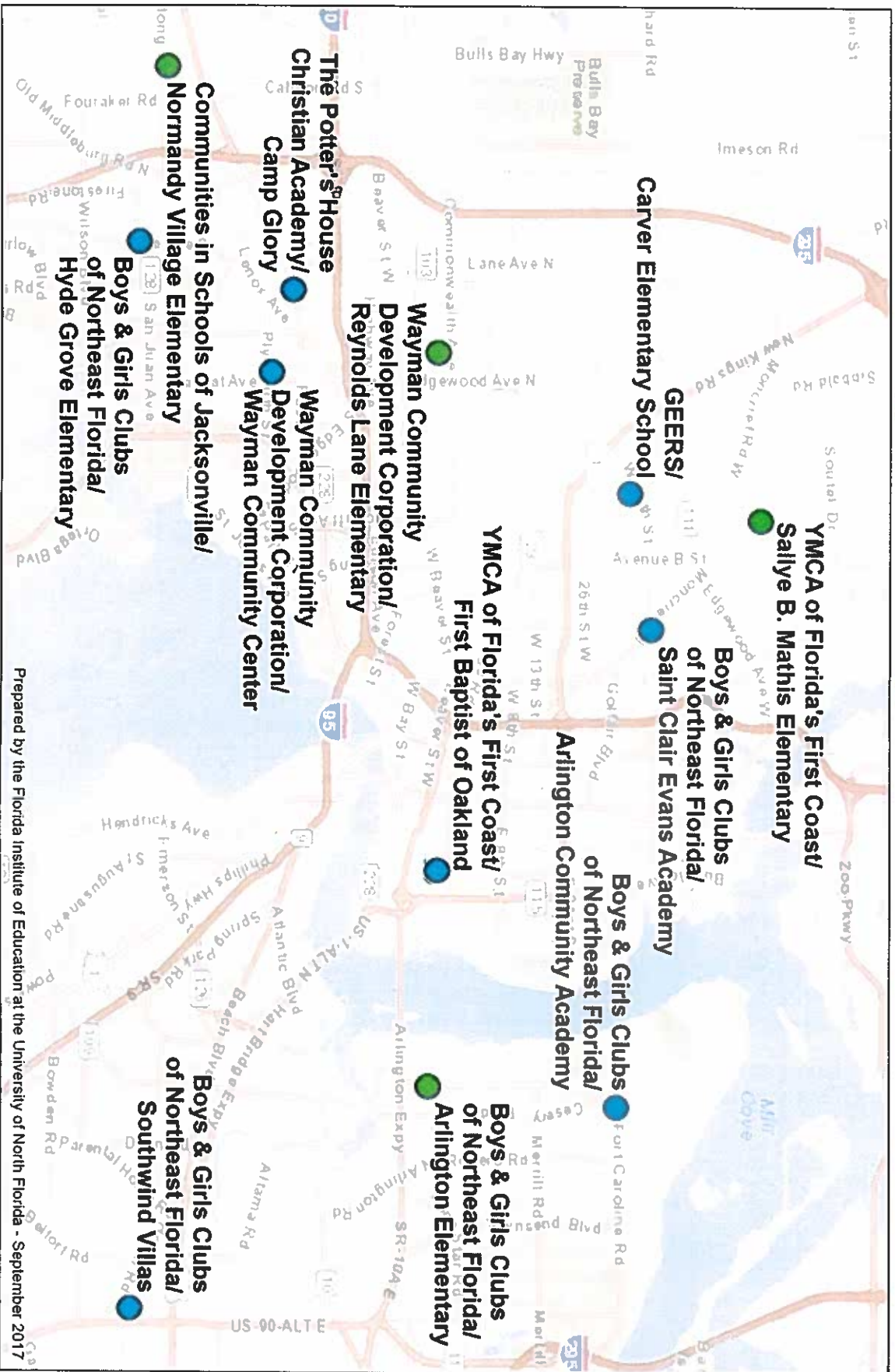*Prepared by the Florida Institute of Education at the University of North Florida*

JaxJourney SAIL
Summer Camp 2017

JaxJourney 2017 Summer SAIL Camp Locations

● JJ SAIL Network Sites ● JJ Summer SAIL Camp Sites

The Potter's House Christian Academy/ Camp Glory

Communities in Schools of Jacksonville/ Normandy Village Elementary

Boys & Girls Clubs of Northeast Florida/ Hyde Grove Elementary

Carver Elementary School

Wayman Community Development Corporation/ Reynolds Lane Elementary

Wayman Community Development Corporation/ Wayman Community Center

GEERS/ Sallye B. Mathis Elementary

YMCA of Florida's First Coast/ Saint Clair Evans Academy

Boys & Girls Clubs of Northeast Florida/ Arlington Community Academy

YMCA of Florida's First Coast/ First Baptist of Oakland

Boys & Girls Clubs of Northeast Florida/ Arlington Elementary

Boys & Girls Clubs of Northeast Florida/ Southwind Villas

Prepared by the Florida Institute of Education at the University of North Florida - September 2017

JaxJourney SAIL Network 3-Year Initiative
<u>S</u>upport <u>A</u>cademics and <u>I</u>gnite <u>L</u>earning
YEAR 1 IMPLEMENTATION UPDATE
SEPTEMBER 28, 2017

Importance of Quality Afterschool and Summer Learning Programs:
For years Jacksonville has struggled with closing the literacy/reading gap between at-risk students and their more affluent peers. These gaps are a major factor contributing to delinquency, crime, and dependency.

Two decades of research provide strong evidence that high-quality afterschool and summer programs can positively influence a range of important academic and social outcomes for children and youth. There is also evidence that low-quality programs do not. High-quality programs help children and youth (a) earn better grades, (b) strengthen their work habits, (c) demonstrate task persistence, and (d) acquire social skills.

High-quality afterschool and summer learning programs provide targeted, hands-on, engaging learning opportunities; and support positive relationships and interactions among children and staff. Benefits intensify as children and youth continue their involvement over a succession of years.

Conditions Necessary to Achieve Positive Results:
- Access to and sustained participation in quality programs
- Explicit program goals and explicit child/youth outcomes
- Strong connections and collaborations with schools
- More highly educated, prepared, and well-paid staff resulting in lower staff turnover
- Lower staff/child ratios that enable small group instruction
- Mechanisms that provide implementation feedback to staff and also provide support to staff as new practices are planned, implemented, and refined
- Ongoing data-driven program evaluation of both student progress and program quality

Programs cannot succeed working in isolation. Success will take building and sustaining a local Jacksonville afterschool and summer learning system supported by:
- *<u>"Backbone" entity</u> that provides the support needed to collaboratively* (a) identify evidence-based practices; (b) monitor implementation fidelity and provide feedback; (c) evaluate program effectiveness; and (d) use a data and evaluation process to assesses progress
- *<u>Mechanisms to pilot</u> evidence-based practices* in a small group of programs and then use what is learned to *scale effective practices across the city*.

- **JJ SAIL Network Purposes and Goals:**
  Overarching Goal: Demonstrate significant improvement in reading proficiency of participating children; increase use of the "Big 5" Learning Success Skills; and effect positive change in partner neighborhoods.
  Purpose: Collaboratively **develop and implement new delivery strategies** for afterschool and summer learning in *JaxJourney* target areas that are *<u>aligned with and support</u>* in-school learning, *<u>contribute to</u>* students improved academic outcomes, and *<u>can be shared</u>* with other afterschool and summer learning programs.
  Jointly Funded: JaxJourney funded the 2017 SAIL Summer Camps. *JaxJourney* and Duval County Public Schools jointly funded the *JJ* SAIL Network Afterschool Program (*JJ* – K-3 and DCPS 4-5).

- **Timeline:**
  JJ SAIL RFP released late March 2017
  12 Contracts Awarded: 4 *JJ* SAIL Network Partner Sites and 8 other *JJ* SAIL Summer Camp sites
  - **JJ SAIL Network Partner Sites** (school/community agency):
    - Sallye B. Mathis Elementary/ First Coast YMCA
    - Arlington Elementary/ Boys and Girls Club of Northeast Florida
    - Normandy Village / Communities in Schools
    - Reynolds Lane / Wayman Community Development Corporation
  - **JJ SAIL Network Work Team Convened:** Week of May 1, 2017
  - **JJ SAIL 2017 Summer Camp Literacy Component Training:** June 7, 2017-June 8, 2017
  - **Year 1 JJ SAIL Summer Camp Implemented:** June 12, 2017- July 28, 2017

Year 1: *JaxJourney 2017 Summer* SAIL Camp Literacy Component

- The 2017 *JJ* Summer SAIL Camps included one hour of literacy activities each day. The literacy component was initially piloted in 2016 *JJ* summer camps and feedback was used by FIE to revise the literacy components for 2017.

- The Year 1 2017 *JJ* Summer SAIL Literacy Component purposes include: helping campers build background knowledge and vocabulary in four science areas; reinforcing six reading strategies; and strengthening campers' engagement in reading-related activities and enjoyment of reading.

- Camp included one-hour of literacy activities each day, organized into 4 themes: *Force and Motion, Fascinating Flight, Habitats and Animals*, and *Sea Creatures and the Mighty Ocean*. Other key elements included a field excursion for each curriculum theme, take home books for each theme, and end-of-camp productions/celebrations.

- *JJ* SAIL Technical Assistance Liaisons (TALs) implemented weekly technical assistance visits during the literacy hour to support literacy implementation; gather fidelity feedback; monitor distribution of take-home books; and assist camp staff with scheduling excursions and end-of-camp celebrations.

- Because the RFP process took longer than expected, FIE ordered the materials partner sites would need to implement the hour-a-day literacy component, repacked the materials, and distributed books, instructional materials, and student materials to each of the 12 *JJ* SAIL summer camp sites.

Year 1 Exploratory Evaluation: FIE and NLP Logix

- The *JJ* SAIL Program is a 3-year initiative with the goal of developing and implementing new strategies designed to *support* in-school learning and improve reading proficiency. As a result, Year 1 is an *exploratory year* in terms of the curriculum, assuring implementation fidelity, and program evaluation.

- The *JJ* Summer SAIL literacy component (1-hour each day for 34 days) is _very unlikely_ to be of sufficient intensity and/or duration to significantly impact campers' reading proficiency in isolation. It will take students participating in summer, afterschool, and during-the-school day activities, over extended periods, to increase reading proficiency.

- FIE is working in collaboration with NLP Logix to complete the Year 1 exploratory evaluation. Qualitative and quantitative strategies will be used to answer the questions:

  o We will explore the extent to which campers' reading proficiency changed as measured by (*iReady* or *Achieve 3000*) from spring 2017 to fall 2017. Our expectation is that *no change from spring to fall* indicates that the children's reading proficiency did not regress over the summer. Other areas to explore might include the extent to which changes were related to participants' attendance and age group.

  o The evaluation will include data collected by FIE staff to determine the extent to which key literacy components were implemented as designed (e.g., staff quality and ratios, theme-related learning excursions, distribution of independent reading books, implementation of an hour-a-day-literacy lessons and activities, and implementing hour-a-day-literacy five days each week).

  o Other questions might include:
    - How did the *JJ* SAIL Network recruitment strategies impact enrollment?
    - Did attendance vary through the 7-week camp period?
    - Did attendance persist over the 7-week program?
    - Did attendance vary by age group?
    - Did attendance on excursion days differ from attendance on non-excursion days?
    - How did results vary across summer camp sites?
    - What were the *JJ* SAIL Technical Assistance Liaisons' (TALs) and the FIE researchers' perceptions of the students' and teachers' engagement in the summer camp literacy hour activities?

  o The question of the extent to which the "Big 5" Learning Success Skills were used in camp activities will not be addressed in the Year 1 Exploratory Study as the focus in Year 1 was on the Literacy Component.

Preliminary Results

Implementation Fidelity Support

- By and large, the literacy component was implemented with fidelity at all 12 summer camp sites for the 7 weeks of the *JJ* SAIL summer camp.

- The *JJ* SAIL Technical Assistance Liaisons (TALs) visited each camp site each week and spent approximately 3 hours at each site observing literacy lessons being taught, completing fidelity checklists, providing coaching support to teachers, co-teaching lessons when asked, and facilitating the logistical arrangements for the four themed-field excursions.

- Due to the prolonged RFP process, FIE ordered, received and repacked the following materials into large containers of K-1, 2-3, and 4-5 instructional sets: teacher manipulative kits, consumable student materials kits, read aloud books and independent/take-home books, class behavior Zero Hero student incentive kits, chart paper, and chalk. In total, FIE prepared and distributed 216 large containers of literacy instructional and student materials.

- Initially, there was some confusion about the requirement to implement a literacy lesson each day of the week (Monday-Friday). The FIE staff worked with *JJ* SAIL camp sites to ensure this implementation fidelity challenge was overcome by the end of week 2.

- All 12 *JJ* SAIL summer camp sites implemented the following field excursions:
  - *Sea Creatures and the Mighty Ocean:* St. Augustine Aquarium
  - *Habitats and Animals:* Jacksonville Zoo
  - *Force and Motion:* Bowling Alley
  - *Fascinating Flight:* Jacksonville International Airport, Mayport Naval Air Station, and flying kites at various parks

- All 12 *JJ* SAIL summer camp sites distributed the take-home books to campers:
  - Rising K and 1st grade campers received 4 take-home books.
  - Rising 2nd and 3rd grade campers received 4 take-home books.
  - Rising 4th and 5th grade campers received 4 take-home books.

JJ SAIL Engagement

Responses from the *JJ* SAIL TALs and FIE researchers indicated that:

- The majority of students were engaged during Literacy Hour.
- Campers were eager to earn and spend the SAIL Cash (incentives).
- Most of the teachers found the lessons engaging for students, easy to implement, and challenging for the students.
- The teachers suggested adding an additional 30 minutes to the Literacy Hour to provide more time for campers to complete their activities.
- Sample comments from teachers and TALs included: "I wish my child had this opportunity," and "I wish my grandchild could attend this summer literacy program."

Examples of Camper Engagement

Examples of Celebrations
and Productions
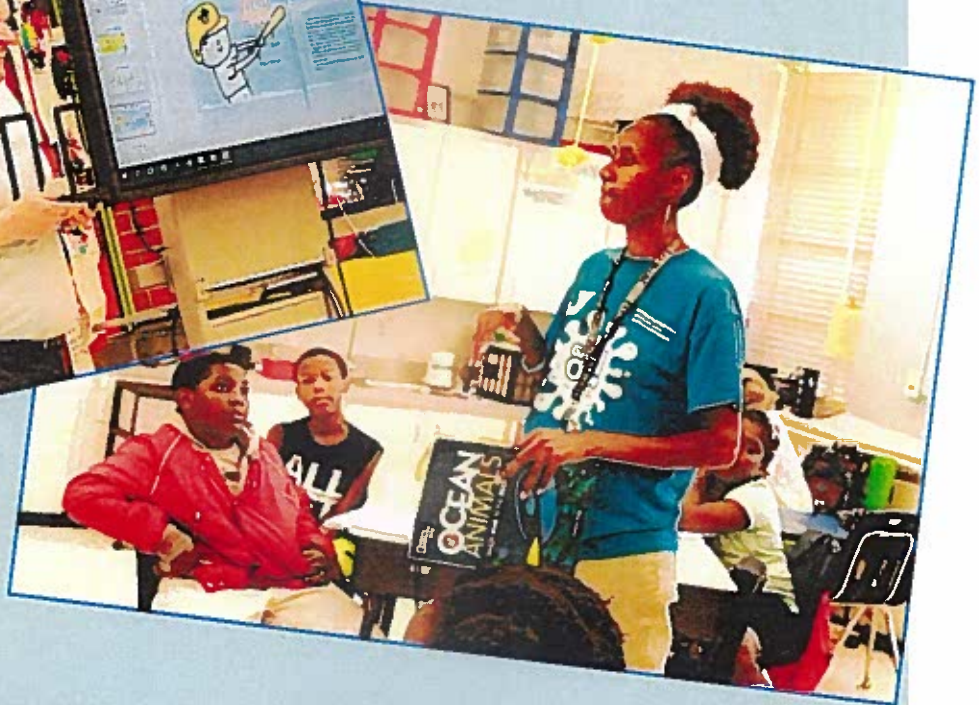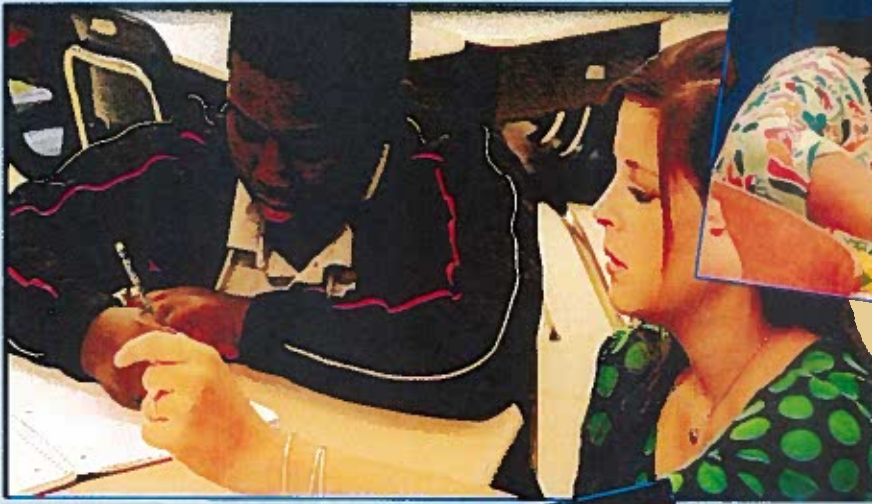
Examples of Literacy Lessons
Being Implemented