

Creating a

SHARED VISION



for Afterschool & Summer Learning in Duval County





do we need a vision & a system for Afterschool & Summer Learning?



For Jacksonville to reach its full potential as a city, we must build a citywide system so that all children have the opportunity to learn and grow, preparing them to succeed in the future. Our world is changing. Preparing students for the workforce requires more emphasis on critical thinking, complex problem solving, collaboration and applied knowledge in real-world settings. Afterschool and summer learning programs can provide the time and experiences for children to develop these vital skills.

In a typical week, students spend 32-33 hours or 6-7 hours per day in school.¹ Schools are finding it increasingly challenging to squeeze academics as well as extracurricular activities into a six-hour day. The 51 hours of unstructured time children have outside of school should be time spent participating in beneficial learning and enrichment activities. When communities are fully plugged in to a grid of resources, including access to quality afterschool and summer learning opportunities, children's outcomes

improve. An unreliable or patchy flow of resources can have long-lasting consequences that put children at risk for poor educational outcomes, and increased involvement in the criminal justice system.

Cities like Jacksonville that have demonstrated a commitment to investing in free or low cost afterschool and summer learning programs have the ability to close this opportunity gap.

To strengthen and align our current efforts with national best practices, a new citywide network of afterschool and summer learning providers and funders is emerging — known as Jax Shines — that will work together to improve the quality of programs and increase coordination of data and resources.

This report will describe what we know about the current state of our city's afterschool and summer learning grid and recommendations for creating a system that, like

successful models across the country, will emphasize improving access for all students, coordinating resources efficiently, improving quality and delivering results.

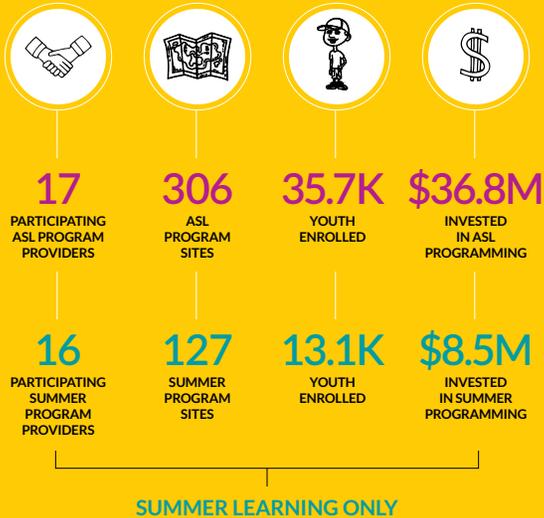
For Jacksonville to reach its full potential as a city, we must build this system so that all children — especially high-needs children — have the opportunity to learn and grow, preparing them to succeed in the future. The partners involved in the Jax Shines initiative believe that when our city has a strong afterschool and summer learning system, we will take a big step forward in helping Jacksonville achieve its goals for safety, education achievement, economic development and quality of life for all.

1: Hofferth, S. L., & Sandberg, J. F. (2001). How American children spend their time. *Journal of Marriage and Family*, 63, 295-308.





Total annual investments in Duval County
AFTERSCHOOL & SUMMER LEARNING (ASL) PROGRAMS
 (city, district & non-profit)



What we know about the

LANDSCAPE in Duval County

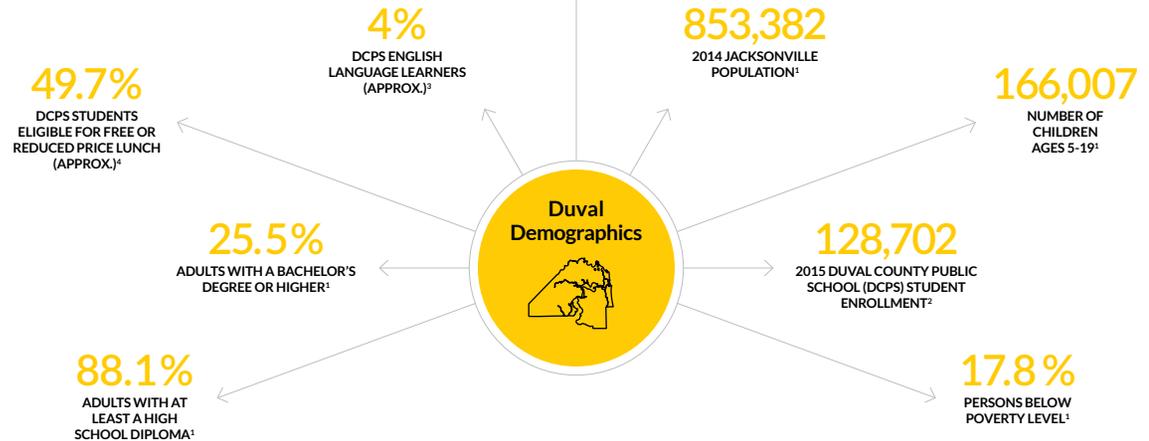
To better understand our current environment for afterschool and summer learning, researchers from the Jacksonville Public Education Fund (JPEF) undertook an analysis of the local landscape. This analysis examined the largest free and low-cost afterschool and summer learning providers in Duval County to look for patterns in enrollment, communities served, cost and funding, program focus and student demographics.

There is no single repository of information about the afterschool and summer learning grid. To tackle this problem, we worked closely with the Jacksonville Children's Commission and United Way of Northeast Florida, two of the largest long-time funders of youth organizations, to identify the **17** largest afterschool and summer learning providers in Duval County

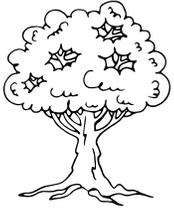
funded by city, school district and nonprofit sources.

While small in number, these providers operate at **306** distinct sites, for a total community investment of **\$36.8 million**, and the vast majority are free or low-cost. Together, they enroll **35,700** youth – or **28 percent** – of the **128,702** students enrolled in Duval County Public Schools. Duval County Public Schools, which hosts programs at dozens of individual schools, was counted as one provider.

Much of the data collected varied in format and availability because program providers operate with different definitions of data, and different methods of collecting and reporting data.



1: US Census, QuickFacts. 2: DCPS, About Us. 3: FLDOE, Duval County. 4: FLDOE, Students: Lunch Status



“We have much good work happening, especially for little kids, and there are some good programs for middle school students, but those in high school have little to choose from – there is a gap.”

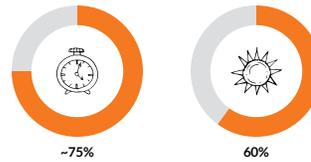
LOCAL PROGRAM DIRECTOR



AMONG THE MOST SIGNIFICANT FINDINGS ARE:

- 1 There is a need and a demand to connect older students to quality programming. The vast majority of afterschool and summer programs serve exclusively elementary school age students — **nearly three-quarters** in afterschool and **60 percent** in summer.

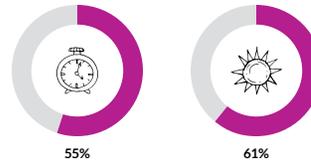
ELEMENTARY SCHOOL STUDENTS IN PROGRAMS



- 2 In many cases there are multiple programs in a single school, or neighborhood programs within very close proximity of schools with programs, signaling the need to coordinate program locations and more clearly target age groups to avoid competition for the same students.

- 3 More than half of students participating in afterschool (**55 percent**) and summer (**61 percent**) programs are female, signaling the need to create more strategies for attracting male students.

FEMALE STUDENTS IN PROGRAMS VS. MALE



- 4 Just **over three-quarters** of students attend a program on a school campus, surfacing questions about the appropriate mix of school-based and community-based options.

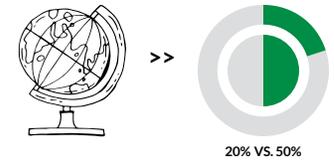
PROGRAMS ATTENDED ON A SCHOOL CAMPUS



- 5 The concentration of programs in neighborhoods and schools with the highest economic need demonstrates a community priority in locating programs where they are most needed.

- 6 In these low income zip codes, afterschool programs serve 22 percent of the school age children living there, while summer programs serve only 16 percent. Approximately **20 percent** of low income students nationally participate in afterschool and summer learning programs. However, **half** of low income families say they need and would participate in programs if they were more accessible.¹

PARTICIPATION NATIONALLY VS. NEED



1: Afterschool Alliance. (2014). American after 3PM: Afterschools in demand. Retrieved from: http://www.afterschoolalliance.org/documents/aa3pm-2014/aa3pm_national_report.pdf

The landscape analysis also included interviews and focus groups. We learned that CEOs of the major funding and provider organizations are eager to work together better and are excited about creating a common definition for quality as well as standardizing expectations for their staff to create more meaningful learning experiences and skill-building for students.

Student interviews highlighted the need for programming that is more attractive and responsive to the individual interests that children have – key elements for ensuring their regular attendance in school, which improves their overall outcomes

“The time is so structured that sometimes we can’t do homework when we need to because we have to do something else... We’d like to have more of a choice in activities and more staff who really understand us.”

STUDENT FOCUS GROUP PARTICIPANTS

for success. In early 2016, the City of Jacksonville undertook an important study of Jax Journey programs. The study found that elementary school students with high attendance in Team Up, an afterschool program funded by The Jacksonville Children’s Commission, had lower suspension rates.¹

The landscape analysis also clearly identified a need for better data quality and availability to allow families to better access information about programs, and to enable providers and funders to have the data that allows them to see progress and make improvements. Currently, with the exception of individual funders collecting program data, we are not able to assess the focus, quality or impact of programs across the city. A recommendation for Jacksonville is to create a consistent, comprehensive data system by creating an inter-organizational data platform for programs to collect, enter and share program data.

Cities that have undertaken this work for many years have invested significant time in gathering information on their providers. In Boston, for example, an effort was made to

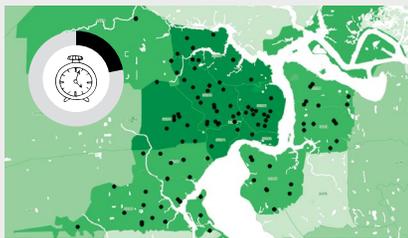


“The providers that offer the best services should receive more resources based on their results. This only works when there are [quality] measures in place.”

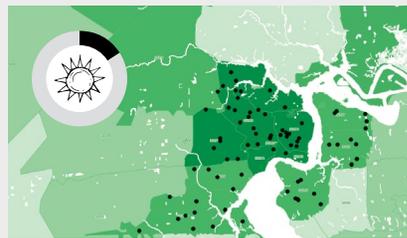
LOCAL PROGRAM DIRECTOR

gather data from 160 programs and provide them with individual reports on how they were doing. Not only was this an incentive for providers to improve their data collection and program quality, but the centralized databank of program information made it possible to create a parent portal for easy access to identifying programs for their children.

What options are we providing for our most ECONOMICALLY DISADVANTAGED STUDENTS?



22% OF LOW INCOME STUDENTS ARE ENROLLED IN AFTERSCHOOL PROGRAMS

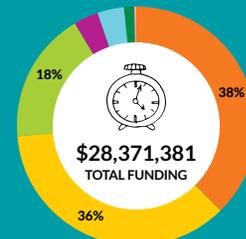


16% OF LOW INCOME STUDENTS ARE ENROLLED IN SUMMER PROGRAMS

2016 HOUSEHOLD INCOME (MEDIAN):

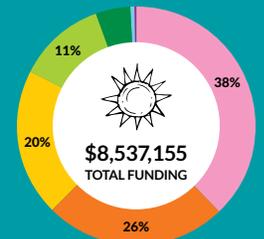
- \$0 - \$39,700
- \$39,700 - \$47,000
- \$47,000 - \$55,200
- \$55,200 - \$66,800
- \$66,800 - \$501,000

What are we INVESTING TOWARDS THE PROGRAMS?



AFTERSCHOOL PROGRAMS

	AFTERSCHOOL	SUMMER
Service fees:	\$10.7M	\$2.1M
City:	\$10.2M	\$1.7M
Private:	\$5.0M	\$1.0M
State:	\$1.0M	\$0.02M
Other:	\$1.0M	\$0.04M
Federal:	\$0.4M	\$0.4M
District:	\$0.03M	\$3.2M



SUMMER PROGRAMS

1: Jax Journey. (January 2016). Jacksonville Journey Efficacy Study. Retrieved from <http://www.coj.net/getattachment/Departments/Jax-Journey/Jax-Journey-Efficacy-Study.pdf.aspx>

LEARNING *from the national landscape*



A decade of research has shown that young people who participate in quality afterschool and summer learning programs benefit in a wide variety of ways: They have better academic performance, better social and emotional skills, better health and wellness, improved behavior, increased school attendance, higher graduation rates, better work habits and persistence in seeing through life's challenges. Across the board, national studies show that youth who regularly attend high quality afterschool and summer learning programs are more likely to experience success in school and life.^{1,2,3}

By sixth grade, middle class children will have, on average, spent 6,000 more hours learning outside of school than children born into poverty. This includes 3,060 more hours of afterschool and extracurricular programming; 1,080 more hours of summer learning; and 245 more hours of field trips.⁴ This disparity explains as much as two-thirds of the ninth grade reading achievement gap between lower income youth and their peers.⁵ In a single summer, low-income youth can lose two to three months in grade-level equivalency skills in math and reading.⁶

That doesn't mean that afterschool and summer learning programs should have a "reading and math only" approach. More and more research is showing that these programs can build and reinforce positive social and emotional skills — skills that help students thrive in school and in life.

Students who have attended afterschool and summer learning programs that focus on social-emotional learning experience improvements in social skills, self-esteem,

initiative and leadership skills. They have decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, lower levels of depression and anxiety. Most importantly, they have better feelings and attitudes about themselves and school.⁷ Afterschool and summer learning programs are in a unique and powerful position to help foster and strengthen these skills in young people as a complement to the educational instruction they receive during the school day.

Another key finding about summer programs in particular is the importance of attendance. A two-year study of summer learning programs conducted by RAND found that high-attenders (defined as students that attended at least 20 days) performed better in math than a control group after the first summer, and better in math, reading and social-emotional skills after the second summer.⁸ Math and reading effects were comparable to 20-25 percent of a year's learning. In other words: high attendance levels are crucial to delivering broad benefits. Yet locally, while enrollment and average daily attendance is collected, data has not been analyzed to reveal the proportion of students attending consistently, and, there has been not a common goal for achieving consistently high attendance.

Finally, there are a wealth of national resources for defining and improving the quality practices that lead to effective engagement of students and strong student outcomes. The National Institute of Out of School Time (NIOST) has aggregated the findings of several studies to outline **the program characteristics and features that cut across**

all high quality programs and are the non-negotiables of program quality:

- More highly educated and highly paid staff.
- More highly educated program directors.
- Lower staff turnover.
- Smaller group sizes for activities and lower staff/child ratios.
- Good connections with schools, such as understanding of school objectives, and good relationships with principals and teachers.
- Continuous program evaluation of progress and effectiveness.⁹

In Detroit and many other cities across the country, coalitions are coming together to connect the research from NIOST and other national groups to define their own approach to quality. The Detroit Youth Development Alliance defines specific program quality and management practices as follows and have adopted trainings and assessments to improve them.

PROGRAM QUALITY PRACTICES ¹⁰	MANAGEMENT PRACTICES
Positive Relationships	Quality Staff & Support
Safe & Supportive Climate	Intentional Program Design & Improvement
Active, Engaged Learning & Skill Building	Diversity, Access & Inclusion
Youth Voice, Choice & Leadership	Family, School & Community Engagement

1: Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42, 698-713. 2: George, R. M., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). After-school programs and academic impact: A study of Chicago's after school matters. Retrieved from: [http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument\(2\).D.pdf](http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument(2).D.pdf). 3: Huang, D., Corbit, A., La Torre, D., Leon, S., Miyoshi, J., Perez, P., & Peterson, C. (2007). The afterschool hours: Examining the relationship between afterschool staff-based social capital and student engagement in LA's BEST. Retrieved from: <http://www.cse.ucla.edu/products/reports/r712.pdf>. 4: Expanded Schools. (2013). The 6,000 hour learning gap. Retrieved from: http://www.expandedschools.org/sites/default/files/fasc_6000hours_infographic.pdf. 5: Trill, S. (2012). Summer learning starts now. Retrieved from: <http://www.expandedschools.org/blog/summer-learning-starts-now>. 6: National Summer Learning Association. (2016). The need: Why summer matters. Retrieved from: <http://www.summerlearning.org/?page=TheAchievementGap>. 7: Little, P. M. D., Wimer, C., Weiss, H. B., & Harvard Family Research Project. (2008). After school programs in the 21st century: Their potential and what it takes to achieve it. Retrieved from: <http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>. 8: Augustine, C. H., McCombs, J. S., Pane, J. F., Schwartz, H. L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). Kids who attend more benefit more. Retrieved from: http://www.rand.org/pubs/research_briefs/RB9924.html. 9: Hall, G., Gruber, D., et al. (2007). Making the case: Quality afterschool programs matter. Retrieved from: http://www.niost.org/pdf/MSC_brief_Hall_Gruber.pdf. 10: Standards for Quality Youth Development Programs. Detroit Youth Development Alliance and Youth Development Resource Center. (from <http://www.skillsman.org/How-We-Work/Investment-Areas/Youth-Development/Youth-Development-Resource-Center>)

LEARNING FROM OTHER CITIES

Boston Afterschool & Beyond: Good Data = Great Partnerships

What started as an effort to count programs and students turned into something that nearly all afterschool and summer programs wanted to be part of — a shared database to uniformly define and track student data. This database, developed in partnership with Cityspan, gave Boston Afterschool and Beyond (BASB) and its 160 community partners the ability to know, individually and collectively, the characteristics and number of students being served, how frequently they attended, and with what results. BASB worked with the National Institute of Out of School Time (NIOST) and The PEAR Institute to define the specific skills that afterschool and summer learning programs should build in students, and brought in local experts to provide the training and objective assessments to drive improvement. BASB’s Achieve-Connect-Thrive (ACT) framework combines research in youth development, academic achievement and social-emotional learning to tease out 21st century readiness skills that all 160 partners are working on. BASB has also been the connector of a shared vision between the mayor, superintendent and community in which a large goal is set each year for the numbers of youth to be served and joint marketing and communications is undertaken on the importance of quality afterschool and summer learning.

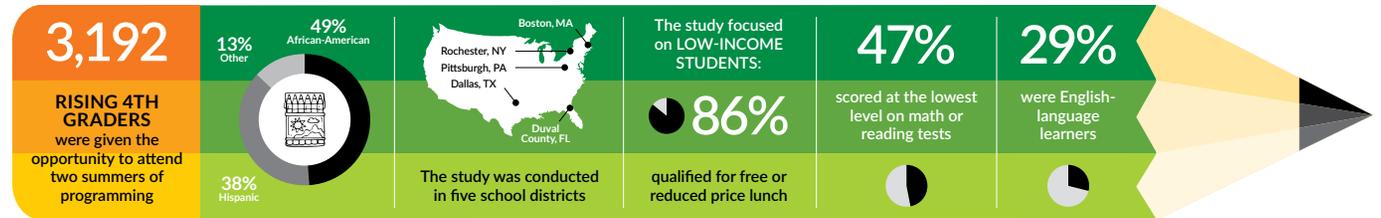


Kids who attend more

THRIVE

more, suggests RAND study¹

This first-ever assessment of the effectiveness of large-scale, voluntary, district-run, summer learning programs serving low-income elementary students began with 5,637 children. With a limited number of slots, 3,192 were invited to participate in consecutive summer learning programs — one before 4th grade (2013) and one before 5th grade. The remaining 2,445 children served as a control group.

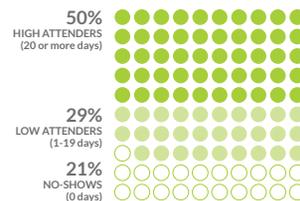


Kids with high attendance performed better in math and reading after two summers

compared with students in the control group, who were not invited to participate in the programs.

These findings are correlational but very likely due to the summer learning programs. The differences in the performance between the “high attenders” and the control group are the equivalent of about 20%–25% of a year’s learning in language arts and math at this age. These benefits persisted throughout the 5th-grade school year.

ATTENDANCE by the Numbers:²



63% of all kids who attended in 2013 for at least one day were **HIGH ATTENDERS**



1: This work was commissioned by The Wallace Foundation. Excerpted from Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth. Catherine H. Augustine et al. RAND Corporation, RR-1557, 2016. The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest. www.rand.org/RR1557. 2: Attendance data from summer 2013.

SYSTEM

Elements & Governance

For the past several years, The Wallace Foundation has funded and documented the process of building afterschool and summer program systems in Jacksonville and across the country. This has yielded deep insights into effective practices that allow program quality and systems development to take root and grow. Keys to successful efforts among peer cities such as Baltimore, Denver, Boston, Dallas, Pittsburgh and several others, include four essential system¹ elements: Leadership, Data, Coordination and Quality.

The Four Elements of Afterschool & Summer System Success



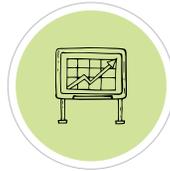
Leadership

There is no substitute for a committed mayor or superintendent, but for a system to thrive long term, all the major players need to “own” the effort to some degree.



Coordination

A system can be coordinated by a single public agency, multiple agencies working together, a nonprofit intermediary or a network of partners, depending on local needs.



Data

Gathering and sharing data on a large scale takes both technology to track and organize information and a skilled staff to interpret and act on it.



Quality

Cities must decide what quality means to them, how “high stakes” to make their assessments and how to support continuous improvement of programs.

7 Key Features & Functions of a Governance System

It is through aligned leadership that a community is able to create a vision for how afterschool and summer learning programs can contribute to youth outcomes and to advocate for the resources and policy changes needed for that to happen. Coordination is essential for connecting leaders, funders, programs and other stakeholders to this common vision. Quality and Data, as we have already discussed, provide the shared methods that drive program improvement and results. The mechanism for making sure these system elements happen is **Governance**, as show here²:

- FEATURES
 - 1 Organization hub/home
 - 2 Management structures
- FUNCTIONS
 - 3 Engaging a diverse group of stakeholders
 - 4 Engaging city leaders
 - 5 Establishing the focus of the system
 - 6 Measuring progress and outcomes
 - 7 Managing resources

AFTERSCHOOL SYSTEMS by the Numbers

19.4M

more children would be enrolled in afterschool if a program were available to them³

> AT LEAST 77

of the 275 largest U.S. cities have put in place at least one element of an afterschool system⁴

> 4 OUT OF 5

cities in Wallace's first afterschool system-building initiative increased the number of students served⁵

> 25%

fewer missed school days: Students who took part in Providence's AfterZone missed about three weeks of school over two years, compared to four weeks for students who did not participate⁶

> 67%

of cities with a “highly committed” mayor increased or maintained funding for afterschool system building, compared to only 12% of cities with a “moderately committed mayor”⁷

1: The Wallace Foundation. (2015). Growing together. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/Pages/Growing-Together-Learning-Together.aspx>. 2: Cross & Jofus. (2015). Governance Scan of City Afterschool Programs, page 3. 3: America After 5PM, Afterschool Alliance, 2014. 4: Is Citywide Afterschool Coordination Going Nationwide?, FHI 360, 2013. 5: Hours of Opportunity vol. 1, RAND, 2010. 6: AfterZone: Outcomes for Youth Participating in Providence's After-School System, Public/Private Ventures, 2011. 7: Is Citywide Afterschool Coordination Going Nationwide?, FHI 360, 2013.



What's next: The plan to build a **PARTNERSHIP** for Afterschool & Summer Learning in Duval County

Equipped with research on the local and national landscape, as well as best practices for creating citywide systems, partners in the Jax Shines Coalition gathered to create an overarching vision and action plan for afterschool and summer learning in Duval County that they hope to implement over the next several years. The plan has several components, all aiming to serve the same vision:



To create a citywide partnership of excellent afterschool and summer learning programs that give all youth the opportunities and supports to develop the skills that enable them to thrive in school and in life.

Statement of purpose and beliefs

Establish the Jax Shines Coalition with organizations that share the same vision and commit to doing what it takes to build a citywide partnership that shares the following beliefs:



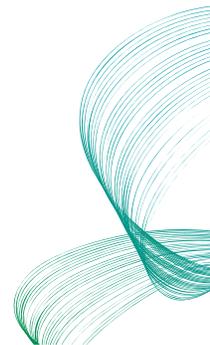
Afterschool and summer learning play a crucial role in achieving multiple community goals and should be elevated as a community priority.



The priority is serving youth from families with low incomes, with the goal of closing the opportunity gap and increasing their academic and social-emotional skills.



The primary focus should be on improving data and program quality by adopting common frameworks and processes.



THE 3 GOALS

OF THE CITYWIDE PARTNERSHIP



1 Create a shared framework for program quality.

- Support the Jacksonville Children's Commission in its efforts to rebid its contracts using these findings, best practices from peer cities and national research to create new expectations and supports for quality programming to set the example for the rest of the community.
- Support the Jacksonville Children's Commission and Duval County Public Schools in continuing to partner and improve joint summer learning programs based on the Rand study findings and national best practices.
- Support collaborative efforts among additional funders, such as the Jacksonville Journey and the United Way of Northeast Florida, to identify opportunities for alignment of efforts.

2 Create a shared framework for data quality & build a shared data system.

- Develop common basic data standards and training around data language, literacy and security best practices. The new Duval County Public Schools OneView data portal provides an opportunity for creating an on-boarding toolkit and training to standardize data across community partners.
- Expand and connect program listings and locator tools to provide more comprehensive program information access.
- Create an inter-organizational data platform for coalition members to collect, enter and share program data.
- Develop an evaluation plan for assessing and sharing progress at the student, program and system level.

3 Create a governance structure for coordination & advocacy.

- Formalize the Afterschool and Summer Learning collaboration into the Jax Shines Coalition to serve in an advisory and advocacy capacity for the recommendations in the action plan, to:
 - Support quality and data framework development.
 - Advise JCC on its contract rebid process.
 - Support DCPS and JCC summer program collaboration.
 - Support alignment of all major funders around the shared goals and frameworks.
 - Develop a plan for governance and funding sustainability.
- Provide communications and advocacy to inform leaders and stakeholders about progress and recommendations.

Special Thanks

We are grateful to the many individuals and organizations that helped make this report and the creation of the Jax Shine Coalition possible. First and foremost, we would like to thank the dozens of stakeholders in Jacksonville who served as informants to our focus groups, listening sessions and interviews, and as advisors on the Jax Shines Steering Committee and Work Groups. We especially appreciate the leadership and support from the Jacksonville Children's Commission, United Way of Northeast Florida and Duval County Public Schools and the seventeen youth organizations and programs that aided our data collection and strategic planning efforts.

Thank you to our national partners, the National Summer Learning Association, the Forum for Youth Investment and The Wallace Foundation, for providing technical assistance and thoughtful guidance and encouragement throughout this process.

This work would not be possible without funding support from the Jacksonville Children's Commission, and from The Wallace Foundation, which has invested in Jacksonville for the past several years to improve the quality and sustainability of summer learning programs at Duval County Public Schools and to encourage citywide system building to strengthen all out of school time programs through the Jacksonville Children's Commission.

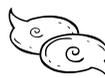
A one-stop website was available for parents to learn about afterschool and summer learning programs?



Grant-makers and grantees operated from the same quality framework, eliminating overlapping standards and reporting requirements and creating a universal understanding of what program quality means and what measures show effectiveness?



Afterschool and summer learning program providers had a peer learning community where they could get access to joint professional development and share best practices?



A network of providers upheld a high quality framework, so that all communities were plugged in to top notch instruction and enrichment opportunities for their children?



What if...



Teenagers, who crave meaningful, paid summer experiences, were connected through summer programs with younger students who say they want more guidance from people who really understand them?

10

Program providers were able to track their students' progress in school so they could offer personalized activities, and easily communicate with their students' teachers?

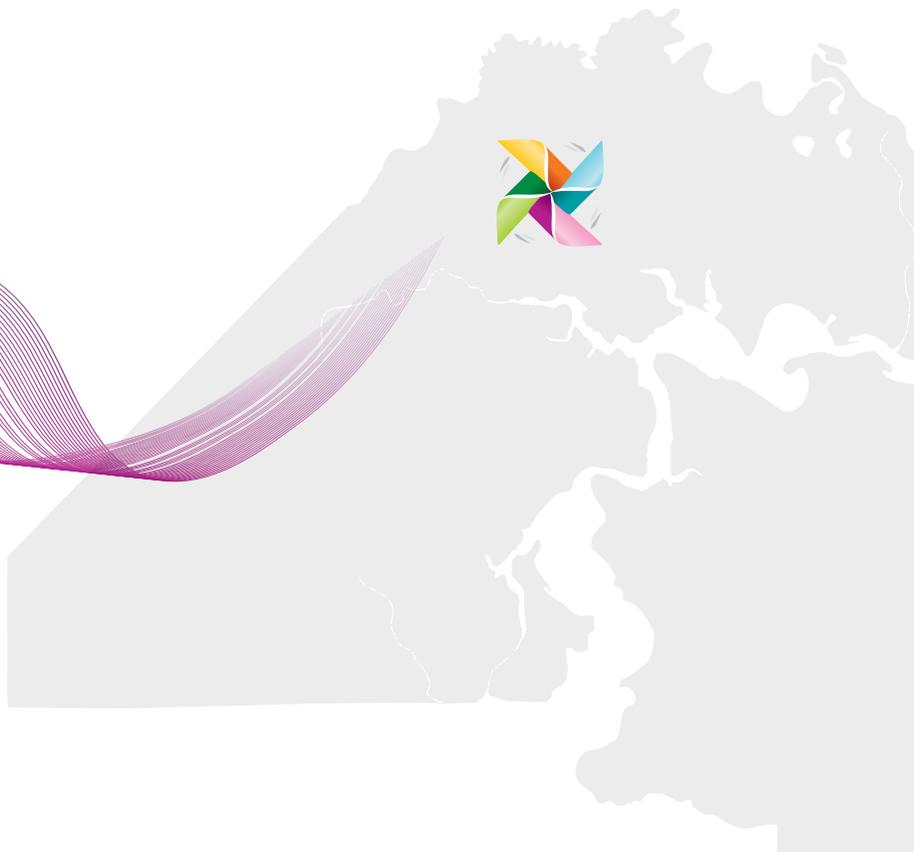
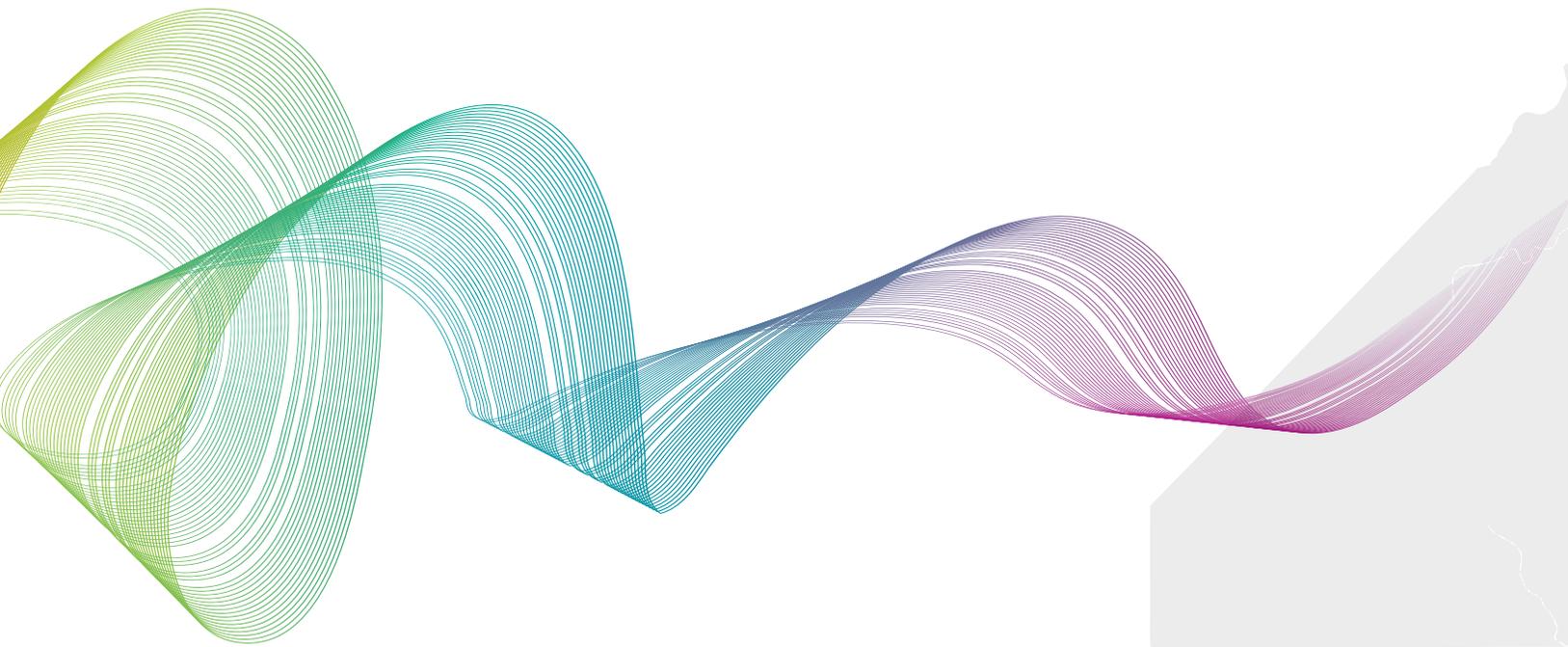


Students were able to choose and lead programming activities in their afterschool and summer learning programs?



Providers could see how their enrollment, attendance and quality ratings compared to other providers in the Jax Shines network?





Jax Shines

Coalition for Afterschool & Summer Learning

THANK YOU to our steering committee and funders:



AND THANK YOU to the following youth organizations: Cathedral Arts Project | The Boselli Foundation | Girls Inc. | The YMCA | Communities In Schools | Hope Haven | The Bridge of Northeast Florida | PAL of Jacksonville | Malivai Washington Youth Foundation | Community Connections Wayman Community Development Corporation | Boys & Girls Clubs of Northeast Florida | The Sanctuary on 8th Street | Girl Scouts of Gateway Council | The Carpenter's Shop Center

This report was prepared by the Jacksonville Public Education Fund on behalf of the Jax Shines Coalition.

40 East Adams Street | Suite 110 | Jacksonville, FL 32202 | jaxpef.org