



**Education, Truancy, Dropout & Literacy Subcommittee  
School Relevancy Workgroup  
2/19/08**

This packet contains handouts that were distributed at the Education, Truancy, Dropout & Literacy Subcommittee/School Relevancy Workgroup meeting on February 19, 2008 and includes the following items:

- Overview & Context: The Jacksonville Commitment (UNF, EWC, JU)
- DRAFT Jacksonville Commitment Academic Year Activities

## The Jacksonville Commitment

### *Overview and Context*

An ever-expanding global market coupled with an emerging information, service, and technology-based economy demands a larger and better-educated workforce for communities to remain competitive and prosper in the 21<sup>st</sup> century. Six out of every ten jobs in our economy depend on highly trained workers with advanced skills that are available with postsecondary education and training. Yet, across achievement levels, students from low-income families are less likely to apply to, attend, or complete college. Key determinants for college attendance include two factors:

#### Early and Ongoing Support

Having college plans at least by 7<sup>th</sup> grade, attending a college-focused school, having access to academic support needed for better academic preparation, and having families, teachers, and other adults who expect, inspire, and encourage students to prepare to attend college and who can help students access needed high quality college advising information that includes the full range of postsecondary options

#### Overcoming Financial Barriers

Having easily accessible and understandable information about college costs and the financial aid system, and then developing and using strategies to help students meet their financial needs.

### *The Jacksonville Commitment*

The *Jacksonville Commitment (JC)* is a unique citywide partnership among Jacksonville's four postsecondary institutions (Edward Waters College, Florida Community College at Jacksonville, Jacksonville University, and the University of North Florida), the Duval County Public Schools, and the City of Jacksonville to:

*increase the percentage of students from low-income families who are prepared for success in high school, graduate from high school, and are then admitted to and successfully complete a postsecondary education program by creating a "college-going" culture in Jacksonville and its public schools that helps participating middle and high school students and their families prepare for college eligibility, cover college costs, and continue to support students' success in their postsecondary education programs.*

The *Jacksonville Commitment* recognizes that student success is a shared responsibility among students, their families, schools, and the community; and that no single entity working in isolation will succeed. Instead, success will require community-wide collaboration, commitment, and constancy of effort.

The *Jacksonville Commitment* is aligned with the DCPS five priority goals focused on improved academic achievement of every student with special attention to closing the achievement gap for low-income students and their more advantaged peers.

The *Jacksonville Commitment* partners will work with families and partner schools to provide needed early and ongoing support during the middle and high school years. *Participating students* will be expected to set high goals, take and succeed in a challenging college prep curriculum, respect themselves and others, and persist when faced with challenges along the way. The *four Jacksonville Commitment postsecondary partners* will meet the financial need<sup>1</sup> of each eligible<sup>2</sup> JC participating student through a combination of federal, state, university, and privately funded grants and scholarships. *The four Jacksonville Commitment postsecondary partners* will continue to provide support to JC students as they progress through their programs.

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<sup>1</sup> UNF, JU, and EWC will meet full financial need of eligible JC students; FCCJ will provide funds to cover tuition costs and books for JC students

<sup>2</sup> Academic: admitted to one of JC postsecondary institutions; enrolled full-time during regular academic year; maintain at least 2.0 GPA.

Income: family eligible for free or reduced lunch

Financial Need/Eligibility for Aid: demonstrated financial need based on the Free Application for Federal Student Aid (FAFSA) and student's eligibility to receive federal student financial aid

## *The Jacksonville Commitment* Answers for Key Questions

### *1. What is UNF specifically providing to the Partnership?*

**Infrastructure:** UNF has contributed to the start-up infrastructure costs of the Jacksonville Commitment by funding the salary and benefits of necessary personnel (in excess of \$295,000 in recurring funds). The University has also committed to the infrastructure through attempts to solicit gifts on behalf of the citywide initiative. To date, the marketing and publicity budget has also been supplied by UNF (\$12,500). The Florida Institute of Education has committed \$119,348 for CROP grant matching funds and Academic Affairs provided \$85,264 for CROP matching funds and initial Commitment costs. Finally, UNF will provide laptops for each *Phase I* Jacksonville Commitment College Advisor.

**College Retention Services:** UNF has also committed to hiring additional advisors in the Financial Aid office and the Academic Center for Excellence in an attempt to better serve students who are awarded the Jacksonville Commitment scholarship and who are enrolled in UNF. They have also committed to a part time secretary to assist the Director in the daily operations of the Jacksonville Commitment.

**Scholarship Commitment:** UNF will award a full scholarship (tuition, fees, room and board) to any student who completes the Jacksonville Commitment curriculum, graduates from a public school in Duval County and meets UNF admission criteria.

### *2. What is Edward Waters College specifically providing to the Partnership?*

**College Retention Services:** EWC has committed \$200,000 to improving retention, tutoring and mentoring services available at the college.

**Scholarship Commitment:** 50 full scholarships will be available to students who complete the Jacksonville Commitment curriculum and graduate from a public school in Duval County.

### *3. What is FCCJ specifically providing to the Partnership?*

**Infrastructure:** FCCJ has committed to act as the financial agent for donations given to the Jacksonville Commitment.

**College Retention Services:** The scope of what additional services will be needed will be determined at a later date. To date, FCCJ's Jacksonville Commitment Scholars will use the services already available to students on each of the campuses.

**Scholarship Commitment:** FCCJ has committed to awarding tuition and books to any student who completes the Jacksonville Commitment curriculum and graduates from a public school in Duval County. Once more information is available regarding the number of potential scholars, the representatives from FCCJ will be better able to determine if a stipend is also possible.

**4. What is Jacksonville University specifically providing to the Partnership?**

**Scholarship Commitment:** JU will award a full scholarship to 6 students who complete the Jacksonville Commitment curriculum and graduate from a public school in Duval County and who meet JU admission criteria. The scholarship will cover the cost of tuition, room, board, and books.

**College Retention Services:** Once the JU scholars matriculate, JU will provide on campus assistance through the Learning Resource Center. Students who maintain a 2.0 GPA and complete at least 24 credit hours by the end of the spring term will have their scholarship and grants renewed for the following year. This follows guidelines already in place for JU's Florida state grants.

**5. What is the City of Jacksonville specifically providing to the Partnership?**

The City of Jacksonville is committing \$1,000,000 toward scholarships for the Jacksonville Commitment. The City has also agreed to combine the fundraising efforts initially allocated for the Jacksonville Prosperity Program.

**6. Is there a proposed Partnership Agreement? If yes, where is it?**

A Memorandum of Understanding is currently being drafted. It is intended to articulate the partnership agreement and will be used as the foundation for a legal document. The initial planning phase is expected to be completed by May 31, 2008. The Memorandum of Understanding will be drafted and approved by the six partner agencies (Duval County Public Schools, Edward Waters College, Florida Community College at Jacksonville, Jacksonville University, the University of North Florida and the city of Jacksonville).

**7. What are the specific responsibilities of the JCP College Advisors?**

- Implementation will be rolled out in phases with **Phase I** focused on 5 high needs high schools<sup>1</sup>: Forrest, Jackson, Lee, Raines, and Ribault; **and** the current 2 high needs UNF/FIE College Reach-Out Program middle schools, Paxon Middle School and Eugene Butler Middle School, will be designated as Phase I middle schools.
- The same 5 key selection factors used to identify **Phase I** high schools will be used to identify subsequent implementation sites. **Phase II** high schools would include: Terry Parker, First Coast, Wolfson, Englewood, and Ed White high schools. **Phase III** high schools would include: Randolph, Baldwin, Peterson, and Sandalwood high schools. **Phase IV** high schools would include: schools already having college-going cultures: Anderson, Fletcher, Mandarin, Paxon, and Stanton. Decisions about middle school implementation will be made during **Phase I** implementation.
- The JC initiative is led by an **Executive Committee** composed of the Presidents of Jacksonville's four postsecondary institutions (Edward Waters College, Florida Community College at Jacksonville, Jacksonville University, and the University of North

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<sup>1</sup> Phase I high schools were chosen after careful consideration of 5 key factors across all 19 DCPS high schools: 1) FCAT results; 2) percentage of free or reduced lunch eligible students; 3) graduation rates; 4) college enrollment in a Florida institution within one year of graduation; and 5) drop out rates. See attached data.

Florida), the superintendent of the Duval County Public Schools, the Mayor of the City of Jacksonville, and the Special Advisor to the President (UNF). The **JC Steering Committee**, chaired by the Special Advisor to the President includes the JC Director, representatives from each of the four postsecondary institutions, the DCPS Supervisor of Guidance Services or his/her designee, Assistant to the Superintendent (DCPS), and the executive director of the Florida Institute of Education. The Steering Committee provides oversight for the JC initiative and makes recommendations regarding program implementation, funding, and accountability to the Executive Committee. The **JC Implementation Team**, chaired by the JC Director, includes representatives from each of the four postsecondary institutions, Assistant to the Superintendent, DCPS Guidance Services representative, a jointly-funded counselor representative, a SOAR faculty representative, and the executive director of the Florida Institute of Education. The JC Implementation Team is charged with researching best practices in providing opportunities for college access and academic success for low income students; developing and refining JC program support services; designing and implementing a training program for the JC College Advisors; and providing input regarding ongoing implementation.

- Implementation of the JC will begin immediately after the February JC Announcement Press Conference at the 5 *Phase I* high schools. JC support services at the *Phase I* high schools *will not begin* until July 1, 2008.
- JC support services will be implemented beginning July 1, 2008 by five full-time JC College Advisors at the 5 *Phase I* high schools working under the direction of the JC Director, the DCPS Supervisor of Counseling Services, both working in collaboration with the JC Implementation Team and School-Based Success Teams. *JC PreCollegiate Scholars* will sign the **JC Student Commitment** along with their parents (*see attached*).
- During the current 07/08 school year, the 4 JC postsecondary institutions will work with representatives from each of the 5 *Phase I* high schools to **identify eligible seniors for 08/09 academic year JC Scholarships** that will be provided by each of the 4 institutions on the condition that eligible students commit to fulfilling the JC student commitments. In early fall 2008, a second press conference could be held to announce the inaugural recipients, and/or introduce 2008/09 JC PreCollegiate students.
- The five *Phase I* JCP College Advisors will be full-time professionals employed by DCPS with an alternative assignment to UNF beginning with the 2008/09 school year. *Phase I* JCP College Advisors will have 10-month contract with flexible scheduling to meet the demands of starting up and implementing the JC program.
- *Phase I* JCP College Advisors will organize and chair school-based Success Teams. Success Teams will include, at a minimum, the JCP College Advisor, the designated school counselor(s), the small learning community counselor and/or coach, other personnel identified by school principal.

- *Phase I JCP* College Advisors will be the frontline implementers and often the “first face” of the school-based program housed at each partner high school in a space that best facilitates student contact and ongoing partnership efforts with school counselor colleagues.
- *Phase I JCP* College Advisors will deliver the collaboratively developed and research-based curriculum (to be developed during 2008 spring and summer terms). The JCP curriculum will consist of an aligned set of activities designed to achieve the ***overall JCP Goal and Expected Outcome***: Significantly increase the percentage of educationally disadvantaged students from low-income families who are prepared for success in high school, graduate from high school, and are then admitted to and successfully complete postsecondary education.
- To achieve program expected outcomes, *Phase I JCP* College Advisors will organize and implement a variety of activities for small and large student groups, one-on-one meetings with students, small and large group meetings for families. JCP College Advisors will work with school-based Success Teams to schedule activities in ways that will not conflict with academic activities and will often take place after regular school hours and/or on Saturdays. The *Phase I JCP* College Advisor/student ratio will no greater than 1 to 250.
- *Phase I JCP* College Advisors will work with other school-based Success Team members to create “college going” cultures at their schools that:
  - help participating *JC PreCollegiate Scholars* aspire to go to college,
  - help participating middle and high school *JCP PreCollegiate Scholars* and their families prepare be successful in middle and high school,
  - help participating *JC PreCollegiate Scholars* enroll and successfully complete courses that will ensure students will meet JCP postsecondary admission requirements, and
  - help participating *JC PreCollegiate Scholars* and their families negotiate the college admissions process and the financial aid process.
- *Phase I JCP* College Advisors will meet weekly as a group at UNF with JC Director to discuss program recruitment, activity implementation, data collection, and reflect on successes and address encountered challenges. UNF will also provide workspace and a laptop computer for each *Phase I JCP* College Advisor.
- The JCP Implementation Team, working in collaboration with the JC Director and DCPS Supervisor of Guidance Services, will develop a detailed table of specifications for activities for each of JCP support strands:
  - PreCollegiate Strands*
    1. College and Program Awareness
    2. Academic Fitness
    3. Motivating and Supporting
    4. College Know-How
    5. Family Involvement

*College Strand*

6. College Success

- The table of specifications will identify expected outcomes for each strand and detailed activity specifications. The JC Director, working in collaboration with one or more members of the JC Implementation Team, will develop an implementation guidebook that lays out the activities, ensures alignment with existing district initiatives, and will result in the achievement of JCP goals and expected program outcomes.
- The JCP Implementation Team will provide oversight for program activities. During the 2008 spring and summer terms, the JCP Implementation Team will develop an implementation budget and submit it to the Steering and Executive Committees to
  - cover the costs of implementing JCP student and family activities at *Phase I* schools,
  - costs associated with developing recruitment materials to be used at *Phase I* schools,
  - local travel costs for *Phase I* JCP College Advisors, and
  - accountability, tracking, and evaluation costs.

**8. What are the specific qualifications an applicant must have to be a JCP College Advisor?**  
JCP College Advisors must have completed a M.Ed. in School Counseling or be in the process and eligible for a Florida Teaching Certificate in some area.

Working in collaboration with the JC Implementation Team, the JC Director and DCPS Supervisor of Guidance Services will develop and implement the recruitment plan. The JC Implementation Team will function as the search committee, interview potential candidates, and make joint recommendations to the Executive Committee for final hiring decision. The DCPS Supervisor of Guidance Services and the JC Director will co-chair the search committee.

**9. Which entity specifically directs and supervises their activities?**

JCP College Advisors will be co-supervised by and jointly report to the JC Director and the DCPS Supervisor of Guidance Services. The JC Director and DCPS Supervisor of Guidance Services will jointly develop evaluation criteria for the JCP College Advisors with input from the JC Implementation Team. The JC Implementation Team will provide input in defining roles and responsibilities, designing JCP support activities, and provide feedback regarding implementation and work of the JCP College Advisors to the JC Director and DCPS Supervisor of Guidance Services and the JC Steering Committee.

**10. How many hours per week must they work?**

As full-time 10-month DCPS employees, the *Phase I* JCP College Advisors will work 37.5-hours each week. Due to the nature of the program, activities will often taken place after school hours, in the evening, and on Saturdays. This will make flexible scheduling (alternative assignment) a condition of employment. The JC Director and DCPS Supervisor of Guidance Services will jointly supervise JCP College Advisors' weekly schedules and develop process with DCPS designated contact person regarding sick leave and other personnel matters.

**11. How will students be selected for participation? What are the specific criteria?**

- *JC PreCollegiate Scholars* (participating students) must be enrolled in participating DCPS middle or high school. The JC program will be phased in over several years as funds become available and program activities are developed.
  - **Phase I:** Schools: Ribault, Raines, Lee, Forrest, and Jackson High School Paxon and Butler Middle Schools (via UNF/FIE CROP program)
  - **Phase II:** Terry Parker, Englewood, First Coast, Ed White, and Wolfson High Schools; and selected Middle Schools
  - **Phase III:** Randolph, Peterson, Baldwin, and Sandalwood High Schools; and selected Middle Schools.
  - **Phase IV:** Fletcher, Mandarin, Stanton, Paxon, and Douglas Anderson (schools already have college-going culture).
- *Phase I JCP PreCollegiate Students* (eligible students):
  - Eligible for free and/or reduced lunch
  - Enrolled in *Phase I* DCPS middle or high school
  - Sign and commit to fulfilling JC Student Commitment (*see attached*)

**12. How will we measure success—what are the program outcomes? What metrics will be used to monitor success? What are process outcomes? What metrics will be used to monitor implementation?**

Overall Jacksonville Commitment Outcomes

- *JC PreCollegiate Scholar students* will increase or sustain their interest in attending a post-secondary education program
- Increased percentage of *JC PreCollegiate Scholar students* enrolled in and successfully completing a challenging college prep curriculum
- Increased percentage of *JC PreCollegiate Scholar students* meeting college admission requirements
- Increased percentage of *JC PreCollegiate Scholar students* enrolling in and successfully completing one of Jacksonville's postsecondary education programs
- Continued community commitment to creating and sustaining college-going culture in Jacksonville

Overall Jacksonville Commitment Process Outcomes

- Increased percentage of eligible students becoming *JC PreCollegiate Scholars*
- Increased percentage of *JC PreCollegiate Scholar students* participating in JCP support activities
- Increased percentage of *JC PreCollegiate Scholar students* participating in DCPS academic safety net programs
- Increased percentage of *JC PreCollegiate families* participating in JCP support activities
- Increased community awareness of the importance of increasing the numbers of students completing postsecondary education programs to Jacksonville's future prosperity

See attached draft of JC Outcomes and Evidence of Success indicators.



*13. Which entity will monitor/oversee the entire project to ensure efficacy?*

The JC Executive Committee will provide overall leadership and direction for the Jacksonville Commitment program. The Executive Committee will make final decisions regarding implementation, funding, and program efficacy.

The JC Director will be responsible for the efficacy of the day-to-day operation of the program. The JC Implementation Team will provide input to guide implementation, assist in data collection to assess program effectiveness, and provide recommendations to the JC Steering Committee regarding implementation and program evaluation. The JC Steering Committee will provide oversight for the JC initiative and will make recommendations regarding program implementation, funding, and accountability to the Executive Committee.

The Florida Institute of Education, the JC Director, the DCPS Office for Instructional Research and Accountability, and selected members of the JC Implementation Team will form the JC Evaluation Team. The Evaluation Team will work with JC partners to collect needed data, analyze data to monitor progress and assess the extent to which expected outcomes are being achieved.

**The Jacksonville Commitment: Phase I Overall Program and Process Outcomes: January 8, 2008**

<b>Overall JC Outcomes</b>	<b>Evidence of Success</b>
<ul style="list-style-type: none"> <li>• <i>JC PreCollegiate students</i> will increase or sustain their interest in attending a post-secondary education program</li> </ul>	<ul style="list-style-type: none"> <li>• Positive changes in student interest survey administered in <i>Phase I</i> schools and selected other schools with similar eligible students</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> enrolled in and successfully completing courses of academic rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in the percentage of students enrolled in targeted courses at Phase I middle and high schools relative to benchmark data (07/08)</li> <li>• Increases in the percentage of <i>JC PreCollegiate students</i> achieving at least a <i>C</i> in targeted courses beginning in 08/09 school year relative to the benchmark data.</li> <li>• Increase in the percentage of <i>JC PreCollegiate students</i> achieving an overall GPA of 3.0 relative to the benchmark data.</li> <li>• Increased percentage of <i>JC PreCollegiate students</i> promoted to next grade on time.</li> <li>• Increased percentage of students graduating from h.s. in 4 years or less</li> <li>• Increased percentage of <i>JC PreCollegiate students</i> receiving Bright Futures or other scholarships</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> meeting college admission requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> meeting UNF, FCCJ, JU, EWC admission requirements relative to benchmark data (07/08 school year) in <i>Phase I</i> schools and relative to other schools with similar eligible students</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> enrolling in and successfully completing one of Jacksonville's postsecondary education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> enrolling in UNF, FCCJ, JU, EWC relative to Benchmark data (2008 entering freshmen)</li> <li>• Increased percentage of <i>JC PreCollegiate students</i> who sustain enrollment end of fresh/soph/jr/sr years relative to benchmark cohort</li> </ul>
<ul style="list-style-type: none"> <li>• Continued community commitment to creating and sustaining the college-going culture in Jacksonville</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained annual commitment by <i>JC</i> partner institutions, community stakeholders to fund activities, provide needed scholarship dollars</li> </ul>
<b>Overall JC Process Outcomes</b>	<b>Evidence of Success</b>
<ul style="list-style-type: none"> <li>• Increased percentage of eligible students becoming <i>JC PreCollegiate students</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students becoming <i>JC PreCollegiate students</i> and signing <i>JC Student Commitment</i></li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> participating in JCP support activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate</i> m.s. and h.s. students participating in JCP support activities (tracking by grade/ over time)</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate students</i> participating in DCPS academic safety net programs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate</i> middle and high school students participating in DCPS academic safety net programs (tracking by grade, by rigorous course enrollment, and over time)</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC PreCollegiate families</i> participating in JCP support activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of <i>JC</i> middle and high school families participating in JCP support activities</li> <li>• Increased percentage of <i>JC families</i> completing financial aid applic.</li> </ul>
<ul style="list-style-type: none"> <li>• Increased community awareness of the importance of increasing the numbers of students completing postsecondary education programs to Jacksonville's future prosperity</li> </ul>	<ul style="list-style-type: none"> <li>• Increased community awareness indicated by the results of annual random community telephone survey (tracked over time, and by geographical neighborhoods)</li> <li>• Positive changes in Jacksonville's <i>Blueprint for Prosperity</i> indicators</li> </ul>

***Jacksonville Commitment  
Student Commitment***

What do you want for your future? Picture yourself in college. Picture yourself with a high paying job. *It is possible!* Let us help you get there.

**If you commit to:**

**Show Up**

- Attend classes daily.
- Be on time.
- Be actively involved in every class.
- Be actively involved in Jacksonville Commitment (JC) program activities.

**Excel in All That You Do**

- Set high goals for yourself
- Take challenging courses and do your best.
- Seek help when you need it.
- Excel in JC program and extracurricular activities.

**Respect Self and Others**

- Be responsible for your actions in school, at home, and in the community.
- Support other students and their goals.
- Show respect and courtesy when interacting with adults and your peers.

**Stay on Board**

- Rely on your JC Success Team.
- Graduate from high school.
- Enter and complete college.
- Successfully complete JC program criteria.

**Jacksonville Commitment Pledge**

**Then JC will:**

- **Provide school-based JC program and support activities.**
- **Provide *JC scholarships* to eligible students to one of four participating post-secondary institutions: University of North Florida, Florida Community College at Jacksonville, Edward Waters College, or Jacksonville University.**
- **Provide college-based JC support.**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Chair, JC Executive Committee

\_\_\_\_\_  
JC Director

**DRAFT**  
**Jacksonville Commitment**  
**Academic Year Activities**

<b>Grades 6-8 Outcomes</b>	<b>Grades 6-8 Measurable Indicators of Success</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Resources/Cost</b>
<p><b>College Quest</b></p> <p>❖ <b>Academic Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will develop a personalized College Prep (CP) Curriculum Plan for middle school years, working with school staff and family.</li> <li>• Students will enroll and succeed in the CP Curriculum.</li> <li>• Students will recognize when they need help, where to go to get it, and actually seek the help needed to successfully complete the CP Curriculum (e.g., test preparation, safety net program participation, etc.).</li> <li>• Students will know and use effective study skills and organizational and time management skills.</li> <li>• Students will actively participate in academic-focused, after-school programs, four days a week.</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students enrolled in CP Curriculum</li> <li>• Increase the percentage of students enrolled and succeeding in Pre-algebra</li> <li>• Increase the percentage of students enrolled and succeeding in Algebra I</li> <li>• Increase the percentage of students enrolled and succeeding in Geometry</li> <li>• Increase the percentage of students prepared for a high school CP Curriculum</li> <li>• Increase the percentage of students enrolled in SUS-approved electives</li> <li>• Increase percentage of students who earn A's and B's in CP Curriculum courses</li> <li>• Increase the percentage of students who participate in test prep programs and/or safety net programs</li> </ul>			

<p>❖ <b>Career Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will explore their interests and can describe careers related to those interests.</li> <li>• Students understand that Dreams + Action + Persistence = Desired Futures</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who can create a graphic representation of the links among their career goals (dreams), their actions/choices, and their persistence/ follow through that results in their desired futures</li> <li>• Increase the percentage of students who complete a scrapbook that documents their activities and uses rubrics to assess their performance and progress toward their goals</li> </ul>			
<p>❖ <b>Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Students will identify their interests and engage in at least one related extra-curricular activity and take a leadership role.</li> <li>• Students will actively participate in regular College Quest Club meetings.</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students' attendance in school</li> <li>• Increase the percentage of students engaged in extra-curricular activities</li> </ul>			
<p><b>College Know-How</b></p> <p>❖ <b>College Lingo</b></p> <ul style="list-style-type: none"> <li>• Students will understand what the terms “major” and “minor” courses (beyond the academic core) mean and the links among majors and minors, student interests, future careers, and middle school course selection.</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who earn College Lingo Certificates—Levels 1, 2 &amp; 3</li> </ul>			

<ul style="list-style-type: none"> <li>• Students will understand the similarities and differences between how middle schools and high schools are organized and how colleges are organized.</li> <li>• Students will learn the specialized vocabulary for college and what services are available in a “college community.”</li> </ul>				
<p>❖ <b>Post-Secondary Education Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will describe the purpose of 2- and 4-year institutions, what kinds of programs they offer, and how those programs link to career goals.</li> <li>• Students will make at least one college campus visit each year and visit all four <i>Jacksonville Commitment</i> partner institutions by the end of 8<sup>th</sup> grade.</li> <li>• Students will have an awareness of college costs and how to fund them.</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who successfully complete post-secondary education awareness Scavenger Hunt conducted on <i>JC</i> partner institution campuses</li> </ul>			

Grades 9-10 Outcomes	Grades 9-10 Measurable Indicators	Activities	Timeframe	Resources/Cost
<p><b>College Quest</b></p> <ul style="list-style-type: none"> <li>❖ <b>Academic Awareness</b> <ul style="list-style-type: none"> <li>• Students will develop a personalized College Prep (CP) Curriculum Plan that includes a major area (4 courses) in the arts, advanced academic studies or career preparation and a minor (3 courses), working in collaboration with <i>JCP</i> college advisors and family.</li> <li>• Students will enroll and succeed in the CP Curriculum.</li> <li>• Students will recognize when they need help, where to go to get it, and actually seek the help needed to successfully complete the CP Curriculum (e.g., test preparation, safety net program participation, etc.).</li> <li>• Students will know and use effective study skills and organizational and time management skills.</li> </ul> </li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students enrolled in CP Curriculum</li> <li>• Increase the percentage of students enrolled and succeeding in Algebra I</li> <li>• Increase the percentage of students enrolled and succeeding in Geometry</li> <li>• Increase the percentage of students enrolled and succeeding in courses of rigor (e.g., AP, Honors, DE, AICE, academic electives)</li> <li>• Increase the percentage of students enrolled in SUS-approved electives</li> <li>• Increase percentage of students who earn A's and B's in CP Curriculum courses</li> <li>• Increase the percentage of students who participate in test prep programs and/or safety net programs</li> <li>• Increase the percentage of students completing SUS admission benchmarks (<i>JCP</i> College Path of Courses)</li> </ul>			

<p>❖ <b>Career Planning</b></p> <ul style="list-style-type: none"> <li>• Students will understand the range of career possibilities and courses that cluster around those careers that could serve as a major or minor. <b>(9<sup>th</sup> Grade)</b></li> <li>• Given career and occupational clusters in the major areas, student will research career possibilities aligned with their major/minor area of interest, (e.g., FACTS.org). <b>(10<sup>th</sup> Grade)</b></li> </ul> <p>❖ <b>Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Students will actively participate in regular (2 times/month) College Quest Club Meetings. <b>(9<sup>th</sup> &amp; 10<sup>th</sup> Grade)</b></li> <li>• Students will meet monthly with their <i>JC</i> college advisor to collaborate on Keystone project development and implementation. <b>(9<sup>th</sup> Grade)</b></li> <li>• Students will meet monthly with their <i>JC</i> college advisor to assess progress, overcome barriers, plan future actions, and assess Bright Futures eligibility each semester. <b>(9<sup>th</sup> &amp; 10<sup>th</sup> Grade)</b></li> </ul>				
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<ul style="list-style-type: none"> <li>• Students will identify their interests and engage in at least one extra-curricular activity.</li> <li>• Students will take a leadership role in completing a project or a practicum. (9<sup>th</sup> &amp; 10<sup>th</sup> Grade)</li> </ul>				
<p><b>College Know-How</b></p> <p>❖ <b>College Planning</b></p> <ul style="list-style-type: none"> <li>• Students will complete a PSAT prep course delivered by JCP college advisors. (cost covered by JC; 9<sup>th</sup> Grade)</li> <li>• Students will take the PSAT and use the results to develop a personalized PSAT Improvement Plan (cost covered by DCPS). (9<sup>th</sup> Grade)</li> <li>• Students will successfully complete PSAT Improvement Plan, retake the PSAT (cost covered by state), and use results to revise their personalized PSAT Improvement Plan. (10<sup>th</sup> Grade)</li> <li>• Students will gain an understanding of college costs and strategies that can be used for funding (e.g., FAFSA, scholarships). (10<sup>th</sup> Grade)</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who complete an electronic College, Career, and Leadership Portfolio that meets or exceeds criteria on an evaluation rubric (e.g., Keystone project and presentation/exhibition, career research product, the Sojourn products, academic and PSAT achievements, and college cost analysis with funding options)</li> </ul>			

❖ **Post-Secondary Education Awareness**

- Students will complete at least two, full-day College Immersion Sojourns that develop in-dept understanding of admission requirements, academic expectations, and life as a college student, let by college learning guides as well as *JCP* professional staff.

Grades 11-12 Outcomes	Grades 11-12 Measurable Indicators	Activities	Timeframe	Resources/Cost
<p><b>College Quest</b></p> <p>❖ <b>Academic Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will review and revise their personalized College Prep (CP) Curriculum Plan in consultation with <i>JCP</i> college advisor and family.</li> <li>• Students will enroll and succeed in the CP Curriculum.</li> <li>• Students will recognize when they need help, where to go to get it, and actually seek the help needed to successfully complete the CP Curriculum (e.g., test preparation, safety net program participation, etc.).</li> <li>• Students will know and use effective study skills and organizational and time management skills.</li> </ul> <p>❖ <b>Career Planning</b> (Need input from school counselors and faculty)</p>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students enrolled in CP Curriculum</li> <li>• Increase the percentage of students enrolled and succeeding in courses of rigor (e.g., AP, Honors, DE, AICE, IB, academic electives)</li> <li>• Increase the percentage of students enrolled in SUS-approved electives</li> <li>• Increase percentage of students who earn A's and B's in CP Curriculum courses</li> <li>• Increase the percentage of students who participate in test prep programs and/or safety net programs</li> <li>• Increase the percentage of students completing SUS admission benchmarks (<i>JCP</i> College Path of Courses)</li> <li>• Increase the percentage of students who complete an electronic College, Career, and Leadership Portfolio that meets or exceeds criteria on an evaluation rubric (e.g., Capstone project and presentation/exhibition,</li> </ul>			

<p>❖ <b>Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Students will actively participate in regular (2 times/month) College Quest Club Meetings. (11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</li> <li>• Students will meet monthly with their <i>JC</i> college advisor to collaborate on Capstone project development and implementation. (12<sup>th</sup> Grade)</li> <li>• Students will meet monthly with their <i>JC</i> college advisor to assess progress, overcome barriers, plan future actions, and assess Bright Futures eligibility each semester. (11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</li> <li>• Students will identify their interests and engage in at least one extra-curricular activity.</li> <li>• Students will take a leadership role in completing a project or a practicum. (11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</li> </ul>	<p>career research product, academic and PSAT achievements, and college cost analysis with funding options)</p>		
<p><b>College Know-How</b></p> <p>❖ <b>College Planning</b></p> <ul style="list-style-type: none"> <li>• Students will write a response to one of the <i>JC</i> college admission essay stems that meets or exceed criteria on the evaluation rubric. (11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</li> </ul>	<p><b>Measurable Indicators of Success</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who submit college applications to the four <i>JC</i> partner institutions.</li> <li>• Increase the percentage of students who submit federal and institutional financial aid</li> </ul>		

<ul style="list-style-type: none"> <li>• Students will take the SAT and ACT (costs will be covered by <i>JCP</i>) and use the results to develop a personalized SAT/ACT Improvement Plan (e.g., online, prep courses, etc with costs covered by <i>JCP</i>). <b>(11<sup>th</sup> Grade)</b></li> <li>• Students will take the SAT and ACT (cost will be covered by <i>JCP</i> for online prep courses, practice tests, etc.). <b>(12<sup>th</sup> Grade)</b></li> <li>• Students will apply for a FAFSA pin number and complete the FAFSA application and institution specific financial aid applications. <b>(12<sup>th</sup> Grade)</b></li> <li>• Students will identify and explore specific scholarship and/or grants, for which they may be eligible. <b>(11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</b></li> <li>• Students will prepare and submit admission applications to one or more <i>JC</i> partner institutions. <b>(12<sup>th</sup> Grade)</b></li> <li>• Students will identify and ask faculty to write letters of recommendation after completing personalized College Readiness Information Form that supports the letter of recommendation. <b>(12<sup>th</sup> Grade)</b></li> </ul>	<p>applications.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of Bright Futures Scholarship recipients</li> <li>• Increase the number of students admitted to one of the four <i>JC</i> partner institutions.</li> </ul>		
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<p>❖ <b>Post-Secondary Education Awareness</b></p> <ul style="list-style-type: none"> <li>• Students will attend BEACON, Financial Aid Night, and College Goal Sunday at one or more of the <i>JC</i> partner institutions. <b>(11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</b></li> <li>• Student will explore and apply for summer academies or enrichment programs. <b>(11<sup>th</sup> &amp; 12<sup>th</sup> Grade)</b></li> </ul>				
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