

FULL REPORT AND RECOMMENDATIONS

**On Afterschool Programs for Youth in Gainesville and
Alachua County
October 2017 – January 2018**



EXECUTIVE SUMMARY

Beginning in October of 2017, community youth service providers from across Alachua County came together for a Youth Services Summit initiated by the City of Gainesville Mayor and City Commission and led by the Parks, Recreation and Cultural Affairs Department. The request of the Mayor and City Commission was to collect information on services available to students in Gainesville during after-school hours, identify gaps where students were underserved and collaborate on recommendations to close these gaps in programming. Attendees of the Youth Summit sessions included a variety of service providers, community leaders and organizational leaders from groups with interests in education, after-school programming, health, wellness and commerce.

Alachua County is aware that the academic achievement gap in its public schools is the highest in the state of Florida; in a study of racial inequity in Alachua County, the Bureau of Economic and Business Research at the University of Florida reported that 27.7% of Black third-grade students were proficient in reading, compared to 74% of Non-Hispanic White third-graders. This study identified lack of access to after-school and summer programs as one of the factors leading to this disparity. Afterschool programs can play an important role in improving academic performance when key factors, such as access, consistent participation, program quality and strong partnerships are ensured. Throughout the Summit, a number of barriers to access for underserved student populations were identified and it was the consensus among service providers that with increased resources and support, these barriers to access could be reduced. It is the belief of the Youth Summit participants that improved access to more high-quality after-school programs for underserved student populations could have significant impacts on levels of students' academic achievement and be integral to reducing disparities in Alachua County Public Schools and the broader Gainesville community.

We, the participants of the Youth Services Summit present to you, our Mayor and Gainesville City Commission, the following report on the discovery from the Youth Summit meetings including our purpose and goals, Community Program Priorities and Obstacles from Participation, areas of Gaps in Services and submit the following Recommendations in Brief:

- A central organization or committee needs to be established to assume a permanent leadership role for after-school programs and services.
- The most effective and efficient way to reach more children and provide more after school opportunities is to expand the services already in place at school sites.
- A common core of services needs to be established and similarly structured programs offered in order to provide equity for all participants.
- All programs should utilize similarly structured evaluation tools to effectively measure success and develop consistent improvement.
- Providers all agreed that parents and youth should be surveyed to further identify specific needs for after-school programming.
- Collaboration among service providers is the key to additional funding.
- Summit attendees believe that the Wallace Foundation Model for Out-of-School Time services can easily be applied in Alachua County and encourage our elected leaders at the city, county and school board to consider adopting this model and hosting a forum in late summer or early fall,

with members of the Wallace Foundation and leaders of a similar effort in Jacksonville, inviting them to come and share their success and challenges.

- All of our future efforts and endeavors, filling the gaps, creating new programs, expanding current resources, are subject to policy decisions, funding options and current and future ballot initiatives.

Through the Youth Services Summit collaboration we have developed a Master Directory of Programs and defined a Master Roster of After School Providers and Proponents. We have collected information from our meetings to share with you and have included a description of our discoveries on the following pages.

In conclusion, our highest recommendation is that the Youth Services Summit continues to work together in whole or in part to continue to advance the need for more quality afterschool programs and support the Mayor, City Commission, Alachua County Commission and Alachua County School Board and the needs of our youth.

Full Report and Recommendations on Afterschool Programs For Youth in Gainesville and Alachua County

**Prepared by Amy Deeb, Student, University of Florida, Intern for the League of Women
Voters and Youth Services Summit Participant
Edited by Members of the Youth Services Summit
January 29, 2018**

Models for a System for Sustainable Coordination of Out-of-School Time Services in Gainesville and Alachua County

Statement of Need for Afterschool Youth Programs

Alachua County is aware that the academic achievement gap in its public schools is the highest in the state of Florida; in a study of racial inequity in Alachua County, the Bureau of Economic and Business Research at the University of Florida reported that 27.7% of Black third-grade students were proficient in reading, compared to 74% of Non-Hispanic White third-graders. This study identified lack of access to after-school and summer programs as one of the factors leading to this disparity. Afterschool programs can play an important role in improving academic performance when key factors such as access, consistent participation, program quality and strong partnerships are ensured. Throughout the Youth Services Summit, a number of barriers to access for underserved student populations were identified and it was the consensus among service providers that with increased resources and support, these barriers to access could be reduced. It is the belief of the Youth Services Summit participants that improved access to more high-quality after-school programs for underserved student populations could have significant impacts on levels of students' academic achievement and be integral to reducing disparities in Alachua County Public Schools and the broader Gainesville community.

Introduction

Beginning in October of 2017, community youth service providers from across Alachua County came together for a Youth Services Summit hosted by the City of Gainesville Mayor and City Commission, and led by the Parks, Recreation, and Cultural Affairs Department. The purpose of the Summit was to collect information on the after school services available to students in Gainesville, obstacles to making these programs high-quality and highly effective, and establishing methods of continuing collaboration between service providers in order to improve quality and bridge gaps in programming. A variety of service providers attended the summit regularly, along with representatives from community groups with interests in education and afterschool programs in the county.

The Summit began with information gathering that resulted in a Directory of Services and Resources. See attached Directory. The Directory is designed as a resource for all afterschool providers; a resource for parents and families to search programs based on age, schedule, and area of programming to best meets their needs. Palm Beach County has developed a comprehensive directory for all youth services, birth to age 22, coordinated through the Palm Beach County Youth Services Department. "Birth to 22" is an online youth services directory developed by the County Department and excellent model.

In Alachua County, the obstacle to creating such a system was one that continued to crop up throughout the Summit -- who should be in charge of implementing, maintaining, and updating this Directory? Over the course of the Summit it quickly became apparent that a framework for leadership needed be established in order to continue the collaboration and conversation occurring at the summit and to

facilitate the sharing of resources and information proposed. The City of Gainesville Parks, Recreation and Cultural Affairs, with direction from the Mayor and City Manager, can continue to function as a convener of the providers and host of the Directory until such time that a “Youth Services Agency” exists.

Effective Coordination Models

Moving forward, Gainesville, County and municipal leaders and stakeholders can look to the out-of-school time services coordination occurring in other cities across the country for effective models of collaboration (“Out-of-school time” or “OST” services are the terms used throughout the rest of this report to represent all after school and summer youth programs to be more in line with national models).

The Wallace Foundation, a philanthropic organization that funds education initiatives across the country, has made the improvement of OST services a priority and has developed a city/county-wide approach to coordinating OST services. The Wallace Foundation has funded the implementation of this approach in Boston, Washington DC, Providence, Chicago, and New York City with positive results. This approach is predicated on the idea that the barriers to building OST service coordination systems are that afterschool programs are by nature “heterogeneous, decentralized, and fragmented;” in many cities and counties, like Gainesville and Alachua County, there is no permanent leader or organizing body responsible for coordination of programming, resources, data gathering, or addressing gaps in services. The city/county-wide approach offered by the Wallace Foundation looks to create a system in which an intermediary entity, backed by committed leadership from municipal and county leaders, agency heads, program coordinators, and other community leaders, leverages a series of action elements in order to create positive outcomes for students and stakeholders.

These action elements include multi-year planning and goal-making, the gathering of reliable information, building student and community participation, and promoting quality of programs. The coordinating body is responsible for organizing and carrying out these actions, and for securing the knowledge, resources, and support of community leaders necessary to act; however, the role of a coordinating entity within the community is one that must be further defined based around the needs of the community once it is established.

In a survey of intermediary organizations by the Wallace Foundation, coordinating organizations identified some of their greatest contributions to be in building data systems, including creating GIS maps of services to identify underserved areas and areas in which services overlap, providing quality standards, tools, and trainings in implementation and evaluation of standards, raising public and private funds for programs in their communities as well as assisting community service providers in grant-seeking, and influencing policy-making in their communities. It should be noted that the Gainesville Area Chamber of Commerce has taken the Youth Services Directory and is working with the University of Florida to develop a ‘heat map’ that will show where current afterschool programs exist.

So, what are the highest priority coordination needs in Gainesville and Alachua County? An understanding of these needs, as identified by Gainesville and Alachua County service providers, is fundamental in choosing an appropriate entity to assume the role of intermediary and in defining the responsibilities and goals of the entity selected. Gaining this understanding should be a priority moving forward. Below is the Wallace Foundation Model being recommended but with a change in the title to “A City/County-wide Approach” versus city-wide. Included is a PowerPoint Wallace Foundation Overview.

A CITYWIDE APPROACH TO BUILDING SUSTAINABLE, HIGH-QUALITY OUT-OF-SCHOOL TIME OPPORTUNITIES: ELEMENTS AND OUTCOMES

The premise:

- Children and youth can gain learning and developmental benefits by frequent participation in high-quality programs and
- The best route to providing such high-quality services to more children is to adopt a citywide, coordinated approach that is sustainable.



Opportunities: Elements and Outcomes” The Wallace Foundation.

Existing Resources in Gainesville and Alachua County

The Youth Services Summit has been a positive step towards building our own coordinating framework similar to the one offered by the Wallace Foundation. It has been shown that local support from municipal and county leaders and organizations is paramount to moving forward in creating systems of OST coordination. Gainesville Mayor Poe, County Commission Chair Lee Pinkoson and Alachua County School Board member Eileen Roy, and other members of the municipal, county and school board agencies have shown an interest in supporting collaboration amongst youth services providers as shown by their interest in organizing and participating in the Youth Services Summit.

Forming a planning committee, like the one Mayor Coleman assembled in St. Paul, has been an important first step for many cities following the Wallace Foundation model. In Alachua County, this planning committee could facilitate collaboration and dialogue between community leaders and stakeholders, and evaluate the best resources available in the community with which to assemble a coordinating body.

Across the country, it has often been elected officials who take leading roles in spearheading the process of data gathering and collaboration, and creating or appointing coordinating entities to oversee its continuance. For example, in Saint Paul, Minnesota, Mayor Christopher Coleman formed the “Second Shift Commission”, a broad stakeholder group representing the city of Saint Paul, the Saint Paul Public Schools, and large and small community-based organizations, to figure out how to increase access to effective afterschool learning opportunities while creating a bridge to in-school learning.

Mayor Coleman appointed staff to lead the commission’s work. Their recommendations led to a new city-school-community partnership called Sprockets—a coordinating entity, structured as a citywide out-of-school-time network.” The Sprockets organization is housed within the Saint Paul Parks and Recreation

Department, and collaborates with a variety of community organizations on everything from creating data systems to improving quality of programs through targeted initiatives. Included in this report is a copy of the Sprockets 2017-2020 Strategic Plan.

One issue to consider when looking at implementing a framework like the one used by the Wallace Foundation is that the City of Gainesville and Alachua County Public Schools are not one and the same. Unlike many cities in which municipal organizations are able to act as coordinating bodies for OST services, the City of Gainesville's municipal government does not extend to include all programs and students serviced in Alachua County. However, collaboration at the county level could exist with the successful passage of the proposed Children's Services Initiative being discussed by many elected and community leaders in order to address the issue of OST services and pre-school services for youth in Alachua County.

Outside of the municipal government, there are a variety of options for entities that have been used in other cities and school districts with positive outcomes. Cities backed by the Wallace Foundation have seen results recruiting nonprofit organizations, including the United Way and YMCA, to serve as coordinating entities. These organizations are effective due to their familiarity with implementing youth services and working with community partners and local governments. Courting an established nonprofit organization within Alachua County to take over as intermediary is one option as the Youth Services Summit comes to a close. Another option would be for county and municipal governments to collaborate to create a commission responsible for coordination that is dependent on local city and county funding. This has been effective in Jacksonville, where the Jacksonville Children's Commission evolved into the Kids Hope Alliance, The Jacksonville Partnership for Children, Youth and Families, an independent commission of the City of Jacksonville, which serves as the coordinating body for afterschool programs and youth services organizations across Jacksonville and the broader Duval County. This is easy to do as the City boundary limits are also Duval County boundaries, which makes it a viable model for Alachua County.

While each of these bodies offers an appropriate option for OST intermediary, the proposed Children's Services Council provides a uniquely well-suited choice for this role. This effort is under development by the Alachua County Board of County Commissioners. The Board of County Commissioners (BoCC) created and funded a Children's Advisory Board whose mission is to create and coordinate programs that address the needs of children in Alachua County from birth to age five. Community volunteers and child advocates have been supporting a voter referendum to create a Children's Services Council (CSC) to expand the focus on children from birth to eighteen. The BoCC has directed the County Attorney to develop a draft ordinance for review. Supporters of this initiative, including Dorothy Benson and Dorothy Thomas, of the Southwest Advocacy Group, have made statements indicating they see an independent CSC as the best opportunity to provide coordination, collaborative leadership and funding to improve the quality of OST services in Alachua County, and they will advocate for not only expansion of services for children age zero to five but also for quality OST program expansion for school age children if the voters pass the referendum in November 2018.

Further, these community advocates have begun the Campaign for Children's Services Council in Alachua County in order to encourage voters to create an independent taxing district and secure permanent funding for children's services; an initiative that the Youth Services Summit participants hope will appear on the 2018 ballot. If this ballot initiative is approved, the Children's Services Council will then have an independent whose mission and focus will be on improving the lives and outcomes for children in Alachua County and its own source of funding with which it could undertake the coordination of OST services, independent of County or City budgets. The expertise of the independent Children's Services Council board members, their goal of addressing issues affecting children in Alachua County,

and their future independent source of funding (dependent upon the results of the 2018 ballot initiative) align itself as an effective choice.

A final resource to consider moving forward is the Howard Bishop Community School and their staff. In 2016, Howard Bishop Middle School, located in east Gainesville, was designated as a Community School, meaning that community partners began developing and implementing new programs within the school with the goal “to establish a support network for students, their families and community members by offering services such as tutoring, immunizations and other types of academic and health care help.” (Strange, 2016). These new programs and resources included a community school director, a parent coordinator, a health services coordinator, and a mental health counselor all funded by the Children’s Home Society. In addition, a clothing closet was established to provide students with weather-appropriate clothes, and an afterschool coordinator was hired by the Children’s Home Society as a part of this new community school program. This afterschool coordinator could be a source of insight on the issues of coordinating across programs in Gainesville, and if funding were available, this coordinator perhaps could begin to act on the pressing needs of our youth services providers in the interim.

Research-Practice Partnerships

Gainesville and Alachua County are fortunate to have in our backyard both the University of Florida and Santa Fe College, and outreach to involve these institutions in future discussions and efforts to provide quality OST programs needs to occur. Included in this report is a recent article published in Education Week relating the successes of a Research-Practice Partnership in New York City. Having these excellent college resources locally a similar program could exist as well as other resource sharing opportunities and professional experiences available to students.

Other OST Models

As Gainesville and Alachua County elected leaders, afterschool providers, children’s advocates and interested organizations and individuals, discuss next steps and host continued discussion, the participants of the Youth Services Summit offer another model that should be considered when OST programs are expanded across the City and County. It’s a model that reminds us that not all children need the exact same OST services and programs. In a report prepared by the UCLA Center for Mental Health in Schools titled “After-School Programs and Addressing Barriers to Learning” they recommend an Interconnected system for meeting needs of all students aimed at providing a Continuum of School and Community Programs and Services to ensure use of the Least Intervention Needed. The chart below shows a model of concentric circles illustrating the different levels of program delivery for positive youth development and systems of prevention and intervention and treatment as well. The full report is also attached.

Figure 1. Interconnected systems for meeting the needs of all students

Aims:

To provide a *CONTINUUM OF SCHOOL AND COMMUNITY PROGRAMS & SERVICES*

To ensure use of the *LEAST INTERVENTION NEEDED*

School Resources
(facilities, stakeholders, programs, services)

Community Resources
(facilities, stakeholders, programs, services)

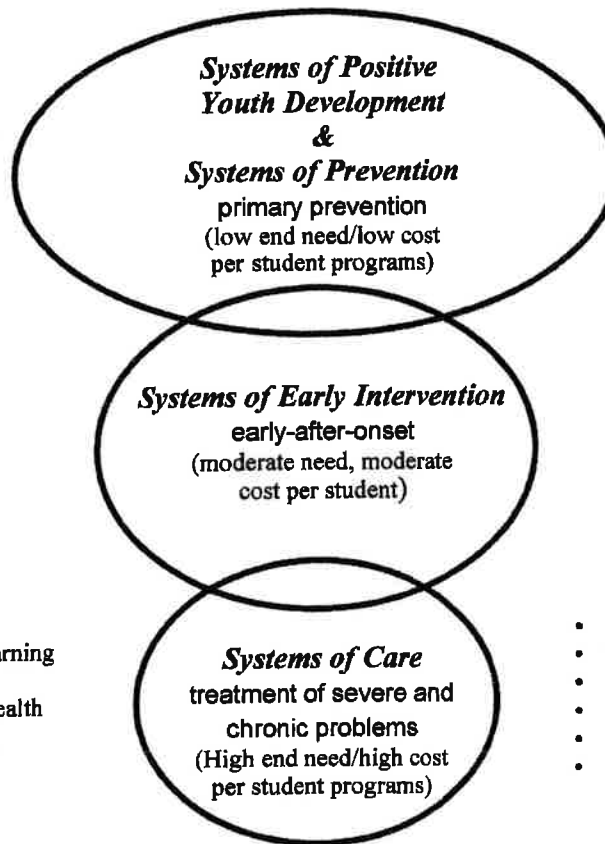
Examples:

Examples:

- Enrichment & recreation
- General health education
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- After-school tutoring
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments – including after-school recreation



- Youth development progs.
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling*
- Targeted youth mentoring
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems of prevention, systems of early intervention, and systems of care.*

- *Such collaboration involves horizontal and vertical restructuring of programs and services
- (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters or schools)
 - (b) between jurisdictions, school and community agencies; public and private sectors; among schools; among community agencies

Closing Remarks

As the City of Gainesville and Alachua County move forward to address the needs of youth and area students, it is important that we act on the spirit of collaboration that has been fostered over the course of the Youth Services Summit and take concrete steps towards creating a system for effective and sustainable coordination. By working to identify an appropriate coordinating entity responsible for addressing the currently identified and future needs of the OST service providers across the county in the most efficient and effective way, we are taking the first steps towards creating a sustainable change for the children of Alachua County and the community groups who seek to serve them.

In closing, this report and recommendations represent the views of a group of over thirty individuals on behalf of approximately twenty-five agencies and organizations who attended all four Youth Services Summit meetings. Actually over ninety individuals representing over fifty organizations are included on the roster who received regular emails and updates related to the Summits. The roster is included and you will see that there exists a very diverse representation of organizations and individuals interested in seeing Gainesville and Alachua County's OST services greatly improved, enhanced and expanded.

Enclosed are copies of notes from early Summit workshops, the Directory of Services, a roster of participants and invitees and a variety of resources that help tell the story about the need and interest in providing more quality OST programs for our youth.

References

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Attachments

- 1. Youth Services Summit Roster, 12/28/2017**
- 2. Youth Program Services and Resources Directory, Draft 2018**
- 3. The Wallace Foundation Model, A City/County Approach, PowerPoint**
- 4. Sprockets Strategic Plan, 2017 – 2020**
- 5. Notes from October 10, 2017 Youth Services Summit**
- 6. Notes from October 17, 2017 Youth Services Summit**
- 7. Understanding Racial Inequity in Alachua County, January, 2018, pages 1 through 32.**

Youth Services Summit Roster
12/28/2017

CONTACT NAME	ORGANIZATION	EMAIL	PHONE
Addison Staples, Director	Aces-In-Motion	adaddison@acesinmotion.org	
Allison Metz	UF/IFAS	ametiz@ufl.edu	914-629-5916
Amanda Morgan	UF/Alachua County 4-H	amorgan@alachuacounty.us	352.955.2402
Andrew Miles	Greater Duval Neighborhood Association	greaterduval@gmail.com	
Angel Londrie, County Coordinator	ACPS - Extended Day Enrichment Program - Career Source	Londriae@gm.sbac.edu	
Angela Pate		apate@fmsworks.com	
Anne Koterba	GNV Area Community Tennis Association	akoterba@aol.com	352-665-9544
Amy Deeb	League of Women Voters	amyreneedeeb@gmail.com	813-526-1318
Assistant City Manager Dan Hoffman	Gainesville City Commission	hoffmandc@cityofgainesville.org	
Ben Dillard, Recreation Supervisor	Gainesville Parks, Recreation & Cultural Affairs	DillardBH@cityofgainesville.org	
Catherine Emihovich	League of Women Voters	cemihovich@yahoo.com	
Charles Chestnut, Commissioner	Alachua County	cschestnut@alachuacounty.us	
Cherie Kelly, Library Partnership Manager	Partnership for Strong Families	cherie.kelly@pfsf.org	352-334-0161
Christa Barton, Behavioral Health Coordinator	Partnership for Strong Families	christa.barton@pfsf.org	352-244-1512
Christi Arrington, Executive Director	Girls Place	christi@girlspalace.net	352-373-4425
Danielle Eisenmenger	Public Defender	eisenmenger@pdo8.org	352-338-7372
Darry Lloyd, Deputy Chief Investigator Public Infor	8th Judicial District State Attorney's Office	Lloyd@sa08.org	
Donald A. Furlong, Advocate	League of Women Voters & GNV4ALL	donald.furlong01@gmail.com	
Dorothy Benson	SWAG Southwest Advocacy Group	notyek@aol.com	
Dorothy Thomas	SWAG Southwest Advocacy Group	dorothy.acee.thomas@gmail.com	
Dottie Baker	HPW	hpwcoalition@gmail.com	
Dr. Juan Gilbert, Andrew Banks Family Preeminence	UF Department of Computer Science & Engineering	juan@ufl.edu	
Dr. Mike Sagas	UF - Tourism, Recreation & Sport Management	msagas@ufl.edu	
Dr. Rosemary Barnett, Youth Development & Public Policy	UF - Family, Youth & Community Sciences	rbarnet@ufl.edu	
Dr. Sarah Lynne-Landsman, Assistant Professor	UF IFAS	sarah.landsman@ufl.edu	
Dwight Jackson, Recreation Supervisor	Gainesville Parks, Recreation & Cultural Affairs	JacksonDJ@cityofgainesville.org	
Eileen Roy	SBAC School Board Member	roy@gm.sbac.edu	
Eric Lanham	Aces-In-Motion		
Erin Peterson, Community Liaison, Healthy Start	Kids Central	epeterson@wellflorida.org	352.727.0711
Erin Phemester, Youth Service Department Manager	Alachua County Library	ephemester@aclib.us	352-334-3947
Everett Caudle	SBAC	caudleew@gm.sbac.edu	352-955-7605
Gene Tysowsky, CAPP / CHOICES Program Manager	Alachua County	gtysowsky@alachuacounty.us	352-264-6707
Genevieve Coggins, District Project Manager	ACPS- 21st Century Afterschool Program	cogginsga@gm.sbac.edu	305-323-7541
Glenda Walton-Tucker, Staff Specialist	Gainesville Parks, Recreation & Cultural Affairs	waltontucgy@cityofgainesville.org	
Gretchen Casey	River Phoenix Building for Peacebuilding	gretchen@centerforpeacebuilding.org	514-7200
Ian Fletcher, Vice President Education and Talent Alignment	Gainesville Chamber of Commerce	ian@gainesvillechamber.com	352-334-7103
Jackie Hughes, Chief Executive Officer	Early Learning Coalition of Alachua County	jackson@elcalachua.org	352.375.4110

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James Lawrence, Director	GNV4ALL	gnv4all@gmail.com	
Jeff Moffitt, Recreation Supervisor	Gainesville Parks, Recreation & Cultural Affairs	moffittj@cityofgainesville.org	
Jennifer Anchors	Children's Home Society	jennifer.anchors@chsfl.org	
Joe Munson	Meridian	joe_munson@mbhcci.org	374-5600 x8270
John Alexander	GPD-BOLD & RH	alexanderjw@cityofgainesville.org	
John Weber, Interim Recreation Manager	Gainesville Parks, Recreation & Cultural Affairs	weberj@cityofgainesville.org	
Jonathan Leslie	Project Youth Build	ilesie@iwionline.org	352.215.8157
Joseph Benton, Childcare Director	NCF YMCA	j.benton@ncfymca.org	270-293-7692
Karen Clarke, Superintendent	School Board of Alachua County	clarkekd@gm.sbacc.edu	352.955.7544
Karen Cole-Smith, Executive Director	Santa Fe College - East Gainesville Instruction & Community Outreach	karen.cole-smith@sfcollge.edu	
Kate Fletcher, Director	America Reads	Katehfletcher@gmail.com	
Kate Fogarty, Extension Specialist Youth Development	UF - Family, Youth & Community Sciences	kfogarty@ufl.edu	
Kathy Stewart, Owner	fun4gatorkids	Kathy@fun4gatorkids.com	
Keri Neel, Executive Director	Kids Count	keri.kidscount@gmail.com	
Khanh-Lien Banko, President	PTAs of Alachua County -	alachua.cc@floridapta.org	
Kourtney Oliver, CHIP Coordinator	Alachua County Health Department	kourtnev.oliver@flhealth.gov	352-334-8889
Laurie May	Library (ACLD)	lmav@aclib.us	352-334-3941
Lee Pinkoson, Commissioner	Alachua County	lpinkoson@alachuacounty.us	352-246-6900
Lesley Hersey	LSF Health Systems	lesley_hersey@lsfnet.org	904-624-2804
Mary Harker, Recreation Coordinator	Gainesville Parks, Recreation & Cultural Affairs	harkermm@cityofgainesville.org	
Mayor Lauren Poe	Gainesville City Commission	poelb@cityofgainesville.org	
Melissa Montgomery, District Project Manager	ACPS - 21st Century Afterschool Program	montgoml@gm.sbacc.edu	352-871-3901
Michelle Park, Assitant Director	Gainesville Parks, Recreation & Cultural Affairs	parkma@cityofgainesville.org	
Montia Morris	Sinfonia Family Services	mmorris@sfsflorida.com	352.505.3534
Natalie Strappy, Executive Director	SBAC Early Learning Development	strappyng@gm.sbacc.edu	
Nhan Phan	CHS	nhan.phan@chsfl.org	352-363-8756
Nkwanda Jah	Cultural Arts Coalition	niah52@gmail.com	352-372-0216
Noranda Yancey, Community Impact Director	United Way of North Central Florida	nyancey@unitedwaycfl.org	
Officer Earnest Graham	GPD	grahame@cityofgainesville.org	
Pam Korithoski	ACCPTA	pkorithoski@gmail.com	352-443-0888
Pebbles Edelman, Sr. VP, Clinical & Community Se	Partnerships for Strong Families	pebbles.edelman@pfsf.org	352.244.1500
Pastor Gerard Duncan, Executive Director	Innovative Dads	soil3@hotmail.com	
Rachel Howard	Girls Place	rachel@girlsplace.net	352-373-4425
Radha Selvester, Safe Place Specialist	CDS Family & Behavioral Health Services	radha_selvester@cdfsfl.org	352.316.6113
Rahkiah Brown, Reading Pals Coordinator	United Way of North Central Florida	rbrown@unitedwayncfl.org	352-333-0858
Roland Estrella	UF	estrella@health.ufl.edu	904-382-1325
Dr. Rosemary Barnett	UF IFAS	rbarnet@ufl.edu	
Russell Eting, Cultural Affairs Manager	Parks, Recreation and Cultural Affairs	Etingrth@cityofgainesville.org	

Youth Services Summit Roster
12/28/2017

Shannon Fenn	Aces-In-Motion	Shannon@acesinmotion.org
Sally Wazny, Environmental Education Supervisor	Parks, Recreation and Cultural Affairs	waznyrsa@cityofgainesville.org
Sgt. Jayson Levy	Alachua County Sheriff's Office	jlevy@alachuausheriff.org
Shane Johnson, Executive Director	Boys & Girls Club of Alachua County	shane@myboysandgirlsclub.com
Stacy Merritt, Director, Resource Center	Partnerships for Strong Families	stacy.merritt@pfsf.org 352.224.1500
Steve Phillips, Director	Gainesville Parks, Recreation & Cultural Affairs	phillipssr@cityofgainesville.org
Steve Szanca, Director	NCF YMCA	s.szanca@ncfymca.org
Steven Belk	Reichert House	belksg@cityofgainesville.org 352-339-5917
Sue Legg, Chairperson	Florida League of Women Voters	pondstw3@gmail.com 352.373.5890
Tarcha Rentz	Childrens Home Society Florida	tarch.rents@chsfli.org
Thomas Tonkavich, Assitant Director	Community Support Services	ttonkavich@alachuacounty.us 352.264.6738
Tracey Hickmon, Community Relations Coord...	GPD	hickmonrt@cityofgainesville.org
Valerie Freeman, Director, Educational Equity & Outreach	Alachua County School Board	freemavd@gm.sbac.edu 352-955-7880
Veita Jackson-Carter	Alachua Schhols System of Care	
Ward Simonton,	Leaders of Faith	wsimonton@trinitygmv.org
William Atkins	UF Student Services	WilliamA@ufsa.ufl.edu



YOUTH PROGRAM SERVICES AND RESOURCES DIRECTORY

PROGRAM	SERVICES	HOW TO REFER	CHANGES / NOTES
<p>After School Hawks, Nhan Phan, After School Coordinator Children's Home Society of Florida @ Howard Bishop Middle School 352-363-8756</p>	<p>FREE after school tutoring and enrichment program that serves approximately 50 students Monday-Thursday. FREE SUPPER. Activities include homework help, FSA prep, dancing, art, basketball, and team-building activities</p>	<p>Invite Only</p>	
<p>21st Century, Genevieve Coggins & Melissa Montgomery, 352-955-7605</p>	<p>FREE 3rd - 5th grade elementary after school program that serves approximately 50 students Monday through Thursday. The hours of operation are M, T, Th 1:45-4:35 and W 12:35-4:35. The schedule is adjusted for early dismissal on Wednesdays. FREE SUPPER. Activities include tutoring, robotics, recreation, art, health, martial arts, and other enrichment fun.</p>	<p>Register at school, space is limited</p>	
<p>Alachua Elementary, Rene Long, 386-462-1841</p>	<p>FREE 3rd - 5th grade elementary after school program that serves approximately 50 students Monday through Thursday. The hours of operation are M, T, Th 1:45-4:35 and W 12:35-4:35. The schedule is adjusted for early dismissal on Wednesdays. FREE SUPPER. Activities include tutoring, robotics, recreation, art, health, martial arts, and other enrichment fun.</p>		
<p>Duval Elementary, Zori Vasquez & Shambresha Roy, 352-955-6703</p>	<p>FREE elementary after school program that serves approximately 40 students Monday-Thursday. NO FRIDAYS. The hours of operation are M, T, Th 1:35-4:20 and W 12:20-4:20. FREE SUPPER. Activities include tutoring, architecture and robotics, academics, recreation, art, health, tennis and other fun enriching activities.</p>		
<p>Idylwild Elementary, Lilliemarie Gore, 352-955-6709</p>	<p>FREE elementary after school program that serves approximately 75 students Monday through Thursday. The hours of operation are M, T, Th 2:45-5:35 and W 1:35-5:35. The schedule is adjusted for early dismissal on Wednesday. FREE SUPPER. FREE TRANSPORTATION within limited zone at satellite stops. Activities include homework help, robotics, art, health, tennis, and other fun enriching activities.</p>		

<p>Foster Elementary, Kamie Sullivan & David Weaver, 352-955-6706</p>	<p>FREE K-5 grade elementary after school program that serves approximately 65 students Monday - Thursday. NO FRIDAYS. The hours of operation are M, T, Th 1:50-4:35 and W 12:35-4:35. Activities include homework help, architecture and robotics, academics, art, health, tennis, martial arts, and other fun enriching activities.</p>
<p>Irby Elementary, Rhonda Dickhaut & Joan Imier, 386-462-5002</p>	<p>FREE K-2nd grade elementary after school program that serves approximately 49 students Monday - Thursday. The hours of operation are M, T, Th 1:45-4:35 and W 12:35-4:35. The schedule is adjusted for early dismissal on Wednesday. FREE SUPPER. Activities include homework help, tutoring, robotics, art, health, martial arts, and more enriching fun activities.</p>
<p>Lake Forest Elementary, Sylenea Browning, 352-955-6710</p>	<p>FREE elementary after school program that serves approximately 71 students Monday through Thursday. The hours of operation are 2:50 - 5:35. The schedule is adjusted for early dismissal on Wednesday. FREE SUPPER. FREE TRANSPORTATION within a limited zone at satellite stops. Enrichment activities include homework help, tutoring, robotics, art, health, tennis, and other fun enriching activities.</p>
<p>Lincoln Middle School, May Steward, 352-955-6711</p>	<p>FREE middle school after school program that serves approximately 65 students Monday-Thursday. NO FRIDAYS. The hours of operation are 3:35-5:50 daily. FREE SUPPER. Activities include homework help, tutoring, architecture and environmental studies, academics, art, health, martial arts, health, tennis, sports and other enriching activities.</p>
<p>Metcalfe Elementary, Brandy Bradshaw, 352-955-6715</p>	<p>FREE elementary after school program that serves approximately 68 students Monday through Thursday. The hours of operation are M, T, Th 2:45-5:35 and W 1:35-5:35. The schedule is adjusted for early dismissal on Wednesday. FREE SUPPER. FREE TRANSPORTATION within limited zone at satellite stops. Enrichment activities include homework help, tutoring, robotics, art, health, tennis, and other fun enriching activities.</p>
<p>Rawlings Elementary, Stacey Sirois & Chelsee Florence, 352-955-6715</p>	<p>FREE elementary after school program that serves 100 students Monday through Thursday. NO FRIDAYS. The hours of operation are M, T, Th 2:50 - 5:35 and W 1:35-5:35. FREE SUPPER, FREE TRANSPORTATION within limited zone and satellite stops. Activities include homework help, tutoring, architecture and robotics, academics, tennis and more.</p>
<p>Shell Elementary, Amanda Groshans & Dayna' Boles, 352-481-1901</p>	<p>FREE elementary after school program that serves approximately 30 students Monday through Thursday. NO FRIDAYS. The hours of operation are M, T, Th 1:50-4:35 and W 12:35-4:35. The schedule is adjusted for Wednesday early dismissal. FREE SUPPER. Activities include homework help, tutoring, architecture and robotics, academics, recreation, health, art, tennis, martial arts and other fun enriching activities.</p>

<p>Terwilliger Elementary, Cathy McNamee, 352-955-6717</p>	<p>FREE elementary after school program that serves approximately 90 students Monday through Thursday. NO FRIDAYS. The hours of operation are M, T, Th 1:50 - 4:35 and W 12:35-4:35. The schedule is adjusted for early dismissal on Wednesday. FREE SUPPER. Activities include homework help, tutoring, architecture and robotics, academics, recreation, health, art, tennis, martial arts and other fun enriching activities.</p>		
<p>Westwood Elementary, Cheryl Alexaitis, 352-955-6718</p>	<p>FREE middle school after school program that serves approximately 65 students Monday-Thursday. NO FRIDAYS. The hours of operation are 3:35-5:50 daily. Activities include homework help, tutoring, architecture and environmental studies, academics, recreation and sports, health, art, tennis, martial arts and other fun enriching activities.</p>		
<p>Aces-In-Motion Addison Staples, Executive Director 352-514-9975 addison@acesinmotion.org Shannon Fenn, Program Director shannon@acesinmotion.org www.acesinmotion.org www.gainesvilletennis.org</p>	<p>FREE sports-based youth development for middle and high school students with a focus on post secondary education success. Transportation provided to the program from Eastside HS, Lincoln MS, Gainesville HS, Howard Bishop MS, Resilience Charter School. Monday through Wednesday the program takes place on UF Campus with one-on-one tutoring, life skills courses, field trips, and recreational engagement. This portion of the program is open to 28 middle school students. Thursday and Friday the program is based at T.B. McPherson and is open to more students. Monday through Thursday the program runs until 6:30, and 5:30 on Fridays. Free Snack everyday, enrichment activities and lessons, and college visits.</p>	<ul style="list-style-type: none"> • Open to all middle school students • Forms Available at Howard Bishop and Lincoln Middle Schools • Students that graduate middle school while in AIM can attend in high school 	
<p>Alachua County Library District, Laurie May 352-334-3941 www.aclib.us lmay@aclib.us</p>	<p>Many programs available, see website</p>		
<p>Alachua County Sheriff's Office Explorer Post 983 Lt. Jayson Levy, Sr. Advisor 2621 SE Hawthorne Road Gainesville, Florida 32641 (352) 367-4099 jlevy@aco.us</p>	<p>The focus of Explorer Post 983 is to provide basic law enforcement training through lectures, guest speakers, and hands on training. Explorers are exposed to law enforcement through the Sheriff's Office Ride-A-Long program and time in the Combined Communications Center and also serve as bailiffs for the Teen Court Program.</p>	<ul style="list-style-type: none"> • Ages 14-20 • Applicants must be in good physical condition, must maintain a 2.5 GPA on a 4.0 scale, must not have an arrest record (MM or CF), alcohol & tobacco free, must complete the Alachua County Sheriff's Office background check, & be a resident of Alachua County, and obtain a letter of Recommendation 	
<p>Boy Scouts 352-377-8280</p>	<p>http://www.alachuascouting.com/</p>	<p>Boys ethical and leadership training club, camps, etc</p>	

<p>Boys & Girls Clubs Scott Monnett- Chief Professional Officer P.O. Box 358452 Gainesville, FL 32635 www.myboysandgirlsclub.com scott@myboysandgirlsclub.com (352) 372-5342 Fax: (352) 373-3885</p>	<ul style="list-style-type: none"> Volunteers assist youths with homework (one-on-one tutoring), computer technology, internet and web page design, FCAT preparation. Other daily activities include multi-cultural celebrations, arts and crafts instruction, story time, various field trips, and organized recreational activities Kids at higher risk of developing certain problems can be placed in more specific programs as well, such as SMART Moves, a drug prevention program, Street SMART, a violence prevention program, and Project Learn, a program focusing on kids struggling with their academics. Special sports programs for children with mental and physical disabilities are available including "Endeavor Baseball" 	<ul style="list-style-type: none"> Ages 6-18 Annual membership fee is \$60/yr at both the NW and SE Units and \$5/yr at the Woodland Park & Eastwood Meadows Units & residents of GHA). \$90/yr for two or more children. Fill Scholarships are available. 	
<p>Child Development Services (352) 672-6979</p> <p>Cone Park Library Resource Center Erica Reed, Resource Center Coordinator 2841 E. University Avenue, Gainesville, FL 32641 erica.reed@pfsf.org (352) 334-0456 www.pfsf.org/resource-centers</p>	<p>http://discovercnds.org/</p> <p>The Cone Park Library Resource Center is located within the new Cone Park Library, which opened its doors December 2013. The center is staffed by PSF and provides a similar array of services as offered at the Library Partnership. The center is designed to serve the needs of Southeast Gainesville and is surrounded by the Fred Cone Park, which offers both indoor and outdoor recreational facilities, a playground, basketball courts and a track. Homework help and enrichment activities offered daily, please call for specific times and days.</p>	<p>Early Head Start program on Waldo Road (age 0-3)</p> <ul style="list-style-type: none"> Open Monday-Thursday: 10 a.m. – 5 p.m., and Friday 10:00 am - 2:00 pm 	
<p>EDEP Extended Day Enrichment Program Angel Londrie 352-955-7766 londriae@gm.sbac.edu</p>	<p>Alachua County Public Schools After School Program based at school sites. Fees based on household income ranging from \$20 to \$48 week. EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities fro sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>	
<p>Alachua Elementary, Brooke Gainey, 352-262-7933 feaginbn@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities fro sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>	
<p>Archer Elementary, John Hancock, 352-495-3825 hancockjf@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities fro sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>	
<p>Chiles Elementary, Rebekah Martin, 352-313-6522 martinrm@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities fro sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>	

Finley Elementary, Mitch Londrie, 352-955-7001 londrieme@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Foster Elementary, Courtney Davis, 352-231-7908 davidcl@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Ft. Clarke Middle School, Talia Kennedy, 352-240-2730 kennedytc@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Glen Springs Elementary, Tammy Mader, 352-955-6708 madertr@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Hidden Oak Elementary, Taylor Mitchell, 352-672-5273 pritchettmitchell@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
High Springs Elementary, Sylvia LaRosa, 352-262-7551 larosaj@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
High Springs Middle School, Daniel Jones, 352-262-5806 jonesdw@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Idylwild Elementary, Robin McClellon, 352-240-2799 mcclellonrj@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Irby Elementary, Crystal Fournier, 386-462-6192 smithcj@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Kanapaha Middle School, Paul Struharik, 352-240-2605 struharikp@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.
Lake Forest Elementary, Julie Roundtree, 352-231-9937 rountrjc@gm.sbac.edu	EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.	Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.

<p>Littlewood Elementary, Sarah Stroup, 352-955-6990 stroupsj@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Meadow Brook Elementary, Bryan Truax, 352-672-5354 truaxbc@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Mebane Middle School, Ashley Matthews, 352-318-6035 mathewsar@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Metcalfe Elementary, Kelly Baker, 352-318-2482 bakerkr@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Newberry Elementary, Amber Alexander, 352-472-1156 alexanan@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Norton Elementary, Phyllis Baio, 352-955-7340 baioa@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Oak View Middle School, Kandice Williamson, 352-472-1153 williamsonkk@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Rawlings Elementary, Christie Baxter, 352-955-6819 baxtercl@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Shell Elementary, Debbie Bass, 352-481-1901 bassdl@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Talbot Elementary, Amanda Clanton, 352-359-1404 clantoad@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>
<p>Terwilliger Elementary, Bianca Cromwell, 352-955-1469 cromwellbi@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enroll at each school. \$20-\$48 week based on income.</p>

<p>Westwood Middle School, DeeDee Williams, 352-240-2798 williamsdr@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.</p>
<p>Wiles Elementary, Becca Conerly, 352-955-6870 conerlyrl@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.</p>
<p>Williams Elementary, Kendall McClellon, 352-955-6759 mcclellonkj@gm.sbac.edu</p>	<p>EDEP is non-profit supported solely through parent fees. The goal of the program is to provide a safe and enriching program for children in K-8th grade through a wide variety of activities for sports to arts & crafts.</p>	<p>Monday - Friday from school dismissal until 5:30 pm. Enrollment at each school. \$20-\$48 week based on income.</p>
<p>Florida 4-H 352-955-2402</p>	<p>www.florida4h.org, www.alachua.ifas.ufl.edu/4H/</p>	<p>youth development program, ages 5-18, clubs, camping, child-care, mentoring</p>
<p>Foundations After-School Program Ben Dillard, Recreation Supervisor Main Office: 306 NE 6th Avenue Gainesville, FL 32601 Admin: 352-334-5067 dillardbh@cityofgainesville.org www.cityofgainesvilleparks.org</p>	<p>• Afterschool tutoring and activities in four community centers: Albert Massey, Clarence R Kelly, Eastside Community Center and Porters Community Center. • The program offers a safe environment for participants to be active while learning and having fun! • Participants enjoy games, activities and crafts that encourage achievement, give them a sense of community, promote good health and build strong character a FOUNDATION for success!</p>	<p>• 1st through 8th Grade • City Residents- \$3.30 per day • Non-City Residents- \$5.00 per day • FREE Scholarships are available w/ verification of free or reduced lunch • Mon, Tues, Thurs, Fri 1:30 pm- 6pm; Wed 12:30pm- 6pm</p>
<p>City of Gainesville Youth Sports Jeff Moffitt, Recreation Supervisor Main Office: 306 NE 6th Avenue Gainesville, FL 32601 Admin: 352-334-5067 moffittjc@cityofgainesville.org</p>	<p>• Pop Warner Football and Cheerleading for ages 6-15 • Youth Basketball for ages 5-18 • Baseball and Softball for ages 5-18 • Youth Soccer • Swimming and Diving</p>	<p>Various athletic programs throughout the year. Scholarship assistance available for most programs.</p>
<p>Friends of the Micanopy Library 352-466-3835</p>	<p>https://sites.google.com/site/micanopytosting/home/about</p>	<p>Free after-school tutoring for at-risk youth; K-12</p>
<p>Gainesville Community Ministry 352-372-8162</p>	<p>www.gcmhelp.org, www.gospelfoodministries.com</p>	<p>food, clothing, vision and dental clinic, tutoring, counseling, GED classes, job education</p>

<p>Gainesville Police Explorers Post 917 Officer Dontology Smith, Advisor 413 NW 8th Avenue Gainesville, FL 32601 smithdc@cityofgainesville.org Explorer office: (352) 334-2430 Community Resource Div: (352) 334-2441 www.gainesvillepd.org</p>	<ul style="list-style-type: none"> • The focus of the Gainesville Police Explorer Post is the development and training of the youth in leadership, discipline, life management, community service, education, communications, and much more. The members meet twice a week to discuss on future events and to train on a variety of topics. • Post 917 assist the Gainesville Police Department as extra eyes and ears during events such as the Downtown Arts Festival, Spring Arts Festival, and many more. 	<ul style="list-style-type: none"> • Ages 15-20 • Applicants must complete an application, interview with the Post Advisor, have consent from parent or guardian, be a resident of Alachua County, enrolled in school, have a GPA of 2.5 or higher, no felonies or misdemeanors, no history of drug abuse, free of alcohol and tobacco, & have 2 letters of recommendation from community leaders
<p>Gator Junior Golf 352-575-0636 Sean Conner, Director gatorjuniorgolfassociation@gmail.com</p>	<p>The Gator Junior Golf Association is a 501(c)3 non-profit youth development program that focuses on teaching golf skills and life skills through the game of golf.</p>	<p>Beginner-Intermediate-Advanced Ages 5-15 Ironwood, Haile and West End Golf Clubs</p>
<p>Girl Scouts Susan Patrick spatrick@girlscouts-gateway.org 352-376-3004</p>	<p>www.girlscouts-gateway.org</p>	<p>Girls K-12 club, camps, leadership-training</p>
<p>Girls Place, Inc. Christi Arrington, Executive Director 2101 NW 39th AVE Gainesville, FL 32605 janna@girlsplace.net (352) 373-4475 Fax: (352) 373-5550 www.girlsplace.net</p>	<ul style="list-style-type: none"> • Girls Place provides six main programs that are available: • Strengthening the girls' academic success by engaging them in year round enhanced learning opportunities. • Coincides with Alachua County Schools and open for most school holidays. Emphasis on homework completion and supplemented with diverse, structured activities. • Year round opportunities including volleyball, softball, basketball, and track. • One-on-one and family therapy and large group social and emotional learning. 	<ul style="list-style-type: none"> • Girls are 5-14 years old in our programs. • Afterschool program for members: \$52 per week Middle/High School pay \$32 per week • Summer Day Camp \$79/ Week • The annual fee for membership is \$20 and \$40 for two or more children in a family.
<p>Greater Duval Neighborhood Association Andrew Miles, 352-519-2743</p>	<p>After School tutoring and mentoring for K-8th grades</p>	<p>Various locations in the Duval area</p>
<p>Head Start 352-955-6875</p>	<p>http://headstartprograms.org/detail/alachua_county_public_schools_gainesville_fl.html</p>	<p>Age 3-5 free schooling/childcare/parent support for low- income families</p>
<p>Junior Achievement 3201 SW 42nd Street, Gainesville, FL 32608 352-335-4559</p>	<p>www.juniorachievement.org</p>	

<p>Junior ROTC 386-423-0477</p>	<p>www.njrotc.navy.mil</p>	<p>program promoting leadership and community service, grades 9 through 12</p>	
<p>Kids Count Rawlings Elem: 352-372-0038 Williams Elem: 352-372-1485</p>	<p>http://kidscountalachuacounty.org/</p>	<p>After school K-3 in Gainesville</p>	
<p>Library Partnership Resource Center Cherie Kelly, Resource Center Manager cherie.kelly@pfsf.org 1130 NE 16th Ave, Gainesville, FL 32601 (352) 334-0161 www.pfsf.org/resource-centers</p>	<ul style="list-style-type: none"> • The Library Partnership is a place where families can go to obtain the services they need to increase their strength and independence. It is both a fully functional branch of the Alachua County Library and a neighborhood resource center where families can receive a myriad of services from any of the center's 30+ partnering agencies. • All services are Free and include homework help and enrichment activities daily (please call for specifics) 	<ul style="list-style-type: none"> • Open Monday, Tuesday, and Friday: 9 a.m. – 5 p.m.; Wednesday and Thursday: 11 a.m. – 6 p.m. 	
<p>Noah's Endeavor www.noahsendeavor.org 352-275-9639</p>	<p>Adaptive activities</p>		
<p>O2B Kids www.o2bkids.com</p>	<p>O2B Kids is Everything. It's a smile. It's a laugh. It's family togetherness. It's a child's discovery. It's a place for kids to sing, dance, run and play. It's a place for parents to relax and marvel. It's ever-changing and it's always FUN. It's the new learning playground for kids...and you're invited to join us today!</p> <ul style="list-style-type: none"> • Tutoring • Positive Action Curriculum • Physical Fitness Activities • Financial Literacy 		
<p>Project Uplift Latarsha Jones, Project Director 20030 NE 23rd Place, Williston, FL 32696 www.Ufccflorida.org (352) 529-2030 Fax: (352) 529-2006 latarsha.ufcc@gmail.com</p>	<ul style="list-style-type: none"> • The Reichert House is a Para Military fashion, after-school program that seeks to help at-risk youth by providing wrap around services. Participants receive intervention during the school day, tutorial and mentorship services during the afterschool, and parental assistance. • Programs available through the Reichert House: Academic assistance, vocational training, etiquette training, anger/stress management techniques and more. The Reichert offers specialized certification training through the following internal academies: Communications, Construction, Culinary, and Business. Transportation is provided from school and home at the end of the day. 	<ul style="list-style-type: none"> • Mon- Thurs 3-6 p.m. • Ages 5-17 • Services provided are at no cost to the participants • Program serves Levy County 	
<p>Reichert House John Alexander, Executive Director 1704 SE 2nd AVE Gainesville, FL 32641 www.reicherthouse.org Info@reicherthouse.org jjalex@ufl.edu (352) 334-2320 Fax: (352) 334-2166</p>	<ul style="list-style-type: none"> • Must be a male Alachua County resident, enrolled in school between the ages of 8- 18, complete an application & submit a letter of recommendation. • Referrals into the program can be through school staff, parents, self-referral, & neighborhood crime Watches. • There is no cost to participate. 		

<p>SWAG Family Resource Center Amanda Elliott, Manager amanda.elliott@pfsf.org 807 SW 16 Terr Gainesville, FL 32607 www.swadvocacygroup.org (352) 505-6823</p>	<p>• The SWAG Family Resource Center is the site of our partnership with the Southwest Advocacy Group (SWAG), a local grassroots non-profit organization developed to assess and advocate for resources to meet the needs of the residents in southwest Gainesville.</p> <p>• Our partnership aims to provide programs, services and activities for the community that connects residents with resources and opportunities otherwise inaccessible due to income and transportation limitations.</p> <ul style="list-style-type: none"> • Homework help available 	<ul style="list-style-type: none"> • No age eligibility – children must have parental supervision • No fee – parents submit an application for child to participate • Open Mon. & Wed.-9:00 am- 5:00 pm; Tues. & Thurs - 9:00 am -5:30 pm; Fri. – 9:00am- 2:00pm 	
<p>Sylvan Learning Center 4961 NW 8th Avenue, Gainesville 352-371-6891 www.sylvanlearning.com</p>	<p>We have tutoring programs for math, algebra, reading, writing, study skills and more! At Sylvan, you get the best in certified teachers and interactive technology, so your child feels fully engaged and gets the exact learning he or she needs. We also have a team of college-readiness experts ready to help teens with individual SAT and ACT test prep.</p>		
<p>Trinity United Methodist Church Ward Simonton 352-416-3050 wsimonton@trinitygmv.org www.trinitygmv.org 4000 NW 53rd Ave, Gainesville 32653</p>	<ul style="list-style-type: none"> • Stepping Stones Pre-school • Parents Night Out • Upward Bound Sports • Summer Camp • Martial Arts • After School • Sports Camp and Cross-training 		
<p>We the People Theatre www.wethepeopletheater.org</p>	<p>WE THE PEOPLE THEATER uses theater arts to foster positive character development and growth in youth. This development allows them to become productive and responsible citizens of their community; thereby becoming conscientious citizens of the world.</p>		
<p>YMCA Hollie Lawrence, Youth Development Director 5201 NW 34th Blvd Gainesville, FL 32605 www.ncfymca.org childcare@nyfymca.org (352) 374-9622</p>	<ul style="list-style-type: none"> • Offers after-school childcare and summer camp, recreational and competitive sports, performing arts such as gymnastics, dance, cheerleading, and color guard, an in-ground heated pool for swim lessons and family fun, and health and wellness programs. 	<ul style="list-style-type: none"> • Family membership: \$50 fee and \$66 per month; Single Parent Family \$50 fee & \$52.80 per month; Teen membership (12-19): \$50 fee and \$25 per mo. • No one is turned away from the YMCA due to an inability to pay. 	
<h1>RESOURCES</h1>			
<p>A Woman's Answer 352-367-2716</p>	<p>http://www.awomansanswer.net/</p>	<p>Support for unplanned pregnancy</p>	
<p>Abuse Hotline 1-800-96-ABUSE</p>	<p>http://www.myfamilies.com/service-programs/abuse-hotline</p>	<p>Call to report suspected abuse of child, senior citizen, or person with disability</p>	

<p>ACORN Clinic Medical (352)485-1133 & Dental (352)485-2772</p>	<p>http://www.acornclinic.org/</p>	<p>Alachua County Organization for Rural Needs; low-cost medical and dental services for low-income families</p>
<p>Alachua Co. Crisis Center 352-264-6789</p>	<p>www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx</p>	<p>24/7 hotline for anyone in crisis - Care Teams can be sent to those in Alachua County when needed</p>
<p>Alachua Co. Sheriff's Office - RAD 352-374-1800</p>	<p>http://alachuasheriff.org/crime_prevention_on_reporting/rad_program.html</p>	<p>Rape Aggression Defense course for girls & women 13+</p>
<p>Alachua Co. Sheriff's Office - Teen Driver 352-367-4099</p>	<p>http://alachuasheriff.org/programs/teen_driver.html</p>	<p>Free classes for young drivers age 15-19 with learner's permit or driver's license</p>
<p>Alachua County Health Promotion and Wellness Coalition Dottie Baker, Executive Director 352-222-1969 www.hpwcoalition.org</p>	<p>Offers prevention services to ages 0-18 through the delivery of Know the law, Radkids, Certified Leadership Training and Mental Health First Aid to staff. We can also offer alternative prosocial activities in the form of Friday Night Done Right.</p>	
<p>Alachua eSchool 352-955-7589 America Reads</p>	<p>www.alachuaschool.com</p>	<p>free online school, for grades K-5 & 6-12</p>
<p>AMI KIDS Gainesville Daniel Bacallao, Executive Director Gainesville-ed@AMIKids.org (352) 395-6193 Fax : (352) 367-2814 6815 SW Archer Road Gainesville, FL 32608 www.amikidsgainesville.org</p>	<ul style="list-style-type: none"> • Combines education, treatment & behavior modification to provide a holistic, comprehensive approach to the needs of at risk youth • Vocational Programs for youth 15-18 years of age. Opportunity to earn 2 Industry certifications: <ul style="list-style-type: none"> Construction and Culinary Food Handling, as well as Job Service training and placement • AMIKids Corporate also provides various services around the U.S • Residential programs, day programs, Infinity Schools, AMIKids Personal Growth Model, Functional Family Therapy 	<ul style="list-style-type: none"> • Ages 14-18 • Court-ordered, referred by Juvenile Probation Officer or referred by the School Board
<p>Car Seat Program (352) 393-7753</p>		<p>Low-cost car seats &/or check current seat</p>
<p>CareerSource North Central Florida (FloridaWorks) 352.244.5147</p>	<p>http://www.floridaworksonline.com/job-seekers/youth-services AND www.careersourcencfl.com</p>	<p>Education, career training, employment for youth age 14-21</p>

<p>Catholic Charities 352-372-0294</p>	<p>www.catholiccharitiesgainesville.org</p>	<p>food pantry, food mobile, weekend food backpacks, emergency assistance, self-sufficiency education</p>	
<p>CDS Family & Behavioral Health Services, Radha Selvester 352-244-0628 radha_selvester@cdfsfl.org http://www.cdfsfl.org/</p>	<p>CDS Interface Youth Program (shelter and counseling for adolescents age 10-17 – residential program) CDS Family Action Counseling (weekly out-patient counseling age 6-17) SNAP for Boys/SNAP for Girls (weekly classes for elementary school age children 6-11 and their families) Independent Living (counseling and case management for youth aging out of foster care age 16-23)</p>	<p>Counseling & shelter for minors, Independent Living for youth aging out of foster care, SNAP for boys 6-11 & families</p>	
<p>Child Advocacy Center 352-376-9161</p>	<p>http://www.childadvocacycentergainesville.org/</p>	<p>Forensic interviews & therapy</p>	
<p>Child Protection Team 352-334-1300</p>	<p>www.cpt.pediatrics.med.ufl.edu</p>	<p>evaluates claims of child abuse and neglect</p>	
<p>Children's Home Society 866-427-5451</p>	<p>http://www.chsfl.org/midflorida</p>	<p>Mental health counseling and community partnership schools</p>	
<p>Children's Medical Services (352) 334-1400</p>	<p>http://www.floridahealth.gov/alternates/ites/cms-kids/home/contact/gainesville/gainesville_area_office.html</p>	<p>Health care services for low-income children with special needs</p>	
<p>Cultural Arts Coalition 352-372-0216 Nkwanda Jah njah52@gmail.com</p>			
<p>Civil Air Patrol 352-665-2264</p>	<p>www.flwg142.us</p>	<p>program for teen interested in aviation, space or military, ages 12-18</p>	
<p>Dignity Project Second Generation Kim Lapan, Director 1125 SE 4th ST Gainesville, FL 32601 www.thedignityproject2.org kim.lapan@yahoo.com administrator@dignityproject.com (352) 371-6792</p>	<ul style="list-style-type: none"> • Works with Alachua County School Board • High school students gain practice training and/or experience in the fields of automotive and computer repair by working on donated vehicles and computer equipment that is refurbished and subsequently awarded to eligible, economically disadvantaged recipients. • Partners with Job Corps, UF, and Santa Fe College 	<ul style="list-style-type: none"> • Ages 16+ 	
<p>Early Learning Coalition of Alachua County</p>			

<p>Early Steps 800-334-1447</p>	<p>http://www.floridahealth.gov/Alternatesites/CMS-Kids/families/early_steps/early_steps.htm</p>	<p>Screening, Information, & Referral for children age 0-3 with developmental delays</p>
<p>Einstein School (352) 335-4321</p>	<p>www.emschool.org</p>	<p>Charter school grade 2-8 with reading challenges</p>
<p>Florida Kidcare 888-540-5437</p>	<p>www.healthykids.org</p>	<p>Affordable health insurance for children age 0-18</p>
<p>Florida Sheriff's Youth Ranches 386-842-550</p>	<p>https://www.youthranches.org/</p>	<p>youth programs all throughout FL; some residential, some short-term camps</p>
<p>Florida Virtual School 800-374-1430</p>	<p>www.flvs.com</p>	<p>free online public school, for grades K-12</p>
<p>Gator Team Child Meshon Rawls, Director rawls@law.ufl.edu (352) 273-0800 Fax: (352)392-0414</p>	<ul style="list-style-type: none"> Gator Team Child is a legal service program that represents indigent children regarding a variety of issues including dependency, emancipation, delinquency, and school discipline. It is operated at the University of Florida's Levin College of Law. Student teams collaborate with other professionals in the community, including caseworkers, psychiatrists, and physicians. Teams also prepare treatment and dispositional plans that address the needs of the child and family. 	<ul style="list-style-type: none"> Ages <18 Children are referred by courts, Guardian Ad Litem, school personnel, public defenders, prosecutors, state agency case workers, and/or other agencies. Can be contacted without referral
<p>Harn Museum of Art 352-392-9820</p>	<p>www.harn.ufl.edu</p>	<p>Family and youth programs age 2+</p>
<p>Healthy Families 352-294-5530</p>	<p>http://www.healthyfamiliesfla.org/</p>	<p>Pregnancy & newborn support</p>
<p>Healthy Start 352-334-7940</p>	<p>http://www.floridahealth.gov/chdAlachua/healthystart.htm</p>	<p>Education & support during pregnancy & age 0-3 (no income requirements)</p>
<p>HIPPY 352-371-8300</p>	<p>http://www.gainesvillehippy.org/</p>	<p>Home Instruction for Parents of Preschool Youngsters</p>
<p>Homeless Education 352-955-7070</p>	<p>http://www.neola.com/alachua-fl/search/policies/po5111.01.htm</p>	<p>Support for all school age children who are homeless including living "doubled up" or in shelters or cars or campgrounds, etc.</p>
<p>Innovative Dads Pastor Gerard Duncan soil3@hotmail.com 352-283-2185</p>	<p>Community outreach, fundraising, tutoring services</p>	

<p>Job Corps Annie Pearl Brown, Center Director 5301 NE 40th TERR Gainesville, FL 32609 (352) 377-2555 (352) 381-6873 Fax: (352) 374-8257 www.jobcorpsregion3.co m/jcCenters/gainesville/ CC.html</p>	<ul style="list-style-type: none"> • Job Corps is the nation's oldest & largest federally funded residential job training & education program for economically disadvantaged youth. • Gainesville Job Corps Center offers education & training opportunities to help train for long-term, specialized careers. • Job Corps offers on-site job skills training • Provides opportunity to get a GED or high school diploma. 	<ul style="list-style-type: none"> • Ages 16-24 • Funding comes from the Department of Labor, so there is no direct cost. • For more information, please call (800)733-JOBS or (800)733-5627. 	
<p>Meridian 352-374-5600</p>	<p>www.mbhci.org</p>	<p>treatment and support for mental illness and substance abuse</p>	
<p>MyCro School 352-379-2902</p>	<p>http://www.mycroschool.org/locations/mycroschool-gainesville/</p>	<p>Charter School 16-23 - self-paced, 4 hours per day</p>	
<p>NAMI (352) 374-5600 x8322</p>	<p>http://www.namigainesville.org</p>	<p>Support for those with mental illness & their families</p>	
<p>National Runaway Safeline 1-800-RUNAWAY</p>	<p>www.1800runaway.org</p>	<p>24/7 hotline - help for youth on the streets or thinking about running away and their</p>	
<p>NDA - National Deaf Academy (352) 735-9500</p>	<p>www.nda.com</p>	<p>Residential program in Mt. Dora for deaf & autistic</p>	
<p>PACE Center for Girls 352-374-8799</p>	<p>http://www.pacecenter.org/centers/alac_hua</p>	<p>Girls Day School age 11-17</p>	
<p>PALS - Partners in Adolescent Lifestyle Support contact specific school</p>	<p>https://ufhealth.org/partners-adolescent-lifestyle-support-program-pals</p>	<p>Shands VISTA - free counseling in 6 Gainesville Schools: Buchholz, EHS, GHS, Ft. Clarke, A.Quinn Jones, St. Francis</p>	
<p>Partnership for Strong Families 352-244-1500</p>	<p>http://www.pfsf.org/</p>	<p>Resource Centers, foster care, family supports</p>	
<p>Peaceful Paths 352-377-5690</p>	<p>peacefulpaths.org</p>	<p>support groups for women/children, violence prevention groups</p>	
<p>REFOCUS 352-381-7053</p>	<p>https://refocusnv.wordpress.com/</p>	<p>Support for men age 18-24 through Santa Fe College</p>	

<p>River Phoenix Center for Peacebuilding (352) 234-6595</p>	<p>http://www.centerforpeacebuilding.org/home.html</p>	<p>Restorative Justice Circles, Peace Alliance, assist law enforcement & Department of Juvenile Justice</p>	
<p>SiaTech 352-371-4424</p>	<p>http://www.siatech.org/schools/florida_gainesville.php</p>	<p>Charter School 16-23 - self-paced, 4 hours per day</p>	
<p>Sinfonia (Community Action Team) 772-361-6863 info@sinfoniahealth.com www.sinfoniafamilyservices.com</p>	<p>Services that will be provided include crisis intervention, development of natural support networks, case management, individual and family therapy, psychiatric services, family education, transportation, tutoring, substance abuse services, and therapeutic mentoring.</p>		
<p>Sidney Lainer Center Royce Kaiman, Principal 312 NW 16th Ave Gainesville, FL kaimanrg@gm.sbac.edu 352-955-6841 Fax: 352-955-6885</p>	<ul style="list-style-type: none"> • Sidney Lanier offers programs in the following areas; Elementary, Secondary, Transition. • Sidney Lanier offers the following services; Physical Therapy Occupational Therapy Speech/Language Pathologist Registered Nurses/ Guidance Department. • The dual designed garden provides transitional students with employment related skills while allowing the K-12 students the opportunity to integrate math and science lessons in a non-traditional way. 	<ul style="list-style-type: none"> • K-12 grade • Enrollment Packets are available at the front desk please ask for Martha Danzy 	
<p>Suicide Hotline 800-273-8255</p>	<p>www.suicidepreventionlifeline.org</p>	<p>24/7 hotline for those thinking about suicide</p>	
<p>Take Stock In Children Judy Boles, Executive Director 1725 SE 1st Av. Gainesville, FL 32641 www.takestockinchildren.org bolesje@gm.sbac.edu (352) 955-6891 Center: (352) 955-7003</p>	<ul style="list-style-type: none"> • Take Stock in Children is an incentive scholarship and mentoring program administered locally by the Education Foundation of Alachua County. • Take Stock Scholars are accepted in the 7th grade and remain in the program until they graduate from high School, assuming they remain drug and-crime free, keep up their grades, stay in school, and meet weekly with a Volunteer mentor. 	<ul style="list-style-type: none"> • Grades 7-12 • All 6th graders attending an Alachua County public middle school that has at least a 2.5 GPA and is on free or reduced lunch is invited to apply in early spring. • Each fall qualifying 8th-10th grade students are invite to apply. 	

<p>Teen Court Angie Chesser, Teen Court Coordinator Alachua County Sheriff's Office 2621 SE Hawthorne Road Gainesville, FL 32641 achesser@alachuasheriff.org (352) 367-4125 www.alachuasheriff.org</p>	<ul style="list-style-type: none"> • Teen Court is a crime prevention program & a diversion/alternative sentencing program. • Teen Court meets every Tuesday from 4:15 p.m. until 7:15 p.m. at the Criminal Courthouse located at 220 South Main Street Gainesville, FL. • Local judges, attorneys, law students, & community leaders volunteer their time as one of two Teen Court Judges to hear the sentencing hearings. • Visit our website to view the current month's calendar or call (352) 367-4125 to verify court dates. 	<ul style="list-style-type: none"> • Ages 10 – 17 • Juveniles are either referred by the State Attorney's Office to complete the diversion program or they are referred by receiving a Civil Citation • Youth can also serve as volunteers to gain criminal justice or courtroom experience and will receive community service hours. • Teen Court also actively recruits student interns & community leaders to Volunteer their time
<p>Text4baby 352-334-7900</p>	<p>www.text4baby.org</p>	<p>text BABY (BEBE spanish) for free weekly text messages for pregnant women and new</p>
<p>Tri-County Community Resource Center (352)507-4000</p>	<p>http://www.pfsf.org/resource-centers/tccrc</p>	<p>Resource Center for Levy, Gilchrist, and Dixie Counties</p>
<p>UF Mobile Clinic 352-273-5329</p>	<p>http://outreach.med.ufl.edu/</p>	<p>STI testing and family planning</p>
<p>United Way 352-331-2800</p>	<p>http://www.unitedwayncfl.org/</p>	<p>Information & Referral (2-1-1), funding nonprofits, VITA (free tax returns), Reading Pals,</p>
<p>WIC 1-800-494-2543</p>	<p>http://www.wic.ufl.edu/</p>	<p>Vouchers for food for women, infants, & children</p>
<p>Young Marines 352-495-2710</p>	<p>www.miltonlewisyoungmarines.com</p>	<p>youth education and service program, age 8 to high school completion</p>
<p>Youth Challenge Academy (904) 682-4000</p>	<p>http://floridayouthchallengeacademy.org/</p>	<p>Rigorous residential program in Starke connected to National Guard</p>
<p>YouthBuild 352-225-3307</p>	<p>http://iwionline.org/portfolio/alachua-youthbuild/</p>	<p>Age 16-24 education & employment training</p>



THE WALLACE FOUNDATION MODEL

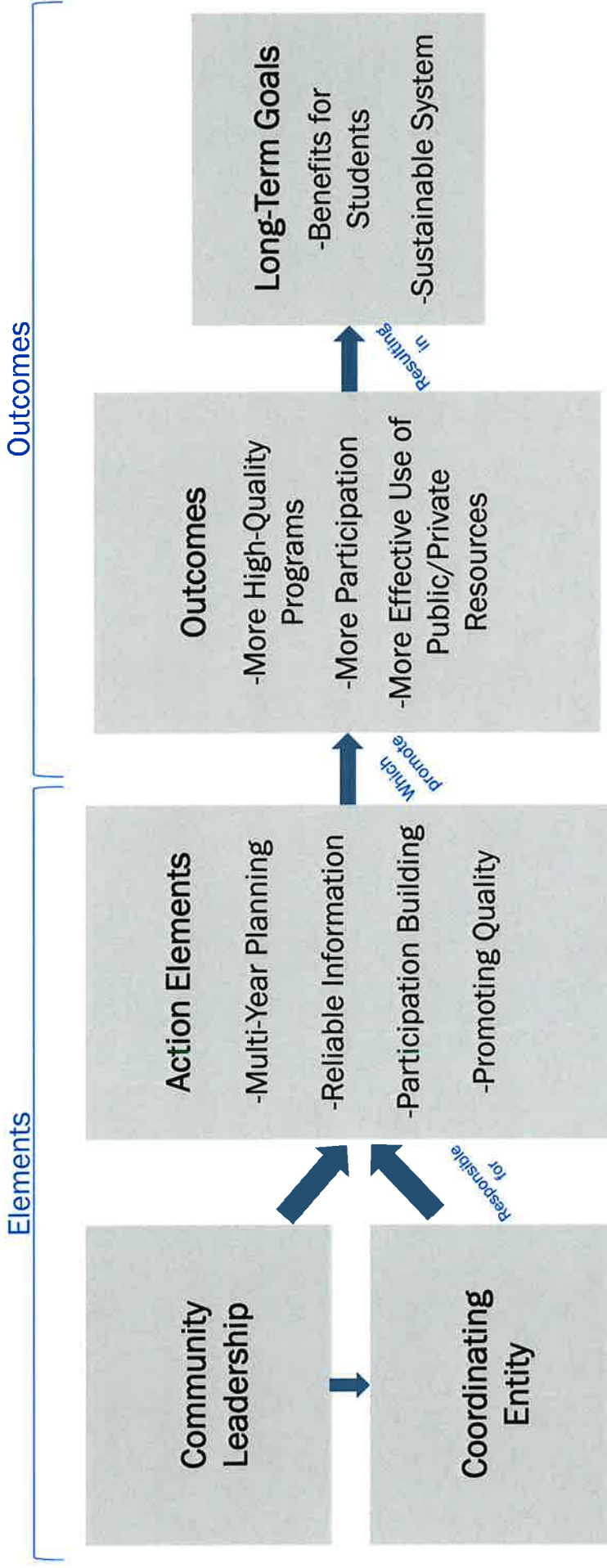
A City/County-Wide Approach



Characteristics

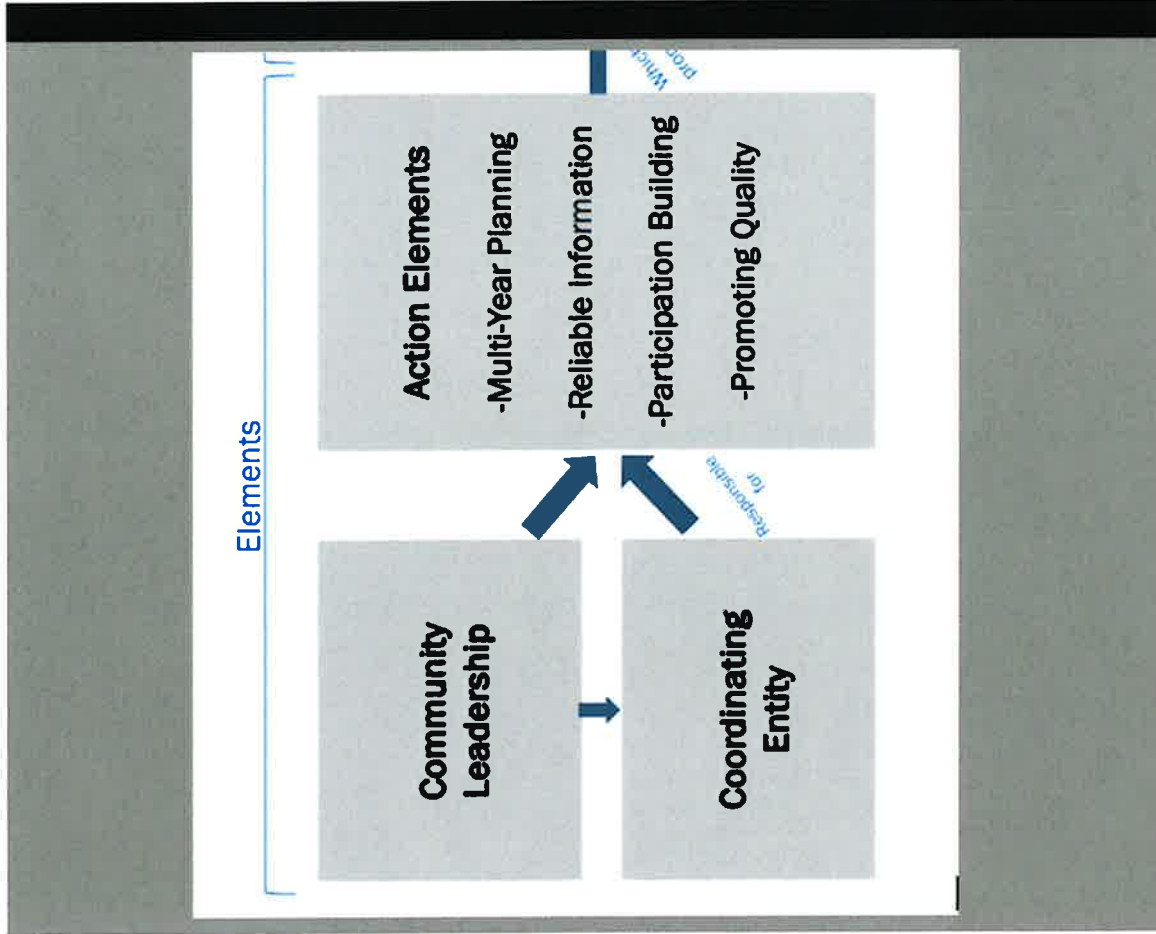
- The Wallace Foundation Model
 - *Coordinating leadership and action*
- Premise: city/county-wide, coordinated approach that is sustainable
- Community Context

The Wallace Approach: Elements and Outcomes



Elements

- Leadership
 - Community Leadership
 - Mayor
 - County leaders
 - School board members
 - Agency heads
 - Program coordinators
 - Public/private stakeholders
 - Coordinating Entity



Governance Structures for City Afterschool Systems: Three Models



Public Agency



Community leaders can attract partners

City agencies can anchor systems during political transitions



Staffing, leadership, and infrastructure is already in place

Network



Non-hierarchical

Decision making involves a wider group



Relies on collaboration among networked organizations

Nonprofit



Accountable to a board of directors



Many non-profits re-grant funds to programs



STRATEGY

Single purpose: focus is afterschool

Multiservice: afterschool is part of a larger strategy

Considerations:



Community Context



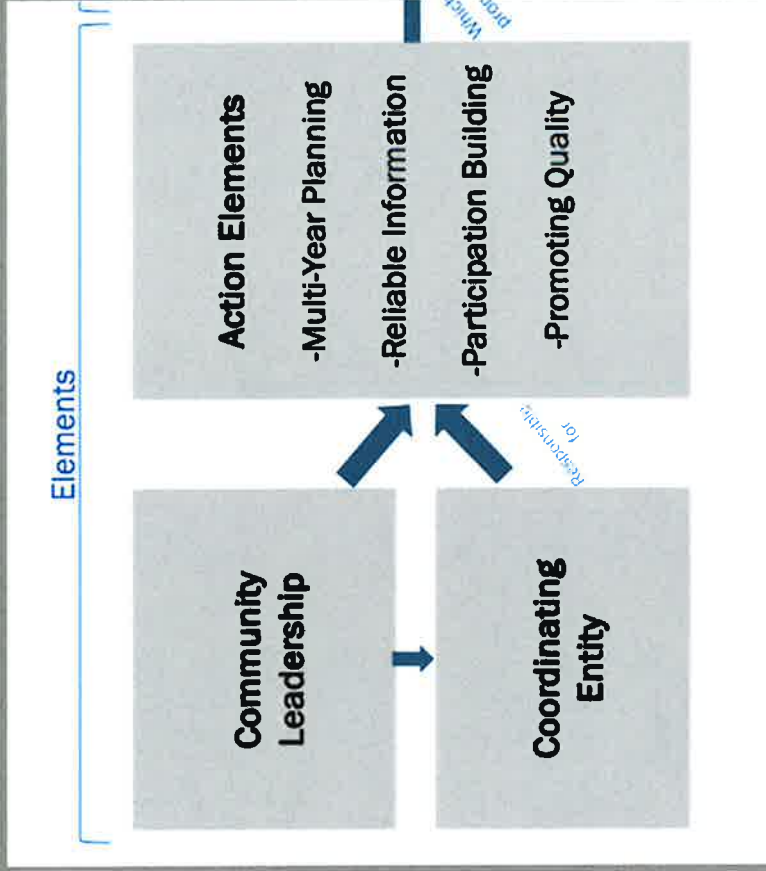
Clear Leadership



Adaptable

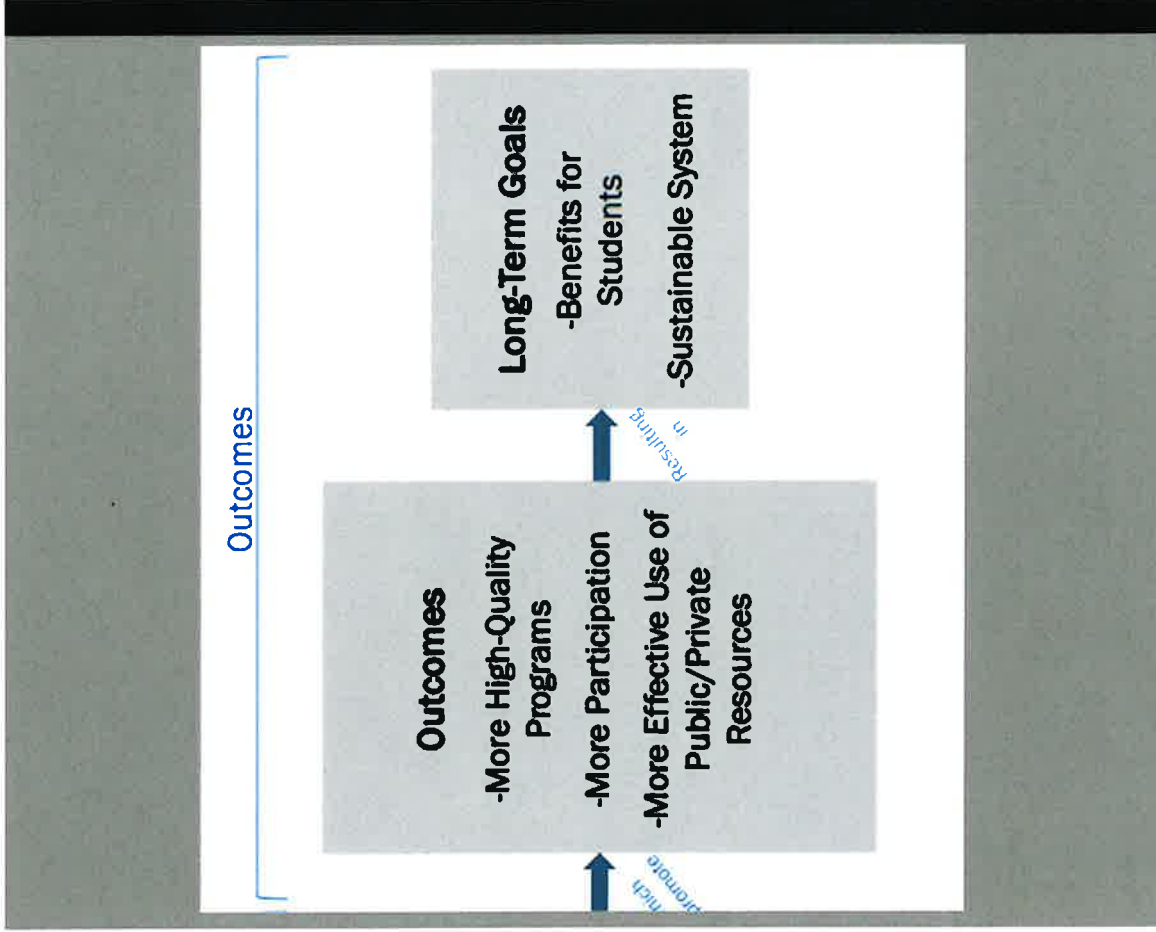
Elements

- Leadership
 - Community Leadership
 - Mayor
 - Agency heads
 - Program coordinators
 - Public/Private leaders
 - Coordinating Entity
- Action Elements
 - How do we achieve desired outcomes?
 - Multi-year planning
 - Reliable information and data systems
 - Participation building
 - Promoting quality

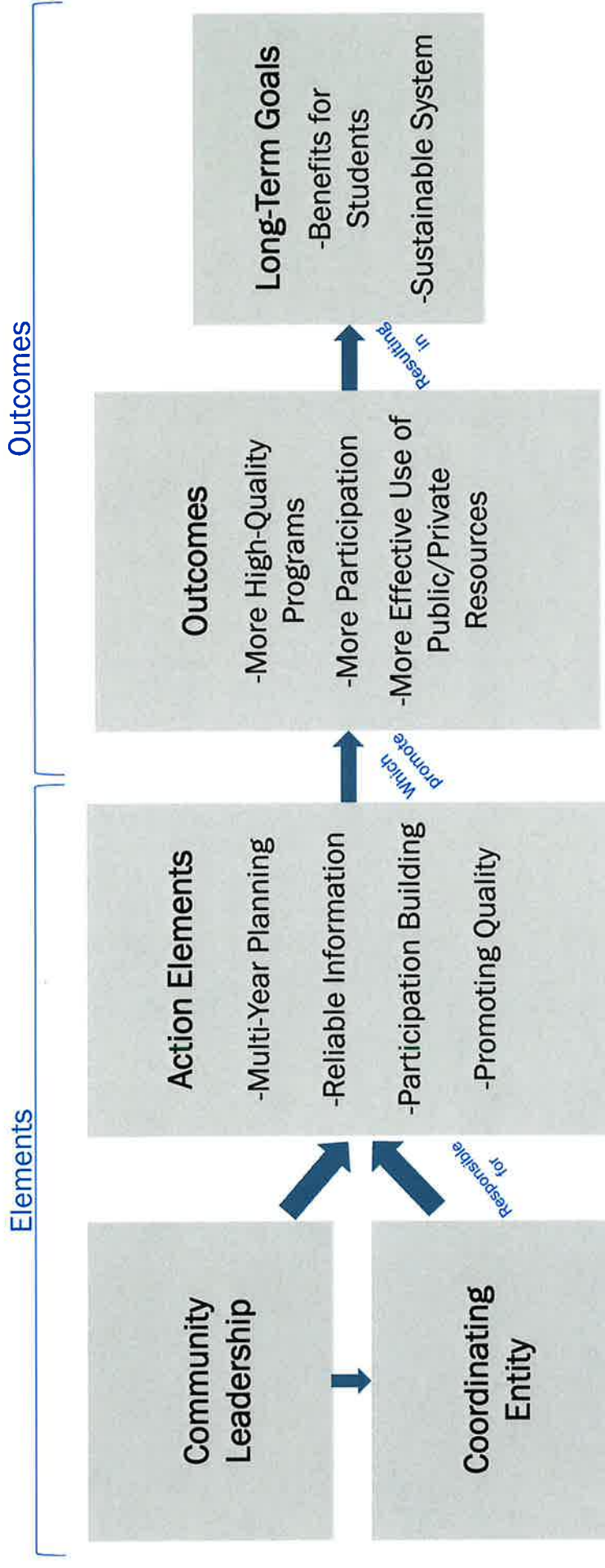


Outcomes

- **Outcomes**
 - More high quality programs
 - More participation
 - More effective use of public/private resources
- **Long-term Goals**
 - **Benefits for students**
 - Academic achievement
 - Positive attitudes towards school
 - Confidence
 - Less risky behavior
 - Sustainable, community-wide OST system
 - Adequate funding
 - Broad leadership and support



The Wallace Approach: Elements and Outcomes



Examples

- **Saint Paul, Minnesota**
 - *Second Shift Commission: stakeholder group representing the city of Saint Paul, the Saint Paul Public Schools, and large and small community-based organizations*
 - *Established goals for improved access and quality of afterschool programs*
 - *Recommendations result in Sprockets, an city-school-community network to coordinate services*
 - *Creation of data mapping systems, participation building initiatives, greater funding, training for providers*

Existing Resources in Alachua County

- Existing Resources:
 - Support from municipal and county government, school board
 - Children's Services Council
 - Howard Bishop Community School
 - Non-profits: United Way and Children's Home Society

- Public Agency, network, or non-profit- which is right for Alachua County?

How can we move forward in Alachua County?

Outcomes

Long-term Goals

- Benefits for children
- Benefits for families
- Sustainable system for collaboration

Outcomes

- Increased parental involvement
- Increased participation, attendance, and retention
- More high-quality programs
- Effective use of private/public resources

How can we move forward in Alachua County?

Outcomes

Outcomes

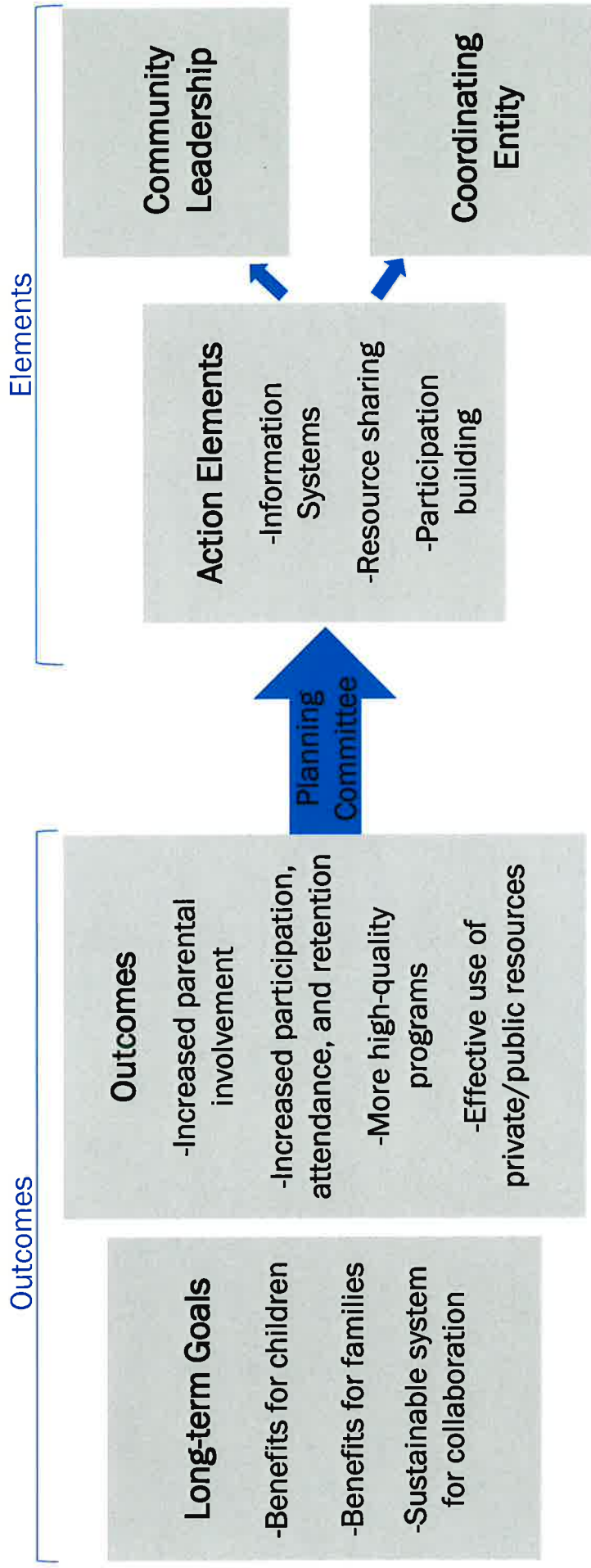
- Increased parental involvement
- Increased participation, attendance, and retention
- More high-quality programs
- Effective use of private/public resources

Long-term Goals

- Benefits for children
- Benefits for families
- Sustainable system for collaboration



How can we move forward in Alachua County?



- Wallace Foundation. (2008). *A place to grow and learn: A citywide approach to building and sustaining out-of-school time learning opportunities*, Retrieved from: <http://www.wallacefoundation.org/knowledge-center/Documents/Sustaining-Out-of-School-Time-Learning-Opportunities.pdf>



Saint Paul's Out Of School Time Network

Strategic Plan 2017 – 2020

Prepared by:

IMPACT
strategies group

March 2017

About Sprockets

Sprockets is passionate about supporting young people and exists to ensure all youth in our city thrive. The Sprockets network includes many different afterschool and summer programs for youth in Saint Paul. It is a collaboration of community organizations, the City of Saint Paul, and Saint Paul Public Schools.

Mission

Sprockets improves the quality, availability, equity and effectiveness of afterschool learning for all youth in Saint Paul through the committed, collaborative and innovative efforts of community organizations, government, schools and other partners.

Vision

All Saint Paul's youth will develop their abilities as learners, contributors, and navigators so they can recognize and achieve their greatest potential.

Values

- **Culture:** We promote cultural health and understanding, recognizing that culture is an essential lens through which we learn and grow.
- **Partnership:** We will be successful only when an inclusive network of youth, parents, schools, organizations and government, reflective of our diverse community, is committed and works together to achieve long-term results.
- **Meaning (relevance):** Youth learn best when it is meaningful and relevant to them.
- **Quality (research):** We promote both practice-based reflection and research-based knowledge to improve learning opportunities.
- **Learning:** We each have something to learn and to contribute; we value learning not only as our end but as part of our process.
- **Equity:** Youth have a right to high-quality, inclusive, and culturally-relevant out-of-school time learning opportunities. As a community and a network, we have a responsibility to ensure that all youth and families have equitable access to such opportunities and to advocate for systems, policies, and resources to best fulfill those rights and responsibilities.

Our Story and This Moment in Time

Youth are our future. The experiences they have during their formative years—the knowledge they gain, the relationships they build—set their trajectory for a lifetime. And young people are also essential contributors to our present. Afterschool organizations in Saint Paul have long recognized this fact and have been providing meaningful opportunities for the city's young people for decades. In recent years, those providers came together to work more closely in order to improve outcomes for youth.

Sprockets officially came into being in 2011 after several years of collaborative

conversations and planning among a wide variety of Saint Paul stakeholders, all of whom were concerned about closing opportunity gaps and ensuring opportunities for youth. Six years in, Sprockets is a well-respected model that has garnered national attention for its cross-sector partnership and its focus on improving young people's access to quality out-of-school-time learning. We are now a nationally recognized leader in the afterschool field, and a model for communities regionally and nationally who seek to replicate our work.

Sprockets was founded with a steadfast commitment to reducing racial and other disparities for Saint Paul's youth. In all decisions both large and small, we consider the implications those decisions will have on equity in our community, and we work with our partners to advance equity and justice in all we do.

We are in a time of great transition—nationally, regionally and locally. Leadership changes are on the horizon at both the city and the school district. There are immense changes underway in the broader education field, including the implementation of the Every Student Succeeds Act (ESSA) and changes coming to the 21st Century Learning Community grants. Dramatic changes are anticipated at the U.S. Department of Education. The rights of marginalized groups are increasingly under attack and long-held educational values are at risk.

Sprockets is committed to supporting young people during this time of change and tumult by continuing to advance the afterschool field. Over the next three years, we will help more organizations improve the quality of their programs, while also working at the systems level to continue promoting afterschool programs with policy makers, funders and other community leaders.

We believe that strengthening the quality, availability, equity and effectiveness of youth-serving organizations will pay dividends for our community.

Strategic Priorities

Over the next three years, the Sprockets Leadership Group and staff commit to the following five strategic priorities.

1. Champion the importance of accessible, high-quality learning opportunities for the youth of Saint Paul.
2. Support Saint Paul's youth-serving organizations as they strive to continuously improve their programming.
3. Advance the field regionally and nationally by piloting and testing new initiatives that deepen the practice of youth-serving organizations.
4. Position Sprockets as a strong leader in the national afterschool field and in Saint Paul.
5. Ensure the financial sustainability of Sprockets and help to maintain and increase funding support for Saint Paul youth development organizations.

1. Champion the importance of accessible, high-quality learning opportunities for the youth of Saint Paul.

How we will operationalize this goal:

- Lead efforts to raise awareness among policy makers, funders, and other community decision makers about youth development research, trends, and best practices.
- Support the Sprockets network in informing public officials and candidates for public office on the importance of afterschool opportunities and the most pressing current needs.
- Continue to provide community-level data analysis and reports to inform the public about the current environment for Saint Paul's youth.
- Build understanding and consensus about best practices to support Social Emotional Learning in the field.
- Use data and experiences of network members to inform policy makers and others regarding barriers and opportunities.

Commitment to Equity: We will use the Sprockets Shared Data System to advise policy makers, funders and other community decision makers of the greatest opportunities for investment to ensure that success is not predictable by race or socioeconomic status.

2. Support Saint Paul's youth-serving organizations as they strive to continuously improve their programming.

How we will operationalize this goal:

- Continue to provide trainings, network engagement opportunities and data analysis support to network members.
- Offer new educational opportunities, tools and supports related to Social Emotional Learning (SEL) for youth workers in the Sprockets network to help them improve their personal practice and develop a culture of continuous improvement.
- Build SEL into the foundation of program design, first by developing intention across the network and second by helping organizations identify the SEL priority areas and characteristics on which to focus.
- Identify organizations currently uninvolved with Sprockets and interested in receiving additional training and support to strengthen their programming. Develop an outreach and organizing strategy to involve these organizations.
- Promote youth engagement and leadership in programmatic decision making.

Commitment to Equity: We will prioritize our resources to support organizations serving significant numbers of youth who have been historically disadvantaged.

3. Advance the field regionally and nationally by piloting and testing new initiatives that deepen the practice of youth-serving organizations.

How we will operationalize this goal:

- Develop professional learning communities, cohort approaches, and/or coaching opportunities to help programs challenge themselves and continue to improve.
- Identify new systemic opportunities to support Social Emotional Learning (SEL) work across the youth development and afterschool fields.
- Continue to test initiatives and measurement tools, such as the Holistic Student Assessment (HSA) pilot.
- Track and report SEL data, and explore options to integrate this data into the Sprockets Shared Data System. This will likely require identifying skills and measures for SEL, identifying gaps in current SEL tracking, and providing training and support for practitioners.
- Offer trainings and assessments for network members to analyze issues of equity within their work.
- Pilot other efforts to develop or enhance youth development frameworks or assessments.

Commitment to Equity: We will promote and facilitate trainings that help prepare youth workers to address issues of bias and systemic inequity within their programs and the network. We will also create opportunities for afterschool programs led by underrepresented communities to take on leadership roles within Sprockets.

4. Position Sprockets as a strong leader in the national afterschool field and in Saint Paul.

How we will operationalize this goal:

- Improve our storytelling to capture the immense learnings from the past six years and underscore the value of our work.
- Support our network members to better tell their stories.
- Gather testimonials from key regional and national partners. These should include key stakeholders like the Superintendent and Mayor, as well as national partners.
- Identify unique Sprockets terms, simplify where possible, and clarify terms and offerings for stakeholders.
- Create visual depictions, such as infographics, to illustrate Sprockets' value proposition, offerings, and governing structure.

Commitment to Equity: We will regularly review the composition of our committees and advisory boards to ensure that both our leadership and the stories we share accurately reflect the diversity of Saint Paul residents.

5. Ensure the financial sustainability of Sprockets and help to maintain and increase funding support for Saint Paul youth development organizations.

How we will operationalize this goal:

- Nurture and strengthen relationships with current and prospective funders.
- Maintain strong working relationships with key elected and appointed officials in both the city and school district. This includes ongoing efforts to educate candidates for these offices about the role that Sprockets plays and the value of afterschool programs to our region.
- Work closely with the Minnesota Department of Education to monitor and act upon funding opportunities from the new Every Student Succeeds Act (ESSA) and from anticipated changes to 21st Century Learning Community grants. Involve Sprockets network members in these conversations and in shaping these opportunities.
- Identify non-traditional partners who can provide testimonials and introduce both Sprockets and the youth development fields to new audiences.

Commitment to Equity: We will ensure our budgeting processes are inclusive and transparent, and that equitable allocation of resources is stated as an affirmative goal.

OPINION / Urban Education Reform: Bridging Research and Practice Blog

The Role of After-School Environments in Students' Academic Performance

By Urban Education Contributor | Dec. 11, 2017

This post is by Elise Cappella, Associate Professor at NYU Steinhardt (@nyusteinhardt) and Director of the [Institute of Human Development and Social Change \(@nyulHDSC\)](#), and Sophia Hwang, Doctoral Candidate at NYU.

At a time of increased partisanship, parents across party lines agree about one thing: the importance of public funding for after-school programming . Nearly one in four U.S. families has a school-age child enrolled in after-school; these numbers are higher for Latino and African-American children . Families benefit from the 15 hours of weekly supervision afforded by after-school programs. Equally important, high quality programs enhance children's social-emotional and academic skills , particularly among children from low-income families and communities .



Knowing how , on a daily basis, to promote quality for all children who attend after-school programs in communities with a range of needs and strengths, remains an ongoing challenge. This is difficult both for community-based organizations who administer programs and social scientists who study them. One path toward generating robust and useful knowledge about how to enhance daily practices in after-school settings is through research-practice partnerships . Toward this end, [Good Shepherd Services \(GSS\)](#), a large community-based organization with deep roots in New York City communities, and NYU's [Institute of Human Development and Social Change \(IHDSC\)](#), an institute focused on interdisciplinary, policy-relevant research in areas such as education and child development, launched such a partnership in 2014.

We started small. [Elise Cappella](#) from IHDSC and [Miranda Yates](#) from GSS discussed mutual goals around understanding and promoting after-school program quality and the complementary expertise needed to achieve these goals. We were joined by colleagues at [NYU Steinhardt](#) ([Sophia](#)

Hwang and Michael Kieffer) and GSS (Diana Torres and Lori Krane) and secured seed funds from internal and external sources. These awards fortified the partnership and catalyzed an initial project with five after-school sites serving low-income Latino and African-American youth (3rd to 8th grade) in one urban area.

In this project, we aimed to answer: What is the role of after-school classroom quality in students' academic skills, engagement, and self-concept at the end of the year? To do so, we collected multimethod data in the fall and spring, including classroom observations, youth and instructor surveys, and reading assessments, and analyzed the data in multilevel models holding constant individual and setting factors. We learned that youth in after-school classrooms observed to be positive, responsive, and organized had greater academic development over the school year. Importantly, these effects were magnified for youth with initial social and behavioral difficulties , a subgroup at risk for school disengagement. These results suggest that supporting after-school classrooms to become positive, responsive, and organized spaces may enhance academic development for low-income youth with and without social-behavioral challenges. We are disseminating these results to both science and practice audiences with the aim to move the needle in both spheres.

Recently, we broadened our initial project to pose additional questions of relevance: What types of classroom discussions improve literacy and social skills for English language learners and their native English speaking peers? What are the strengths and goals of the after-school workforce and how can these be leveraged to enrich after-school interactions? Does a light-touch peer network intervention produce integrated and interconnected peer groups (in the short term) and youth social and academic learning (in the long term)? Through a combination of existing data and planned data collection, we are beginning to seek answers to these questions.

Yet, these questions might not have been posed, and the method for answering them might not be planned, without a research-practice partnership. Scholars, practitioners, and funders alike have sounded the call for partnerships in education research . These are described as ongoing, mutualistic, and intentional cross-agency collaborations that involve efforts to generate and use research evidence to impact education practice . Although evidence about the impact of education partnerships is limited , the theory underlying them is compelling. Research derived from a research-practice partnership is expected to produce credible, usable, and meaningful evidence that holds greater promise for feasibility and impact than research conducted in isolation . Other benefits may emerge too, such as opportunities for professional development for students and staff and the intellectual space to develop new intervention and evaluation approaches to address complex, real world challenges.

In light of this, we have worked regularly on our partnership through its initial development and subsequent maintenance and planning phases. This includes sharing resources and expertise,

communicating openly across multiple stakeholders, making decisions in clear and equitable ways, formalizing the partnership structure, and taking advantage of opportunities for building internal capacity and strengthening the partnership over time. Together, GSS and NYU share the same goals of contributing to the short-term enrichment and later life outcomes of the many children and youth who attend urban after-school programs. We expect to get there as partners.

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Urban Education Reform: Bridging Research and Practice

About this blog:

Paula Arce-Trigatti from Rice University's Kinder Institute and Tulane University's Douglas Harris bring together voices from education research and practice to discuss school reforms and the implications for urban schooling nationally.



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October 10, 2017 Youth Summit Combined Notes
WE WILL USE THESE ON THE 17TH TO DISCUSS COMMON CORE GOALS

Attendees Afterschool Concerns or Special Interests/Needs

1. Healthy kids
2. School Lunch and Summer Feeding Program – more promotional info
3. Keeping youth busy
4. Kids who don't have something to do
5. Kids being bored and getting in trouble bc of nothing to do
6. More arts programs
7. Information not getting out about what's available for youth
8. Substance abuse
9. Mapping locations of programs
10. More programs for youth
11. Availability of programs
12. Programs for Teens

Who Is Missing?

1. Gator Jr. Golf- Sean Connor
2. Partnership for Strong Families
3. YMCA
4. Boys and Girls Club
5. Healthy Start
6. Baby Gators
7. PACE
8. Girl's Place
9. Well FL
10. Kid's Central
11. Star Center- Rhonda Wilson
12. We The People
13. Jr. Achievement Program
14. Kids Count
15. Faith Mission
16. Trinity UMC
17. Rawlings
18. Athletic Fields
19. Project Manhood Fraternity- Sam Weston- Elem–High
20. O2B Kids
21. SNAP
22. GAB Church

23. Sylvan Learning Center
24. Reading Pals
25. United Way
26. Friends of the Micanopy Library
27. Okito America- Karate After School
28. Sun Country
29. Balance 180
30. Noah's Endeavor
31. Peaceful Paths
32. 400 Programs- "Asset Mapping"

PRIORITIES

FOR ELECTED OFFICIALS:

1. ID population to be served
2. Kids plan programming each year with budget
3. Staff, Location, Equipment
4. Measurable Data
- ✓5. Recurring Funding
6. Institutions and Programs Dedicated to our youth that addresses disparities and improves outcomes
7. Go door to door for needs and ID what is missing
8. 21st Century Q
9. Needs Assessment of students: Ask what they're interested in: Partner with schools and UF? Compare around
10. country and replicate
11. Ask parents and teachers what they think
12. Safety
13. Outcomes to justify funding
14. Include in curriculum parenting skills/kid having kids
15. Teaching young men to be a good dad
16. Showing crime rate decline - saving money
17. Crime Rate savings to the community
18. Cost effectiveness

FOR CHILD:

19. FUN
20. Loving and Safe Environment
21. Friends
22. Inclusive
23. No Bullying
24. Technology
25. Interesting

26. Active, Play and Free Time
27. Friends to tell Friends to com
28. Value Kids Input
29. Health
30. Safety
31. Growth
32. Education
33. Positive experiences
34. Opportunities same as everyone else
35. Strong supportive family structure
36. Good decision making
37. Values
38. Morals
39. HAPPY
40. Engaging
41. Variety
42. include technologies that matter to them

FOR PARENTS:

1. Affordable
2. Hours
3. Safety
4. Accessibility
5. Student Achievement
6. Variety of Services
7. Consistency
8. Well Trained Staff
9. Proper Etiquette
10. Transportation
11. Building Check - Accessibility
12. Opportunities: Same Opportunity as Everyone Else
13. Homework Help
14. Healthy Snacks
15. Water
16. Civility
17. Cohesive Group
18. Positive Reinforcement
19. Be Loved
20. Boundaries
21. Academic Rigor/Basis
22. Tutoring
23. Improve communication skills

24. Respect
25. Teach how to be a part of a team

FOR PROGRAM PROVIDERS:

1. Location
2. Staff
3. Attendance/Retention
4. Transportation
5. Budget
6. Well Rounded Curriculum
7. Student Achievement
8. Quality of Programming
9. Data - Monitor Trends
10. Staff are flexible and buy-in
11. Tutorial
12. Recreation
13. Food
14. Motivating Staff
15. Clean Facilities, in and out
16. Reputation
17. Parent involvement
18. Partners/Collaboration
19. Current needs of children, parents and school
20. Evidence based trends
21. Modification plan to meet needs
22. Build team of staff who are willing to work to modify
23. Safety

FOR YOUTH ADVOCATES:

1. Everything!
2. Success
3. Engaging
4. Driven by youth
5. Mentoring
6. Soft skills
7. Conflict resolution
8. Marketing to meet interest of audience
9. Consistency in hours
10. Parent engagement
11. Needs Assessment

OBSTACLES

1. Transportation *what is stopping parents from transporting? Time, vehicle , gas & ego
From Prog >Home
From ? to Program
2. Funding
3. How many children to affect
Reached now – not enrolled = Target
Int in change
4. Relationships – personal communication
5. Staff limitations/Program parameters
6. Database – Hotline (custodian)
7. Grant compliance
*FUNDING RESTRICTIONS
8. Space
9. Recording (Attendance effects #)
10. Image EDP vs C21
Est vs West
11. Historic Information
12. Multiple \$ Source
13. Fridays/staff & kids
14. Funding – staff supplies
15. Lack of knowledge of all programs around town – Database & hotline
16. Grant compliance – no incentives, gains
17. Space @ school for our programs
18. Parents lack involvement – can't get out
19. Overwhelmed with data reports – over 6 reports per year
20. Requirements – academic, homework, reg attendance
21. Image – program for the bad kids
22. Team that cross trains
Value & respect shown to all & inclusive in plans, strategies
23. Accessibility * lack of interest
24. Transportation * No friends
25. Lack of variety of activities
26. What are my friends doing ?
27. Capacity concerns
28. But if programs are full then we need more programs
29. No high school programs
30. Lack of relationships
31. Parental Support: Lack of understanding, re: benefits

32. Lack of funding or resources
33. Capacity Issues
34. Lack of flexibility in funding
35. Transportation
36. Hotline for parents needing help
37. Peer Pressure
38. Engagement

RESOURCES FROM ATTENDEES:

1. Expertise – In Training Partners/Staff
2. Networking
3. Vetting/Background Checks
source: S.O./GPD/Private
4. Esource @ Library
5. HPW (Data/surveys) source for survey
Health Prev. & Wellness
6. VOLUNTEERS – Youth Build
7. PARENT ACADEMY –Learn Lab & Data
8. Int’l Resource HUB
League OWV>Action Plan
Indicators
9. GPD-Referrals
10. Alachua Health Plan/DATA CHIP
Comm. Health
Impr. Plan
11. E-Sources
12. 12
13. Reading Pals *
Tutor*
14. United Way
15. Success by 6
- 16 .HP
17. Alachua County
Health Prevention
18. DATA & Surveys
19. Volunteers
20. Youth Build
21. DATA
22. Mobile Library Lab
23. Parent DATA

24. Intl Resource Hub
25. Wiki *
26. HPW
 Health Imp Plan
27. Connecting PPL
28. Healthy Policy
29. Other Counties

IDEAS FOR YOUTH PROGRAM AND SERVICES DIRECTORY

1. 211/United Way
2. Hub to host info – online portal
 City DOD ?
3. Giving to Greater GNV ?
4. Youth Services Dept for city/county
 w/UF & SFC – Front Door Services
 Links to other resources
 Fun 4 Gatorkids.com
5. Online
6. Who will use it?
 Who is target? Kids; Parent;
7. Sub Headings – Easy for parents to use
8. Age Range – Afterschool – Summer – Sch Season
 By school – An APP 4 parents
9. Understand Costs
10. Clearinghouse Links to All Providers

NOTES FROM YOUTH SUMMIT (OCTOBER 17, 2017)

Obstacles by Age 0-5

Elected Officials: 2 – Funding; 7 - Grant Compliance; 33 – Capacity Issue

Children: 24- Transportation - no friends; 25 – Lack of variety in activities- Reading, Motor Skills; 31 – Parental Support – Lack of Understanding re: benefits; 33 – Lack of Funding or Resources

Parents: Transportation; 18 Parents Lack of Involvement; 31 Parental Support; 30 Lack of Relationships

Providers: 14 Funding; 7 Grant Compliance; 27 Capacity Concerns

Advocate: 2 Funding is essential to quality; 28 Advocate for more programs; 35 Transportation

Obstacles by age 6 -10 year olds:

Officials: 1, 2, 5 (Transportation, Funding & Staff Limitations)

Children: 26, 25, 18 (What friends are doing – Variety – Parent Involvement)

Parents: 1, 13, 27 (Transportation – Fridays – Capacity)

Providers: 1, 2, 5 (Transportation – Funding – Staff Limitations)

Advocates: 18, 27, 1 (Parent Involvement – Capacity – Transportation)

Obstacles by age 11 – 15 years old:

Officials: 2 – Funding & Capacity; Coordination w/School District;

Children: 23. Accessibility; Opportunities to collaborate; 26. What are my friends doing?; 10. Image of Program

Parents: 15. Lack of Knowledge + Cost (1) 10. Transportation

Provider: 2 Funding; 5. Staff Limitations + turnovers/training; 19. Overwhelmed w/Data Collection + Operating in Silos

Obstacles by age 16-18 years old:

Officials: 1 – Funding (2);

Teens: Funding (2) How to Pay?; Image/Friends/Peer Pressure (21/26/27)

Parents: 2,35,29 (Money – Transportation – No High School Programs)

Providers: 2/30/7 (Funding – Lack of Relationship w/ Child – Grant Compliance)

Advocates: 23,27,31 (Accessibility – Capacity – Parent Support)

Obstacles by age 19-24 years old:

Officials: Cost

Child: Fear; Information

Parents: Kids raising kids – Lack of Knowledge; Time

Providers: Facilities; Funding; Staff (Expertise)

Advocate: Interest; Accessibility

Priorities 0 -5 years old: Prenatal Care (nourishment, go to check-ups); Educate the whole family; Support the Children Services Council

Official: Support the children services council; Prenatal care; Get ready for school; Nutrition; Emotionally; Affordable childcare; Transportation accessible

Children: Safe Environment; Nourishment; Emotionally; Nutritionally; Sleep (enough); Exercise; Early Literacy

Parents: Programs for good parenting skills; Difference between right or wrong; Morality; Be a good example; Make children a priority; Affordable childcare; Good childcare; Support network; Get educated

Advocates: Educate children services council; #10 parental engagement; Access to available resources; Faith based support; More employment opportunities to support family; Need transportation

Providers: # 23 (Safety), #22 (Build Willing Team), #21 (Modify Plan to Meet Needs), #20 (Evidence Based), #17 (Parent Involvement), #15 (Clean Facilities), #1 (Location), #2 (Staff), #4 (Transportation), #6 (Well Rounded), #8 (Quality), #12 (Recreation);

Priorities 6-10 year olds:

Officials: Improving Education for caregivers @ preschool; Being accessible; Mobile clinics or transportation; Location; Childcare provider minimum standards; Transportation; Support the Children Services Council (CSC); Encompass the whole child nutrition (emotional, physical , well being); Prenatal care; School readiness; Affordable Childcare; Accessible transportation

Children: #20 Safe environment; #29 (Health), 30 (Safety), 31 (Growth), 32 (Education), 26 (Active), 39 (Happy) , 19 (Fun)

Parents: #23 (Improve Communication Skills; Learn good parenting skills; Parent involvement; Soft skills (Amarda); Awareness of severity of situation; Prevention Side/Intervention Side

Priorities 11-15 year olds:

Elected Officials: #1 Students who are not going to school fall through cracks, no follow-up or lack of follow-up with truancy or other services.

Parents: Perception is they are at a loss as to what to do for their child; Supervised transportation to alternative location for activities & support; #2 Institutions #6

Child: Redirect the feeling of inability to achieve, inclusive, interesting, friends, education; #32 Education disguised; #22 Inclusive belonging; #19 Fun

Parents: Affordable; Accessible; Parent support group; Achievement – Myers Briggs; (personality test, careers, self-awareness)

Program Providers: Transportation; Fidelity; Budget; Attendance & Retention;

Youth Advocates

Priorities for Age 16-18

Officials: 3 (Staff), 4 (Measure Data), 5 (Recurring Funding), 6 (Address Disparities), 13 (Outcomes Justify Spending) -

Child: 22 (Inclusive), 24 (Technology), 32 (Education) and vocation

Parents: 5 (Achievement), 10 (Transportation), 16 (Civility), 23 (Improve Communication Skills), 20 (Boundaries)

Program Providers: 1 (Location), 4 (Transportation), 9 (Data), 17 (Parent Involvement), 7 (Achievement), 8 (Quality)

Priorities Age 19-24

Officials: Employable

Child: Safe; Buddy- Mentor

Parents: Job; Ed; No LEO – Family

Providers: Numbers

Advocate: Hours back

Young Parents: Pre-natal care info; Parenting skills

Common Obstacles

1. Transportation
2. Funding
3. Capacity Concern
4. Parental Support & Involvement
5. Grant Compliance
6. Variety of Activities
7. What Are My Friends Doing

Common Priorities

1. Transportation (supervised) to and from Prog/Services
2. Affordability
3. Parents
 - a. Parent Education
 - b. Parent Skills
 - c. Engagement
4. Recurring Funding
5. Inclusive, Engaging, Fun
6. Needs Assessment
 - a. Parents
 - b. Children
 - c. Providers (teachers)
7. Educational/Student Achievement
8. Vocational
9. Jobs for 16+
10. Bridge between schools & jobs

Possible Solutions

Option A (Miami – Dade)

- Before/After School
YMCA on site

Take programming to school via local providers

Transport Home/Parent Pick up

RTS Voucher (kids/staff)

Funding to Buy Transportation (Bus/Van) to Providers

HIPPY Model - Extends

Ride/Share (Split Costs)

Independent Non-Profit

(Van Pool – Share)

Driver Training/Safety Professionalism

Walk/Bike = Safety Teaching, Health, safety, of individual

Seek Models for Parent Involvement

Medical Transport Model

Privatize for Kids

Driver's Ed (Licensing 16+)

Support the Upcoming Ballot Initiative

18U (UBER)

UNDERSTANDING RACIAL INEQUITY IN ALACHUA COUNTY

Prepared by the University of Florida

Bureau of Economic and Business Research (BEBR)

(January 2018)

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American Alligator at Paynes Prairie, Gainesville, Florida

FOREWARD

For many years, racial disparities have made an impact on the lives of people in Alachua County, Florida. Many advocacy groups have been working diligently on improving conditions for minorities in order to reduce these disparities. A wealth of data exists exemplifying specific areas that may be helpful to these organizations. The following report provides a baseline of racial disparity data in the county, showing the differences between Whites and four minority groups: Blacks, Hispanics, Asians, and Other. With this baseline, future data has the potential to show changes and trends, illuminating the effects of programs attempting to address the myriad of issues that contribute to these disparities.

We hope that the information contained in this report will be informative to residents of Alachua County and useful to the programs trying to make an impact. We look forward to the possibility of building on this report in the future with updated data on the indicators included as well as other indicators that may further shed light on racial inequities.

We would like to thank the organizations who commissioned this report for giving us the opportunity to perform this work: Alachua County, Alachua County Public Schools, City of Gainesville, Gainesville Area Chamber of Commerce, Santa Fe College, UF Health, and University of Florida. We would also like to thank the many people who contributed to the effort necessary to complete the report. Cynthia Clark moderated the focus group, and Mark House conducted the one-on-one interviews with community members and experts and compiled the information from both formats. UF Bureau of Economic and Business Research students and staff including Mark Girson, Hui Hui Guo, Art Sams, Anthony Chen, Nelsa Vazquez, and others collected data, performed quality control, and managed the project.

We would also like to thank the community members and experts who participated in the focus group and one-on-one interviews, whose involvement made possible the qualitative component of this undertaking.

Finally, we appreciate the work of the University of Florida Program for Resource Efficient Communities research team led by Hal Knowles and Lynn Jarrett, who collected, analyzed and reported on more in depth housing and transportation disparity issues in a separate volume.

Hector H. Sandoval
Project Director
Understanding Racial Inequity in Alachua County

SECTION I: INTRODUCTION

Racial inequity is a long-standing issue in many communities across the United States, affecting the opportunities of minority individuals and families. In March 2016, the United Church of Gainesville and the Alachua County branch of the National Association for the Advancement of Colored People (NAACP) sponsored a weekend-long seminar to focus community efforts on inequities in the Alachua County area. The seminar featured speakers from the Dane County, Wisconsin Race to Equity Project. This project collected existing national, state, and local data documenting racial disparities in the county and comparing those disparities to Wisconsin and the United States overall. Their study led to a community-wide focus on how their community can work together to meet the challenge of narrowing the gaps in quality of life among all racial and ethnic groups.

A group of Gainesville, Florida community leaders representing Alachua County, Alachua County Public Schools, City of Gainesville, Gainesville Area Chamber of Commerce, Santa Fe College, UF Health, and University of Florida saw value in completing a similar project. Wishing to understand and document racial inequity in Alachua County, this group called for the development of a baseline report grounded in quantitative findings to document and provide insights about the extent, nature, and source of racial inequality in Alachua County. The University of Florida Bureau of Economic and

Business Research (BEBR) led this project in collaboration with the University of Florida Program for Resource Efficient Communities (PREC). This document contains the main results of this effort. *Please let us know how you are using the information contained in this report by emailing United Way of North Central Florida at research@unitedwayncfl.org.*

Main Goals

Alachua County's population is 19.8 percent Black/African American, 9.2 percent Hispanic, and 6.3 percent Asian. The county is home to two major educational institutions: the University of Florida, the state's flagship university and a highly ranked public research university, and Santa Fe College, winner of the 2015 Aspen Prize for Community College Excellence. Both attract top talent and contribute to the racial and cultural diversity of the region; however, the growing achievement gap between disparate areas of Gainesville has compelled community leaders to examine racial, social, and economic inequality at the local level. There is a shared concern that the racial divisions in Alachua County perpetuate disadvantage and discrimination in many areas such as employment opportunities, housing and transportation, public accommodations, education, and public benefits to disenfranchised populations.

The purpose of this report is to provide a comprehensive picture of the disparities in

Alachua County between each of the minority groups and Whites on several dimensions of human well-being, and to compare race and ethnicity disparities in Alachua County to Florida and the nation. By gaining a more thorough understanding of this issue, community leaders will be better equipped to influence institutional awareness, make policy recommendations and support initiatives that tackle the causes of these problems, resulting in a reduction in these disparities.

Methodology

To compile a comprehensive data-based picture of the racial disparities in Alachua County and to gain a deeper understanding of these disparities, BEBR utilized both a quantitative and qualitative approach. The collection of quantitative data provides a standardized method of comparison across the different minority groups. The qualitative data supplements the quantitative data by providing informative perceptions, experiences, and concerns of Alachua County minority residents as well as the expertise of scholars in racial disparity.

We first collected data on a wide range of indicators representing several aspects of human well-being to provide a quantitative baseline of racial disparity in Alachua County. To accomplish this task, we consulted with

experts in racial inequity on each of the following topics: economic well-being, educational achievement, family structure, child welfare involvement, involvement in the justice system, health status, and housing and transportation. Conditional on the availability of data, the outcome of this consultation resulted in the collection of 50 different indicators. For each indicator, the most recent data were gathered for Whites as well as each minority group: African-American, Asian, Hispanic, and a combined group of all other races. We compared each of the minority groups to the non-Hispanic White population in Alachua County, and calculated a disparity ratio to measure racial disparities.¹

Second, a focus group with Black/African-American residents of Alachua County was conducted. The goal of this part of the project is to assess the perceptions, opinions, and experiences of Black residents in the context of racial inequity. During the focus group, a series of slides were shown that detailed the extent and nature of racial disparities in the area. These slides showed data collected on the seven dimensions mentioned above to motivate the discussion.

In general, the participants acknowledged that they face inequality on a daily basis. In particular, they mentioned that

¹The disparity ratio is the value of an indicator for a particular minority group at a particular geographic level divided by the value of the same indicator for non-Hispanic Whites at the same geographic level. For some indicators, because we were unable to identify the non-Hispanic White population, the

ratio was calculated using the White population.

the history of racism is an important factor contributing to the disparities and that current disparities in the education system and in their interactions with law enforcement are prominent and play an important role.

Third, a total of 10 one-on-one interviews were conducted. Three interviews were conducted with county residents from minority groups other than African-Americans. The remaining seven interviews were with experts in local and national racial disparities from the University of Florida. Similar to the focus group, we asked for respondents' opinions on the picture portrayed by the quantitative data to understand the causes and potential solutions to racial disparities in Alachua County. The residents agreed with the views and experience of the African-Americans that participated in the focus group. The experts provided important insight into the factors and forces behind racial disparities in Alachua County.

Finally, PREC developed a separate, more in-depth supplemental module on housing, transportation, and neighborhoods to expand our understanding of racial inequity in these areas. This module compiles a series of housing, transportation, and neighborhood indicators. Their research serves to shed light on the presence, depth, and breadth of household- and lifestyle-related inequalities across major racial and ethnic demographic groups within Alachua County. This report contains some of their main findings. The complete PREC report is also available.

Content

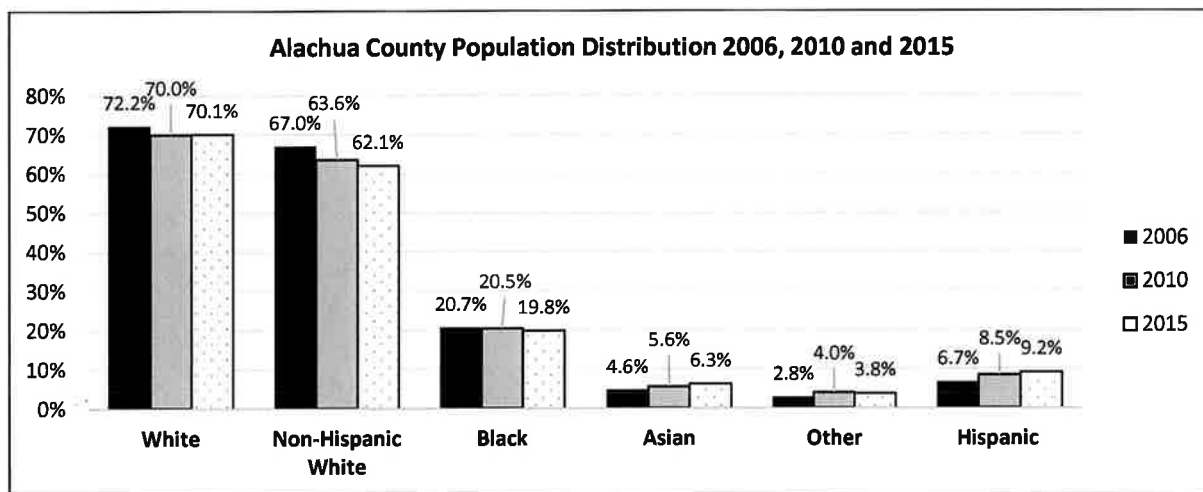
Section II provides a snapshot of the population in Alachua County. Section III portrays the picture of racial disparity in Alachua County as illustrated by the quantitative data. Section IV contains a sample of the main results and insights from the housing, transportation, and neighborhood supplement. Section V describes the factors and forces behind the racial disparities in the county as described by the experts we interviewed. Section VI summarizes the findings derived from our interaction with the minorities through the focus group and the one-on-one interviews. The last section concludes and highlights two potential areas that can contribute to reducing the disparities. Appendix A contains the tables and figures from the main report. Appendix B contains several heat maps showing the location where minority groups reside, the areas where poverty is concentrated, and areas of greater concern within the county.

SECTION II: ALACHUA COUNTY'S POPULATION

The total population of Alachua County is 259,964.² Of that total, 70.1 percent are White. More specifically, 62.1 percent are non-Hispanic White, accounting for 161,443 people. The largest minority group in Alachua County are African-Americans,³ composing nearly 20 percent of the total population, or equivalently 51,528 people. Around 6.3 percent of the population are Asian, or about 16,280 people. The remaining 9,819 individuals, who correspond to 3.8 percent of the population, are identified as having a different race, such as American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, some

other race, or two or more races. The second largest minority group are those identified as Hispanic, which corresponds to almost 9.2 percent of the total population in the county.⁴ Between 2005 and 2015, Alachua County has experienced a decrease in the fraction of non-Hispanic White, accompanied by an increase in the share of Hispanics and Asians.

Compared to Florida and the U.S., Alachua County is composed of a higher fraction of African-Americans and Asians, and a lower fraction of Hispanics. Around 16.2 percent of the population in Florida and 12.6



Source: U.S. Census Bureau, American Community Survey (ACS) 1-year estimates.

² According to the single year estimates of the U.S. Census Bureau American Community Survey 2015. The official estimate calculated by University of Florida's Bureau of Economic and Business Research (BEER) for 2015 was 254,893. The latter estimate was not used because a complete breakdown by race is not available, and to keep consistency with the data collected across the seven dimensions.

³ The terms "Black" and "African-American" are used interchangeably.

⁴ The U.S. Census Bureau considers race and ethnicity to

be different concepts. Race is defined as a person's self-identification with one or more social groups. An individual can report as White, Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, some other race, or with multiple races. Ethnicity describes whether a person is of Hispanic origin or not, and Hispanics may report as any race, for example, as Hispanic-White, Hispanic-Black, etc.

URL: <https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf>

percent in the U.S. are identified as Blacks. Around 2.7 percent of the population are Asians in Florida and 5.4 percent in the U.S. Almost one-quarter of Florida's population is identified as Hispanics, while only 17.6 percent in the U.S.

A large proportion of the county's population is of working age. Around 23.6 percent of the population in Alachua County are under age 20, around 63.5 percent are between 20 and 64 years, and the remaining 12.8 percent are age 65 and older. Although the median⁵ age of Florida's population is increasing, with a median age of 41.8, Alachua is among the counties aging less rapidly, with a median age of 31.1;⁶ however, within the county, the median ages vary by race and ethnicity. The median age for non-Hispanic Whites is 35, for Blacks is 28.2, for Asians 25.9 and Hispanics 25.1.



Clock Tower, Gainesville, Florida

⁵ Median is the point at which 50 percent are below and 50 percent are above.

⁶ U.S. Census Bureau, 2015 American Community Survey (ACS) 1-year Estimates

SECTION III: RACIAL INEQUITY IN ALACHUA COUNTY

We collected data to compare the performance of Alachua County minority groups to that of the non-Hispanic White population on a total of 50 different indicators that capture several aspects related to human well-being, such as economic well-being, education, family structure, child welfare, involvement with the justice system, health, and housing. These measures provide insight into the status of local minorities as contrasted with the non-Hispanic White population in the county.⁷

In general, this data shows African-Americans do not fare as well as the non-Hispanic White population in Alachua County, particularly in terms of economic well-being, their interaction with the justice system, education, and access to healthcare. The same is true for the Hispanic population for the economic well-being and education measures. In contrast, Asians outperform the non-Hispanic White population in a number of measures, particularly in education performance and attainment.⁸ Additionally, compared to the state and the nation as a whole, African-Americans in the county fare worse. Specifically, greater disparities were found in measures related to economic well-being, education performance and attainment, and involvement with the justice system.

⁷The data collection period took place during the spring and summer of 2017.

⁸ According to the 2011-2015 American Community Survey (ACS) 5-year estimates, the percentage that have a bachelor's degree or higher is around 73.3 percent for Asians, 46.2

Economic well-being is a concern for all people. For almost all households in the economy, the sale of their labor services provides their major source of income. As a result, losing or not being able to find a job can severely harm a family's economic well-being. Some races are more likely than others to experience this difficulty. The unemployment rate for Blacks in Alachua County is 14.7 percent, with 7.8 percent for Hispanics and 8.5 percent for Asians. By contrast, the unemployment rate for non-Hispanic Whites is 5.8 percent. Calculated as a disparity ratio, this means that African Americans in the county are almost 2.5 times more likely to be unemployed than their non-Hispanic White peers. Similarly, Asians and Hispanics are approximately 1.5 times more likely to be unemployed. Although these disparities exist within Alachua County, Blacks and Hispanics in Alachua County have lower unemployment rates than these minorities in the state of Florida overall.

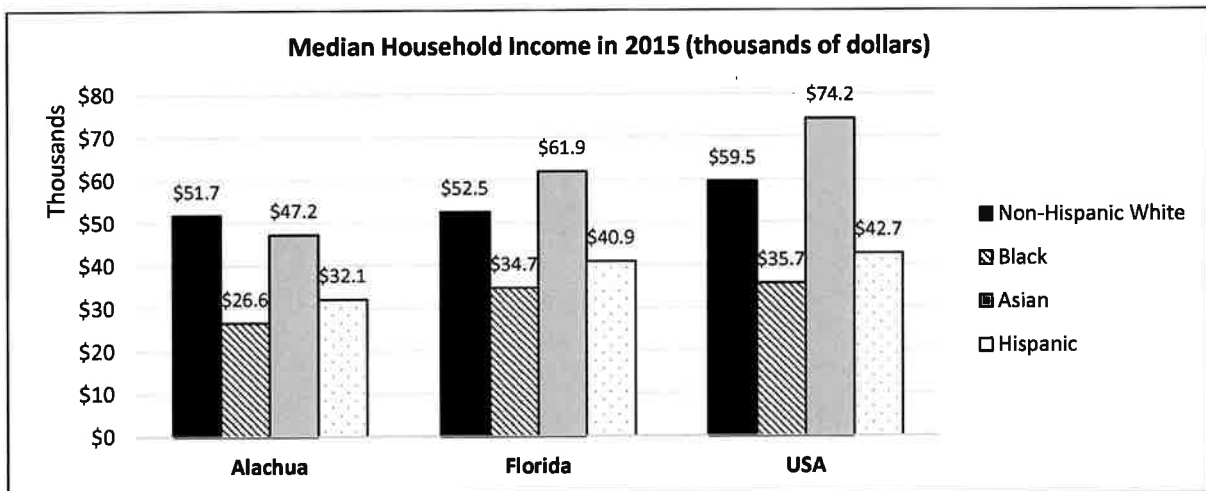
The differences in employment opportunities within the county for Blacks and Hispanics contribute to the already important income disparities. Although the non-Hispanic White population in Alachua County has a higher median household income (\$51,740) than any other group, this income is below the

percent for non-Hispanic Whites, 39.7 percent for Hispanics, and 16.3 percent for African Americans.

state and national levels. More than half of the non-Hispanic White households in the county make more than \$50,000 annually. Asians have a median household income of \$47,236; however, their income is much lower than their state and nationwide peers. Important income disparities appeared when looking at the incomes of Blacks and Hispanics. The median household income for Blacks is \$26,561, which is equivalent to 51 percent of the non-Hispanic White income. Additionally, only 25.7 percent of Black households have an income greater than \$50,000. Similarly, for Hispanics the median household income is \$32,105, around 62 percent of that of the non-Hispanic Whites, and only 34.3 percent of the Hispanic households have income above \$50,000.

Compared to the median household income for Blacks and Hispanics at the state and national level, the minorities in Alachua County are also making less. For example, the median household income for Blacks in Florida is \$34,664 and in the U.S. is \$35,695, and more than one-third of the Black households in Florida and in U.S. have income greater than \$50,000, compared to the one-quarter in Alachua County. A similar pattern is found for the Hispanic population in the county.

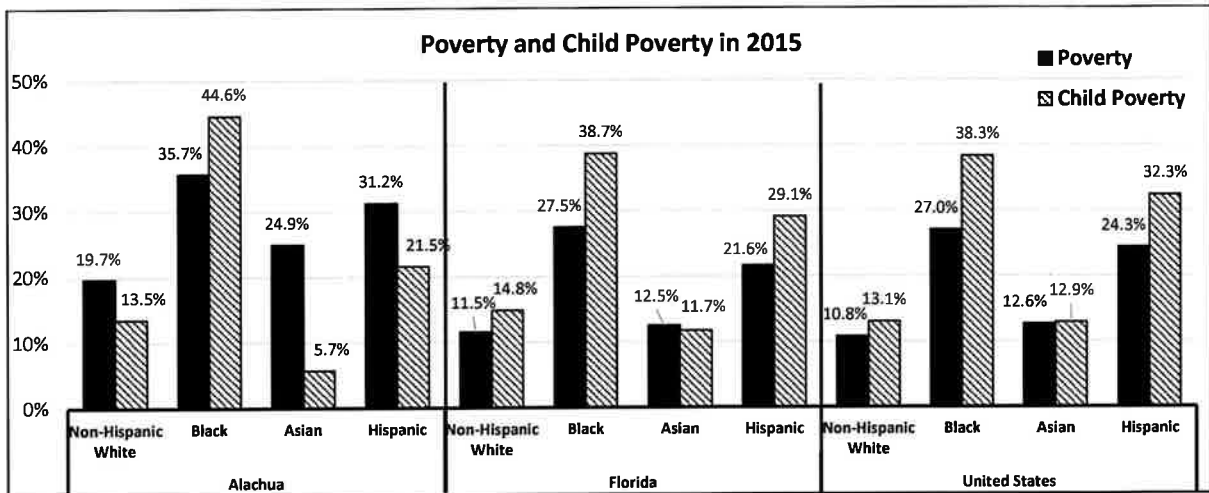
These income disparities are accompanied by higher poverty rates⁹ for Blacks and Hispanics. More concretely, 35.7 percent of African Americans and 31.2 percent of Hispanics in the county live below the poverty line. By contrast, the non-Hispanic



Source: U.S. Census Bureau, American Community Survey (ACS) 5-year estimates.

⁹ Anyone living in a household with an income below their relative poverty threshold (poverty line) is considered to be in poverty. The poverty thresholds are income dollar amounts that vary according to the size of the house and the ages of its members accounting for the minimum level of resources that are adequate to meet basic needs. In 2015, some of the thresholds were: \$12,331 for a single individual under age

65; \$14,326 for a household of two with a householder 65 years or older with no children, and \$24,036 for a family of four with two children under age 18. The poverty thresholds are updated annually, available here: <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>



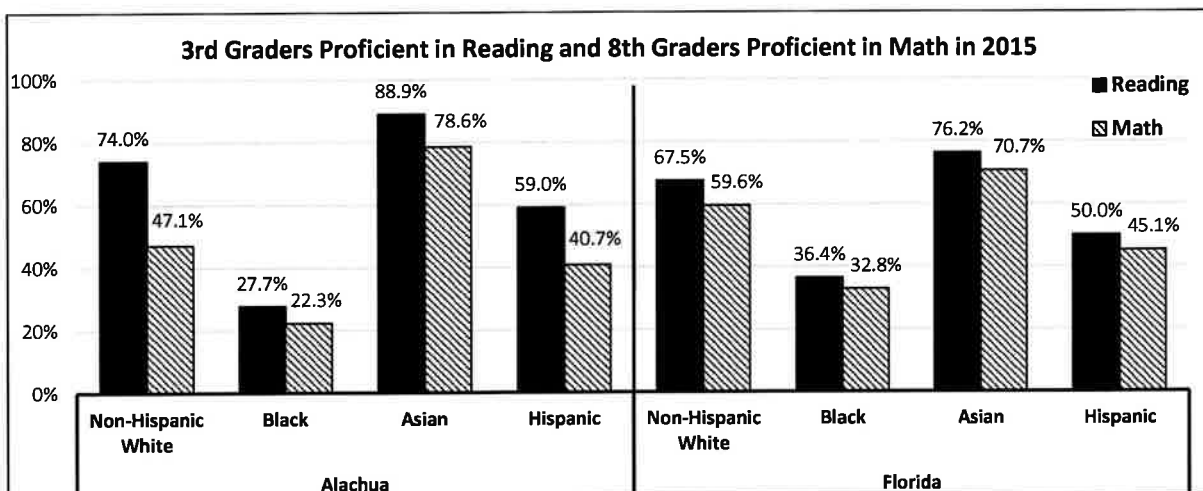
Source: U.S. Census Bureau, American Community Survey (ACS) 5-year estimates.

White poverty rate is 19.7 percent, and for Asians is 24.9 percent. Looking into the child poverty rate, the differences are even starker for African Americans. The percent of Black children in poverty is 44.6 percent. Calculated as a disparity ratio, Black children are 3.3 times more likely to be in poverty than non-Hispanic White children.

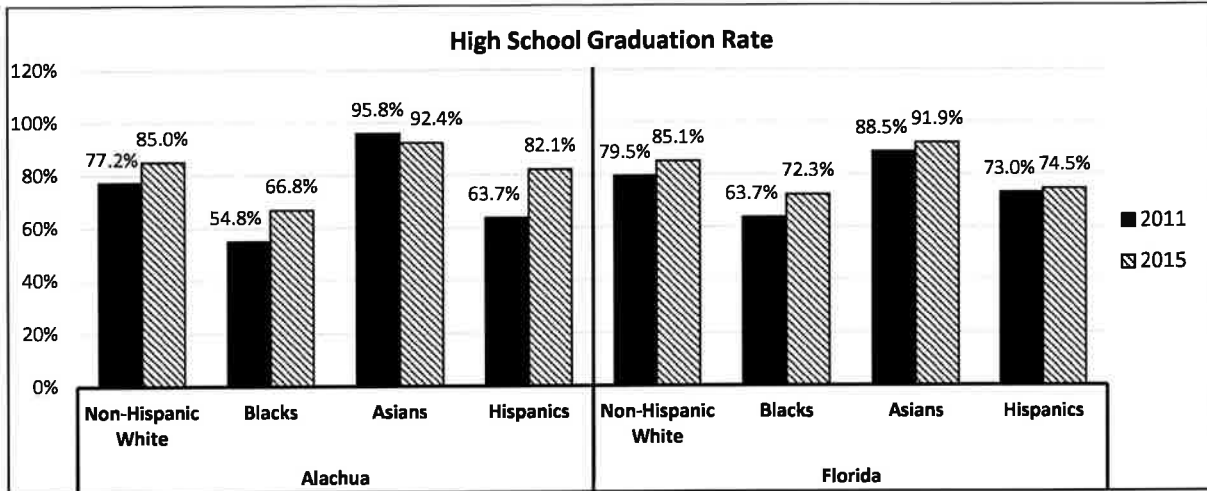
Income disparities are closely related to school performance and attainment. Lower income not only affects the nutrition of children, but also the ability of parents to support after-school and summer activities. Students who do not partake in enrichment

activities during the summer can lose months of progress that must be made up when school starts again. These issues can lead to important disparities in education performance. For example, the percentage of Black third graders proficient in reading in Alachua County is 27.7 percent and for Hispanics is 59 percent, while for non-Hispanic Whites and Asians these levels are 74 and 88.9 percent respectively. A similar pattern is observed for eighth graders proficient in math.

Disparities in education not only appeared in performance, but also in



Source: Florida Department of Education.

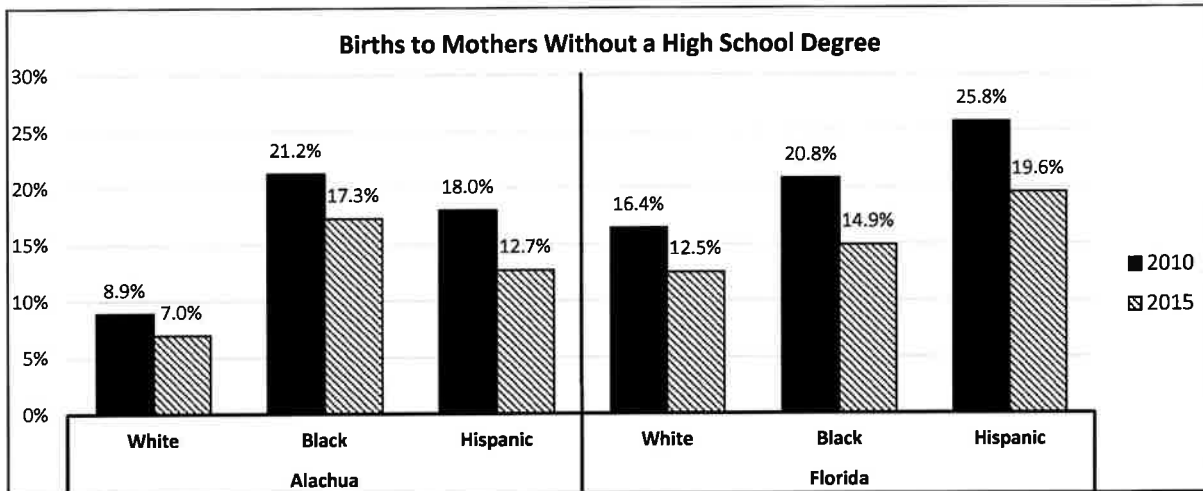


Source: Florida Department of Education.

achievement. For example, 85 percent of the non-Hispanic White students graduated from high school, while only 66.8 percent of the Black students graduated in Alachua County.¹⁰ The high school graduation rate for Hispanics is 82 percent and 92.4 percent for Asians. Compared to the Florida graduation rates, only African American students have a lower graduation rate in Alachua County. More than half of those who drop out of high school are Black.

gaps. Some parents may not be able to help their child because they are working and do not have time to help with the homework. Additionally, parents who did not complete their own schooling may feel intimidated about trying to help their own child with academic subjects. Regarding the latter, the Black and Hispanic populations are at greater disadvantage in Alachua County. For example, the percentage of births to Black mothers without a high school degree is 17.3 percent and for Hispanics is 12.7 percent, while for White mothers is 7 percent. The percent of

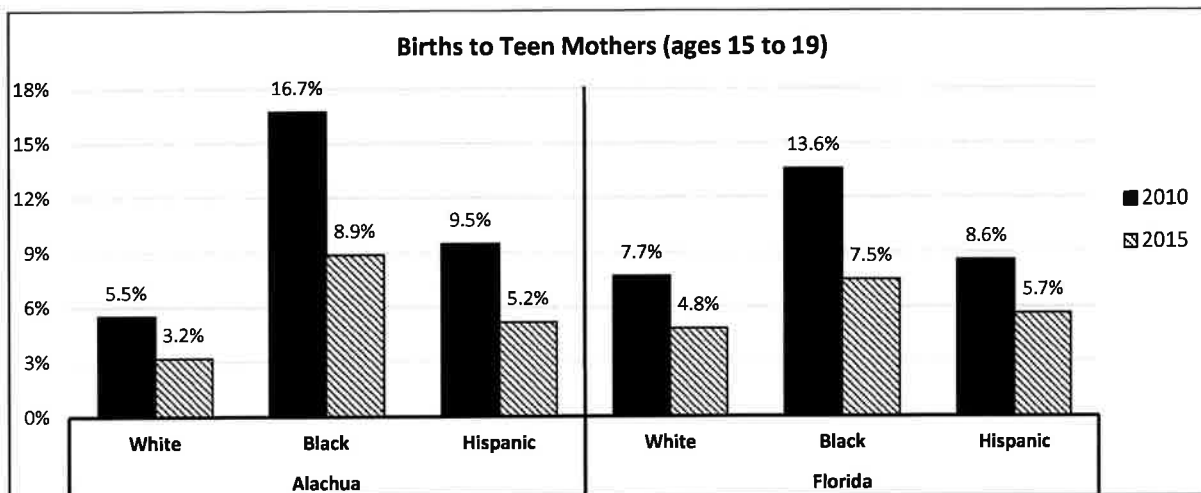
Other factors affect these educational



Source: Florida Department of Health, Bureau of Vital Statistics.

¹⁰The graduation rate includes standard diplomas but excludes GEDs, both regular and adult, and special diplomas. More information on the calculation of this rate is available at

<http://www.fldoe.org/core/fileparse.php/7584/urlt/GradRates1516.pdf>.



Source: Florida Department of Health, FL Health Charts.

births to teen Black mothers (aged 15 to 19) is 8.9 percent, 2.8 times more than births to White teen mothers, which is 3.2 percent. Teen mothers are further disadvantaged because the obligations of parenting may keep them from advancing their own education.

Another important issue is school suspension. If a student is suspended and must stay at home without any supervision they are more likely to create problems that get reported to the police. In the 2014-2015 school year, around 13.1 percent of Black students and around 3.4 percent of Hispanic students were suspended in the county. While only a small percentage of students are suspended in the county, Blacks and Hispanic students tend to get suspended from school more often than White or Asian students. For example, Blacks are 5.2 times more likely to

be suspended than Whites, and Hispanics 1.3 times more likely.

The economic and educational disparities contribute to a pipeline of accumulating factors that result in even more stark differences in the measures considering the involvement in the justice system. Minorities, in particular Blacks, are more likely to be involved with the criminal justice system. The arrest rate for Whites is 3.1 percent and for Asians 0.5 percent, while for Blacks the arrest rate is 12 percent.¹¹ African-Americans are 3.9 times more likely to be arrested in Alachua County than Whites. There is also a disproportional number of African-American men incarcerated across the state and the country. 2.4 percent of the total Black population in Alachua County are incarcerated, and they represent around 70.8

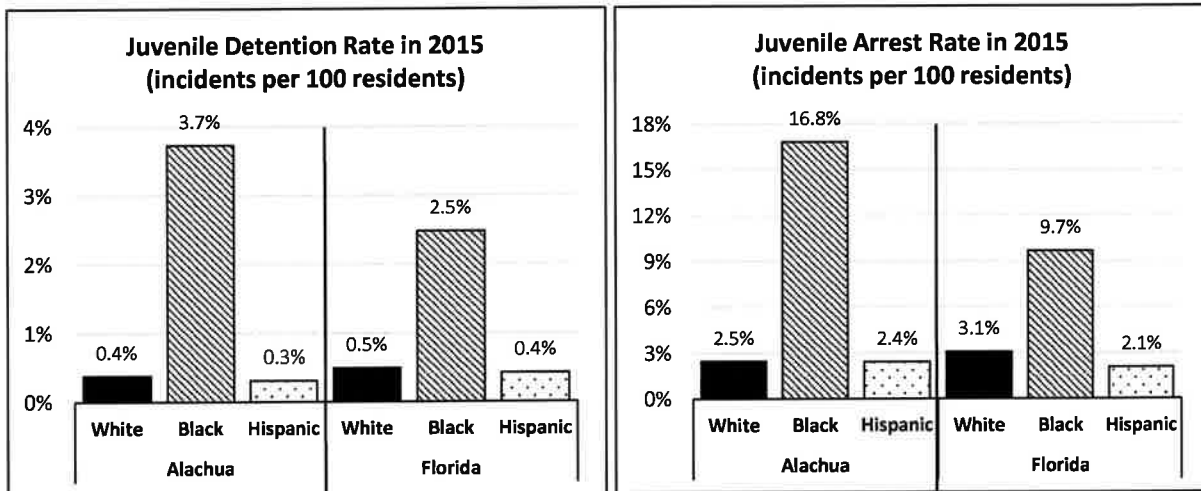
¹¹The arrest rate is the number of arrests in each racial/ethnic group divided by the corresponding population. It considers one arrest for each separate instance in which a law enforcement officer takes a youth into custody based on probable cause and charges the youth with a law violation. Because a person may be arrested multiple times during a

year, the figures do not reflect the number of individuals who have been arrested; rather, it shows the number of times that persons are arrested. Further clarifications of the definitions are available at <http://www.djj.state.fl.us/research/reports/reports-and-data/interactive-data-reports/disproportionate-minority-contact-reports/dmc-profile-fy-14-15>.

percent of the total inmate population in the county. Calculated as a disparity ratio, Blacks are 8.8 times more likely to be an inmate than non-Hispanic Whites.

Wider disparities appear when considering the youth population, those aged 10 to 17. The juvenile detention rate for Whites in the county is around 0.4 percent, while for Blacks is 3.7 percent. In other words, Black teens are 9.9 times more likely to be in a juvenile detention center. The juvenile arrest rate for Whites is 2.5 percent, for Asians is 2.4 percent, and for Blacks is 16.8 percent. That is, Black teens are 6.9 times more likely to get arrested. Although data were not available for 2015, the data from 2008 and 2010 showed

disparities related to healthcare and health status. Racial disparities start with insurance coverage, the primary vehicle providing access to healthcare. The percentage of uninsured non-Hispanic Whites is 11.5 percent and for Asians is 11.6 percent, while for Blacks the percent uninsured is 17.5 percent and for Hispanics is 18.6 percent. Calculated as a disparity ratio, Blacks in Alachua County are 1.5 times more likely to be uninsured, and Hispanics 1.6 times. Compared to the state level, the African-American and Hispanic populations fare better in the county. The percent of African Americans uninsured in Florida is 21.7, while for Hispanics, this rate is 28 percent. Insurance status and a variety of



Source: Florida Department of Juvenile Justice.

that Blacks were also disproportionately more likely to be transferred to adult court.

While not as considerable as in the previous measures, there are also important

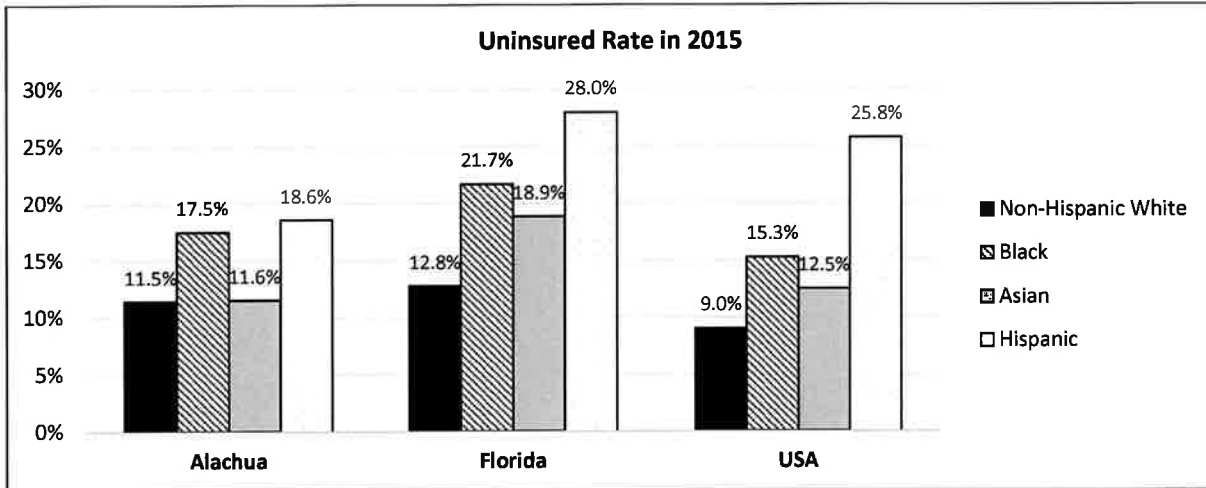
other factors can influence a person's health status. Cancer is the leading cause of death in Alachua County, followed by heart disease and unintentional injury. Stroke and chronic lower respiratory disease¹² complete the top

¹² Chronic lower respiratory disease comprises three major diseases: chronic bronchitis, emphysema, and asthma.

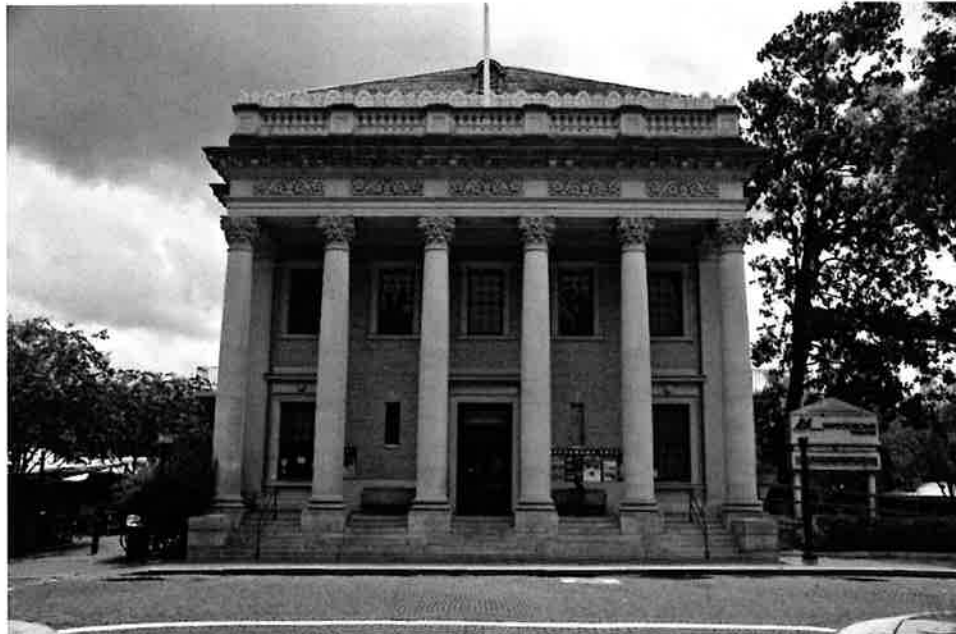
five causes of death.¹³ Although in a different order, these same diseases are the top five leading causes of death in Florida. Alzheimer’s disease comes in sixth place in Florida, while diabetes comes in sixth in Alachua County.

The heart disease death rate for Blacks and Hispanics has been consistently lower than the rate for Whites over time. The heart

disease death rate per 100,000 is 144.9 among Whites, 115.2 among Blacks, and 42.8 among Hispanics. Heart disease is an old person’s disease and White people get to an older age more frequently than Black people. In fact, around 14.8 percent of the White population in Alachua County are 65 years old or older, while only 8.4 percent of the Black population is in that age group.



Source: U.S. Census Bureau, American Community Survey (ACS) 5-year estimates.



Hippodrome State Theatre, Gainesville, Florida

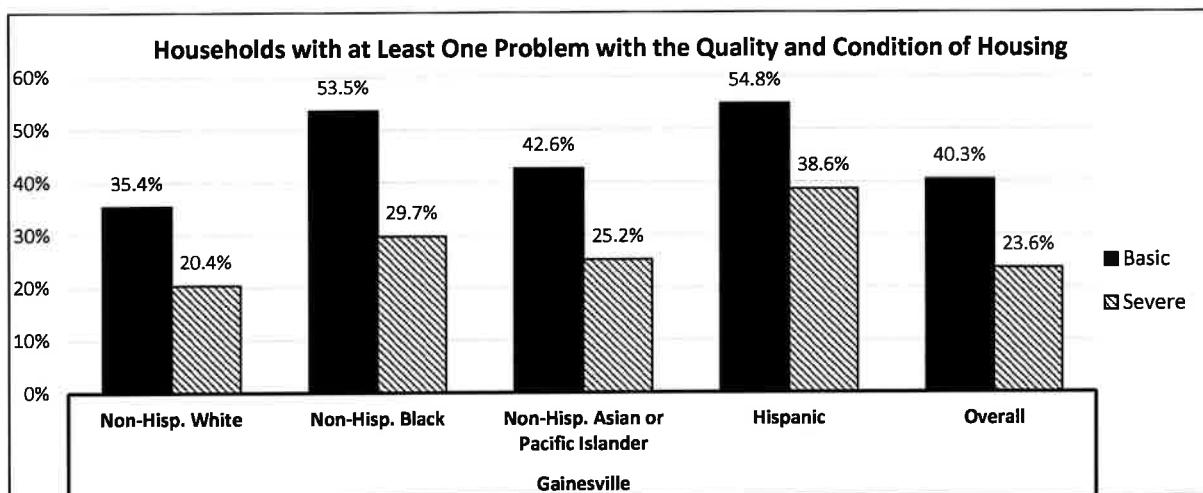
¹³ Department of Health State of Florida. Leading Causes for Death for 2015. URL: www.flhealthcharts.com/ChartsReports/rdPage.aspx?rdReport=ChartsProfiles.LeadngCausesOfDeathProfile

SECTION IV: INSIGHTS FROM THE HOUSING, TRANSPORTATION, AND NEIGHBORHOOD SUPPLEMENT

As part of this project, the University of Florida Program for Resource Efficient Communities (PREC) developed a supplemental module on housing, transportation, and neighborhood to increase our understanding of racial inequity in Alachua County. The study joins and analyzes data from several local, state, and federal sources, including the Alachua County Property Appraiser (ACPA) and three utilities in the county—Gainesville Regional Utilities (GRU), Clay Electric, and City of Newberry.¹⁴ This section summarizes the main findings from the PREC supplement.

First, over 40 percent of all households within the Gainesville Core Based Statistical

Area (CBSA)¹⁵ have at least one problem with the quality and condition of their housing, such as high monthly cost burden, overcrowding, or deficiencies in the spaces and systems used to prepare, consume, and dispose of food and water. Hispanic households experience the most housing problems, followed closely by Black households. By contrast, White households experience the least housing problems. For example, considering deficiencies in housing quality, 20 percent of Black households have no mechanical air conditioning (cooling) systems of any kind (e.g., neither central ducted, nor window units), a rate which is 72 percent higher than the community average. Furthermore, while Black households



Source: University of Florida Program for Resource Efficient Communities (PREC).

¹⁴ Appendix B contains a map of the electricity territory of the three utilities.

¹⁵ A Core Based Statistical Area (CBSA) is a geographic area defined by the Office of Management and Budget (OMB) that

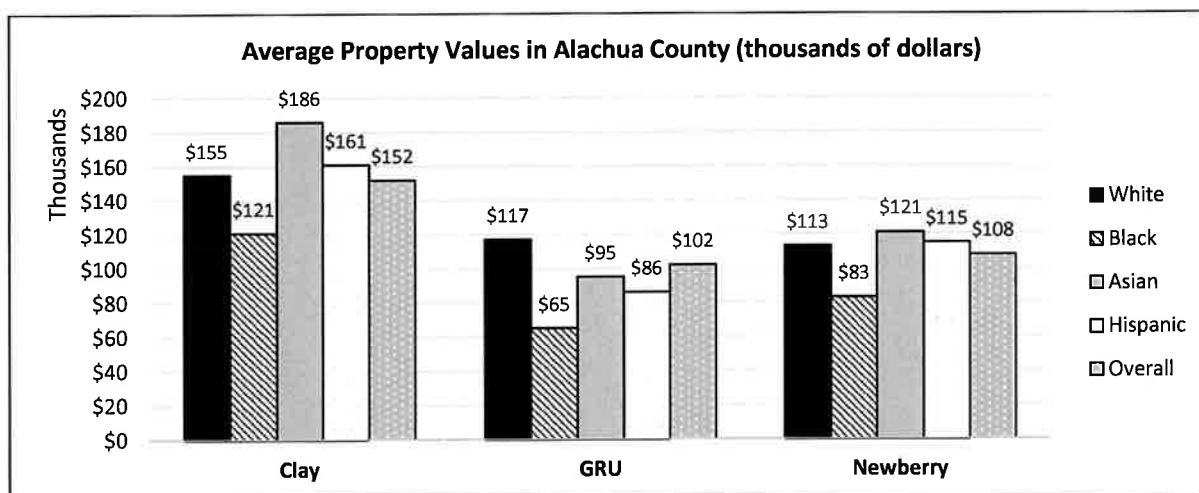
consists of one or more counties (or equivalents) anchored by an urban center of at least 10,000 people plus adjacent counties that are socioeconomically tied to the urban center by commuting. The OMB defines the Gainesville CBSA as comprising Alachua and Gilchrist Counties.

experience slightly lower rates of severe housing problems¹⁶ than the state, Whites and all other minority groups have rates of severe housing problems higher than their equivalent state and national counterparts.

Second, as suggested from evaluating the ACPA data showing building size and appraised property value, the neighborhood blocks with higher percentages of Black residents are appraised at lower values than blocks with higher percentages of White residents, even when comparing for equivalently sized properties. For the three utilities providing data, residential properties within the Clay Electric service territory have the highest property values, with appraisals around \$152,000, about 40 percent more than the three utilities' combined service areas. White households served by all three utilities

occupy properties valued higher than the community average. Asian households in Clay and Newberry service territories also reside at properties valued higher than the community average. In contrast, Black households reside at properties valued significantly lower than the community average. The greatest property value disparity occurred within the GRU service territory where Black household property values average around \$65,000, which is only a little more than half of the average property value of White households at \$117,000.

Third, in terms of energy consumption (ekWh),¹⁷ Asian and White households use the greatest amount of total energy per person, about 3.6 percent and 4.1 percent more than the community average respectively. Black households use the least amount of



Source: University of Florida Program for Resource Efficient Communities (PREC).

¹⁶ The basic and severe housing problems are indicators that measure four potential housing unit problems: (1) incomplete kitchen facilities; (2) incomplete plumbing facilities; (3) occupant overcrowding; and/or (4) housing costs (including utilities) exceeding 30-50 percent (basic), or greater than 50 percent (severe), of monthly income. For more information, visit <https://www.huduser.gov/portal/>

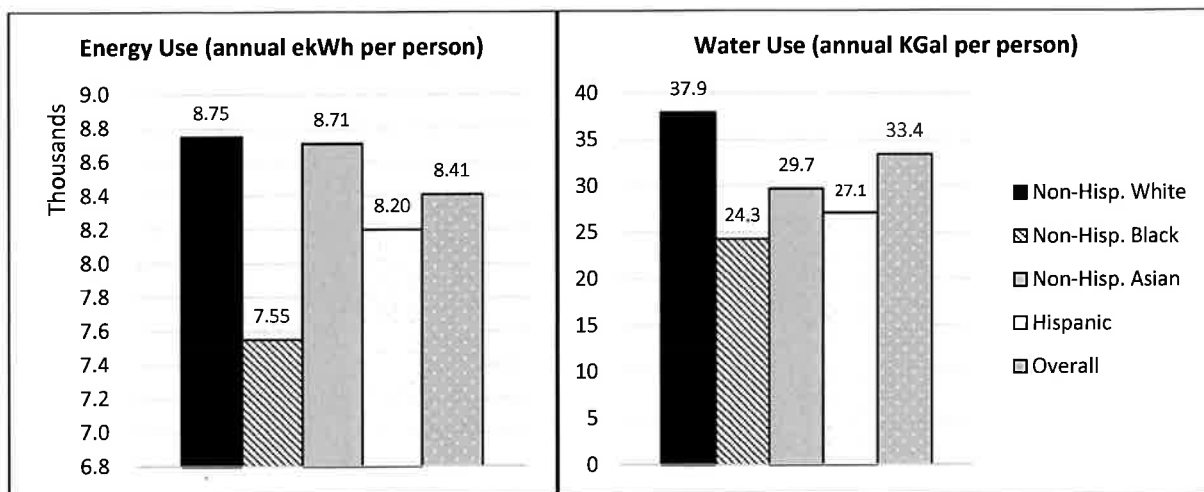
datasets/cp/CHAS/bg_chas.html or the Florida Housing Data Clearinghouse <http://flhousingdata.shimberg.ufl.edu/a/chas?action=indicators&nid=1>.

¹⁷ Electricity and natural gas consumption were combined and expressed in equivalent kilowatt hours (ekWh), a standard unit of energy consumption used when combining or comparing across multiple energy sources.

home energy of all demographic groups, about 10.2 percent less than the community average, while Hispanic households use 2.6 percent less. Domestic potable water consumption, measured in thousand gallons (KGal) per person annually, varies greatly between the demographic groups. White households exceed the community average by 13.3 percent. Conversely, Black, Hispanic, and Asian households use 27.3 percent, 18.9 percent, and 11.0 percent less water than the community average respectively.

Looking at energy use by home size, as kWh per square foot,¹⁸ differences are seen

in consumption by race. Asian households consume the least in the county, while Black households consume more per square foot of housing unit floor area than all other households. White and Hispanic households consume around the same across the county when adjusting for home size. One primary factor accounting for the higher energy use per square foot among Black households is that they have the smallest average house sizes for all demographic groups, across all three utility service territories. While smaller houses share similar core energy consuming systems and major appliances with larger houses, the added square feet in



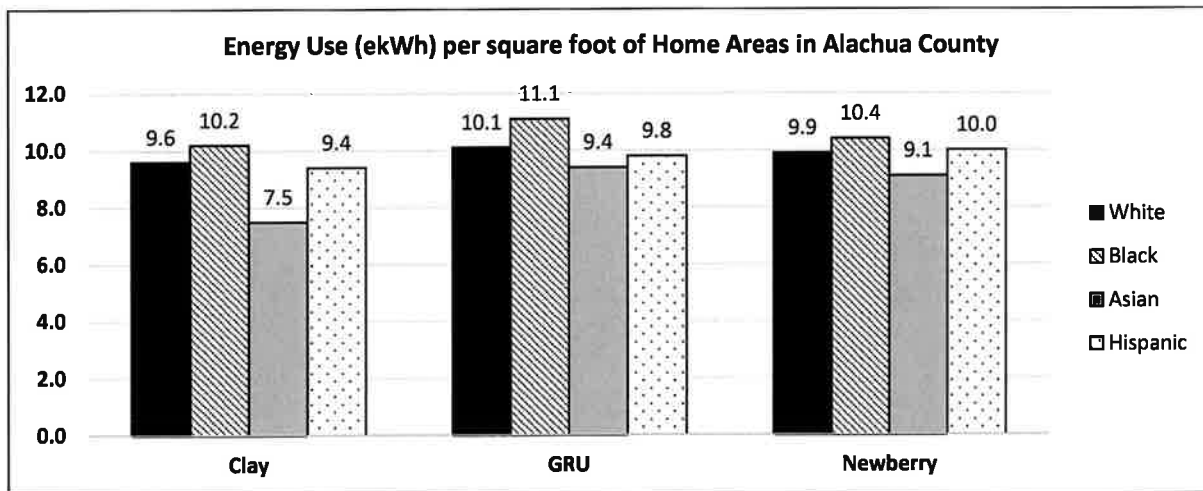
Source: University of Florida Program for Resource Efficient Communities (PREC).

¹⁸ Equivalent kilo-watt hours (ekWh) is a standard unit of energy consumption used to compare energy consumption across energy sources.

larger houses (e.g., extra or larger bedrooms, bathrooms, and living rooms) typically demand less energy (ekWh) per square foot than those areas common to houses of all sizes.¹⁹

Fourth, following the variation in consumption, a striking difference is seen in the household energy cost burden,²⁰ when comparing the neighborhood blocks that contained the highest percentages of each racial group. When accounting for the percent of per capita income dedicated to residential energy (including electricity and natural gas) and total utility bills, the greatest disparities are seen between Black and White

households. Black households spend the highest share of their income on energy and utility costs, respectively 39.6 percent and 34.8 percent more than the community average, whereas White households pay around 10.3 percentage less for energy and 5.9 percentage less for utilities as a share of household per capita income versus the community average.²¹ Because each utility provider uses a consistent rate structure for all households throughout their respective service territories, other factors must account for these differences. The likely primary factor in their higher energy burden is that Black households have the lowest average per capita incomes. Secondary factors may include differences in



Source: University of Florida Program for Resource Efficient Communities (PREC).

¹⁹This relationship of lower total utility energy bills, yet higher per square foot consumption, echoes other national findings (Drehobl and Ross, 2016). Drehobl, A., and Ross, L. (2016). *Lifting the High Energy Burden in America's Largest Cities: How Energy Efficiency Can Improve Low-Income and Underserved Communities* (Text) (p. 55). American Council for an Energy-Efficient Economy. Retrieved from <http://aceee.org/research-report/u1602>

²⁰Energy burden is a term used to describe disproportionately higher energy costs for housing and transportation as compared to gross income, and as compared to other

necessary costs of living.

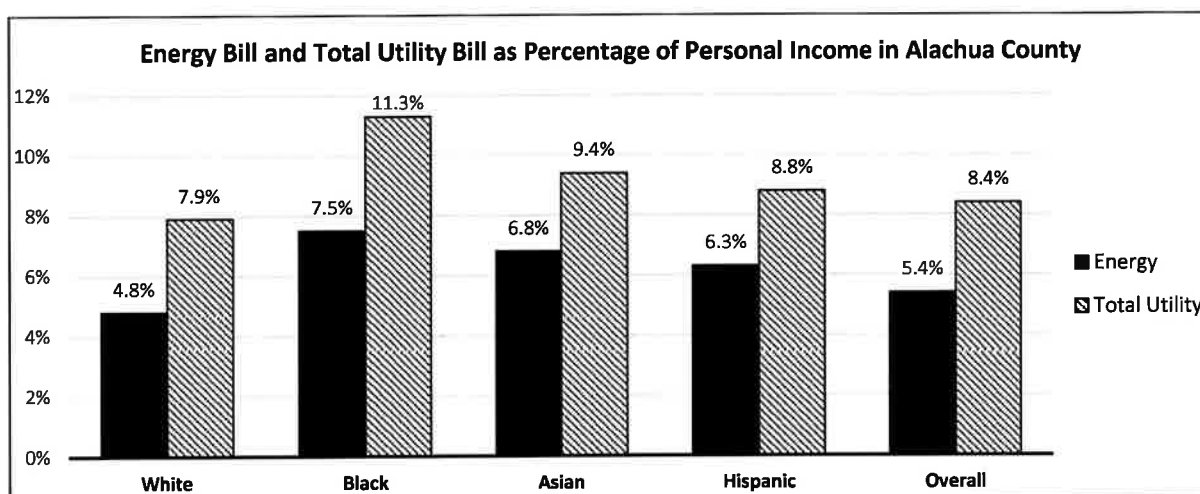
²¹Note that all utility costs for GRU households were calculated as if they were located inside the Gainesville City limits and do not include surcharges paid by other Alachua County residents. This was done to avoid obscuring differences between racial/ethnic groups with differences in City/County rate structure, but the true costs paid by GRU residents within unincorporated Alachua County are higher than those reported, due to the (approximately 25% surcharges.

the quality, vintage (year built), and energy performance of their housing stock, major appliances, and space conditioning systems.

Furthermore, considering the overall cost of housing²² for a median-income, regional-typical family, Asian households, followed by White households share the highest percentages of family income dedicated to housing at the local, state, and national level. Black households have the lowest proportion of family income dedicated to housing. As suggested in the energy and utility cost burden findings, these differences in total housing cost burdens may reflect differences in house size, quality, vintage, location, and related building or

neighborhood characteristics. With the exception of Black households whose state average is higher than the local average, the four major demographic groups within the Gainesville CBSA region all have rates of severe housing cost burden higher than their equivalent state and national peers.

Fifth, considering lifestyles and neighborhood opportunities, White households have the highest average per capita income and the lowest rate of racially or ethnically concentrated areas of poverty (R/ECAPs).²³ Black households have the lowest average per capita income and the highest exposure to poverty, 28 percent more than the community average. Additionally, a severe



Source: University of Florida Program for Resource Efficient Communities (PREC).

²²“For owners, monthly housing costs include mortgage, taxes, insurance, association fees, and utilities. For renters, costs include rent and utilities.” Excerpted from the US HUD and US DOT Location Affordability Index (LAI) Data and Methodology Version 1 (November 2013) page 19, http://www.locationaffordability.info/About_TechDoc.aspx.

²³R/ECAPs is a Census tract-based indicator developed by the

US HUD, which joins a poverty test with a racial/ethnic concentration threshold. A Census tract is an area roughly equivalent to a neighborhood, encompassing a population between 2,500 to 8,000 people. See the US HUD AFFH Data Documentation for more information: <https://www.hudexchange.info/resource/4848/affh-data-documentation/>.

disproportionality exists in the demographic mix of subsidized housing, where Black residents make up between 72 and 90 percent of the publicly supported housing population despite representing only 17 percent of the Gainesville CBSA population. In addition to concentrations of poverty, the City of Gainesville and the larger Gainesville CBSA face challenges in addressing segregation in housing across racial and ethnic communities as captured by the dissimilarity index.²⁴ While the Non-White/White and Black/White

community comparisons showed notably declining segregation from 1990 through 2010 within the City of Gainesville and the larger Gainesville CBSA, the estimated 2016 dissimilarity indices suggest that at both the city and regional scales, the City of Gainesville and the Gainesville CBSA face the highest levels of geographic segregation documented in at least the last 26 years.

Considering educational opportunities, Asian and White households live in neighborhoods with the highest school

Racial and Ethnic Dissimilarity Index								
Racial/Ethnic Dissimilarity Index	Gainesville, FL (CDBG, HOME) Jurisdiction				Gainesville, FL (CBSA) Region			
	1990 Trend	2000 Trend	2010 Trend	2016 Estimate	1990 Trend	2000 Trend	2010 Trend	2016 Estimate
Non-White/White	34.64	31.01	29.82	34.04	29.45	30.82	31.11	35.68
Black/White	46.07	45.16	39.73	47.91	38.43	41.12	40.70	47.79
Asian or Pacific Islander/White	34.40	29.21	34.38	37.66	37.44	34.31	36.23	42.56
Hispanic/White	18.53	19.71	22.02	22.48	21.04	22.61	22.42	24.77

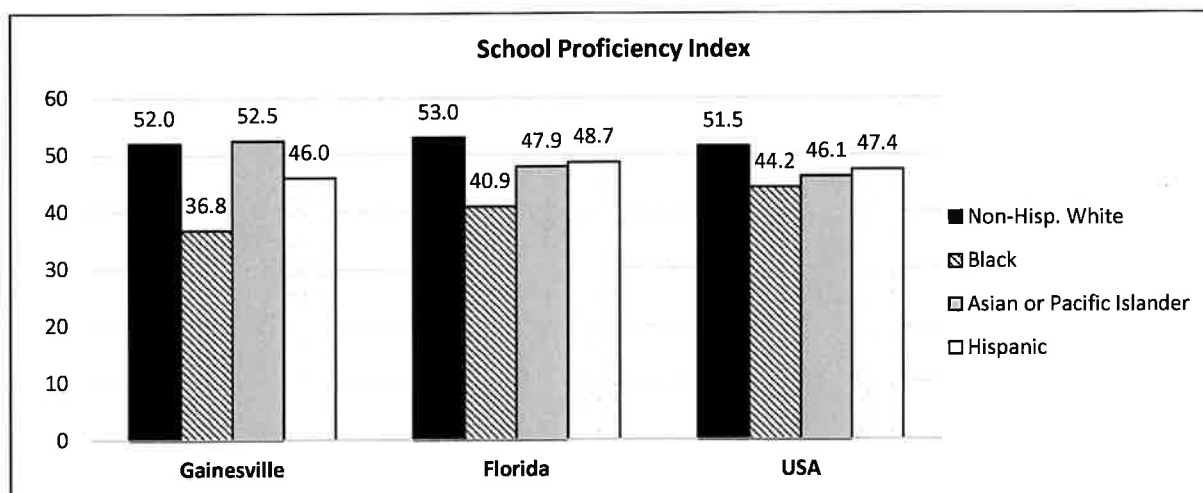
Source: University of Florida Program for Resource Efficient Communities (PREC).

²⁴The dissimilarity index represents the extent to which the distribution of any two groups (frequently racial or ethnic groups) differs across census tracts or block-groups. The values of the dissimilarity index range from 0 to 100, with a value of zero representing perfect integration between the racial groups in question, and a value of 100 representing

perfect segregation between the racial groups. See the US HUD AFFH Data Documentation for more information: <https://www.hudexchange.info/resource/4848/affh-data-documentation/>.

proficiency scores within the Gainesville CBSA.²⁵ Conversely, Black households live in neighborhoods with the lowest school proficiency scores. In other words, Alachua County’s Black residents are the poorest, the most concentrated by race and poverty, and live near the poorest performing schools, while White residents experience the opposite situation.

day than White households who occupy a disproportionately larger share of the more suburban and rural neighborhoods and have a 58 percent longer median commute distance to work. One potential interpretation of this seeming contradiction between distance to work and VMT may be that Black households have worse geographic proximity to non-work destinations of interest (e.g., supermarkets,



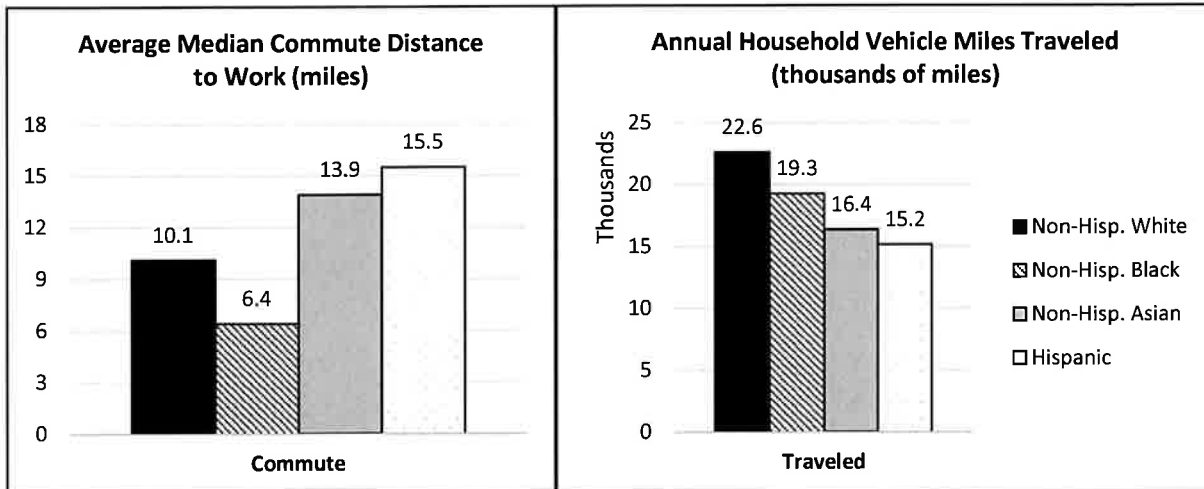
Source: University of Florida Program for Resource Efficient Communities (PREC).

In terms of transportation, local Black residents often live in more urbanized neighborhoods and have the shortest median commute distance to work. Paradoxically, they also have the second highest estimated annual household automobile vehicle miles traveled (VMT), a rate only 9 miles less per

places of worship, retail stores, restaurants, parks, and other public spaces), and thus may have disproportionately higher non-work related VMT. This supposition fits within the milieu of urban food deserts and related inequalities, but requires deeper investigation.

²⁵ The school proficiency index uses school-level data on the performance of fourth grade students on state exams. See the US HUD AFFH Data Documentation for more information:

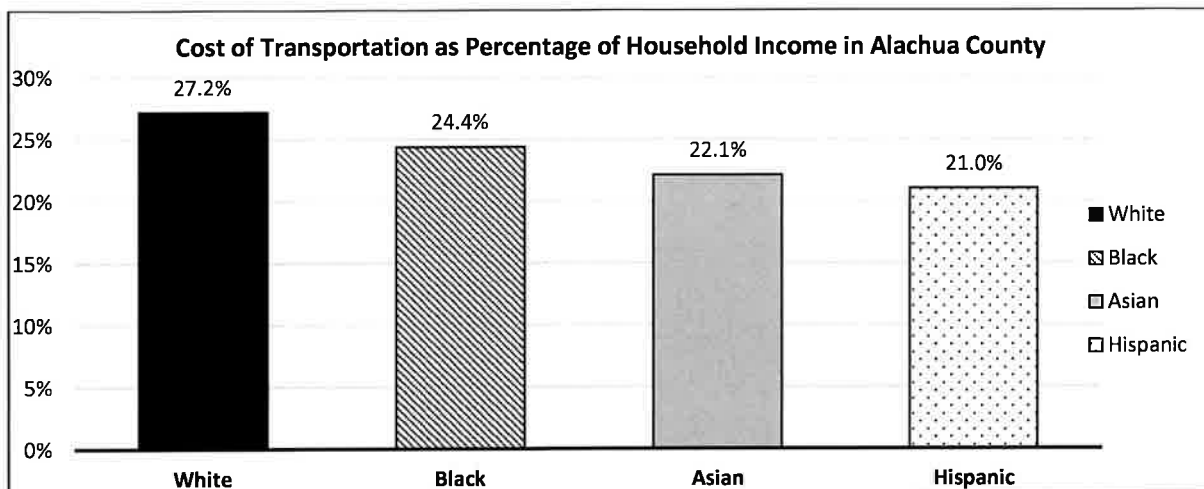
<https://www.hudexchange.info/resource/4848/affh-data-documentation/>



Source: University of Florida Program for Resource Efficient Communities (PREC).

Finally, in terms of transportation costs, White households have the highest estimated costs as a percentage of household income, possibly due to related patterns, such as the White households living in the lowest density neighborhoods, having the lowest degree of walkability based on urban infrastructure, and having the lowest estimated annual household public transit trips taken. In contrast, Asian households have the lowest

costs for transportation as a percentage of household income, live in the densest neighborhoods, have the highest degree of walkability based on urban infrastructure, and have the highest likelihood of public transit utilization.



Source: University of Florida Program for Resource Efficient Communities (PREC).

SECTION V: FACTORS AND FORCES BEHIND RACIAL DISPARITIES IN ALACHUA COUNTY

Racial inequality is a problem in Alachua County as well as in the country as a whole; however, beyond the general conditions that create racial disparities in the United States, Alachua County has a number of specific issues that foster these disparities.

A series of personal interviews with experts who have direct insight into racial disparities in Alachua County were conducted to understand the forces and factors behind the disparities in the county. This section relies solely on these experts' opinions and summarizes them. From these interviews, six important interconnected issues emerged. First, the geography of the county prohibits the development in areas that are traditionally occupied by minorities, which creates isolated and under-resourced areas. Second, the reduced provision of services affects minorities more. Third, there are important issues related to the education system. Fourth, for many generations, minority populations have been unable to accumulate wealth. Fifth, in addition to an important mismatch existing in the labor market, college students are crowding out the job opportunities that would otherwise exist for the local minorities. Finally, there are important issues arising from the interaction of minorities with the justice system.

First, the east side of Gainesville, as it is separated by Main Street, is home to a large

percent of minorities. Additionally, some areas of the southwest side of Gainesville and along Tower Road are predominately populated by minorities. In these areas, low education minorities are purchasing homes for lower prices. In contrast, places like Haile Plantation are predominately occupied by educated Whites such as faculty and professionals who have a significantly higher income. This higher income allows them to purchase properties of greater value, which in turn creates a higher tax base for that area. This generates important disparities between regions in Gainesville.

The ability of an area to attract development is critical to bringing in necessary jobs, schools and other services. However, economic development is generally focused on the West side of Gainesville, where minorities are not present because there is very little on the East side to attract developers who are looking for customers with disposable incomes. Moreover, the geography of the East side presents particular difficulties that are absent in the west side. The east side is lower and tends to have more sensitive wetlands, making development difficult in general. In some cases, federal laws that protect these sensitive areas push developers away from the east side into areas that are around the University and primarily on the West side of town, both of which are predominately occupied by Whites.

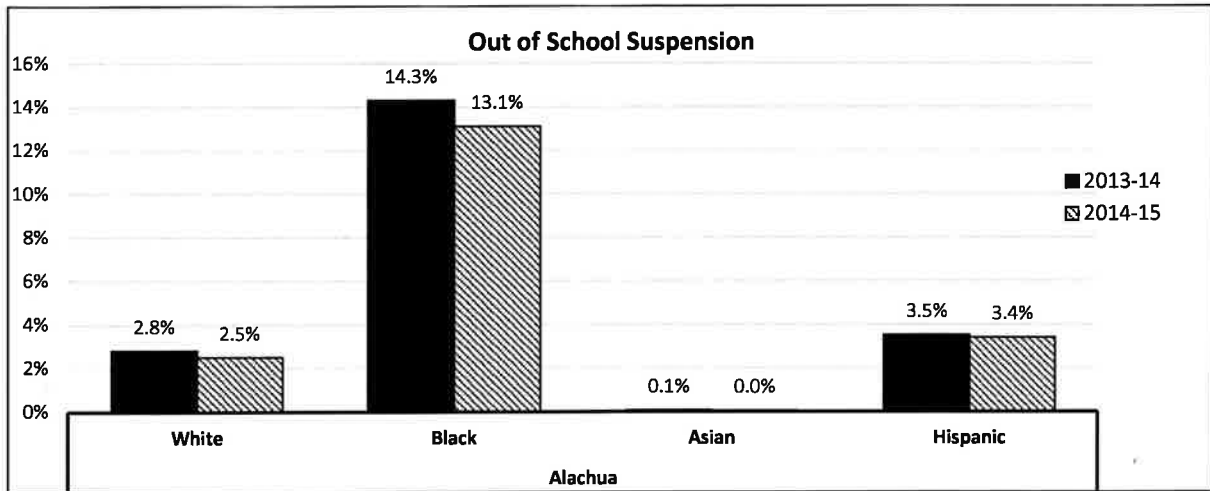
A second issue is that these pockets of minorities are generally under-resourced in a number of ways. Due to low state and federal funding, for example, teacher pay throughout the county is low, there is low investment in pre-kindergarten programs, and available resources are limited for supplemental programs such as mental health services. This low level of overall funding often affects minority/disadvantaged students disproportionately because they typically have a greater need for such programs.

Additionally, the county budget is restricted. It's not possible to provide adequate social services because the funding to support them is not available. Because Florida is a low-tax state, counties must fund social services themselves. With a large portion of Alachua County off the tax rolls because of the University of Florida and other public institutions, decreased taxes result in decreases services.

Third, in addition to the low investment in education, there are two other factors related to the education system in Alachua County. First, schools pull their student base from the surrounding areas. In neighborhoods that are primarily inhabited by minorities, the

result is a student body that is almost entirely composed of minorities. Nationwide, busing students to different neighborhoods was an attempt to integrate different races and create an environment of acceptance between races. Alachua County created magnet schools in minority neighborhoods, thereby attracting higher performing students to these schools; however, when high-performing students are mixed into a group of average or below average minority students, minority's perceptions might be unintentionally reinforced as these minorities perform at lower levels than the students bused in. Minorities who see these high performers may then become discouraged if they mistakenly attribute these differences to race. A second issue is out-of-school suspensions. When a student is removed from school, they quickly fall behind in their classwork, and may also develop a resentment towards the school system. Both of these factors make the student more likely to be disruptive a second time. When they are suspended they are also more likely to be at home alone, which can create a difficult situation for the child. If a student is suspended and must stay at home without any supervision, they are much more likely to create problems that get reported to the police.²⁶

²⁶Alachua County Public Schools has implemented policies and programs that have reduced out-of-school suspensions among all students, most significantly among African-American students.

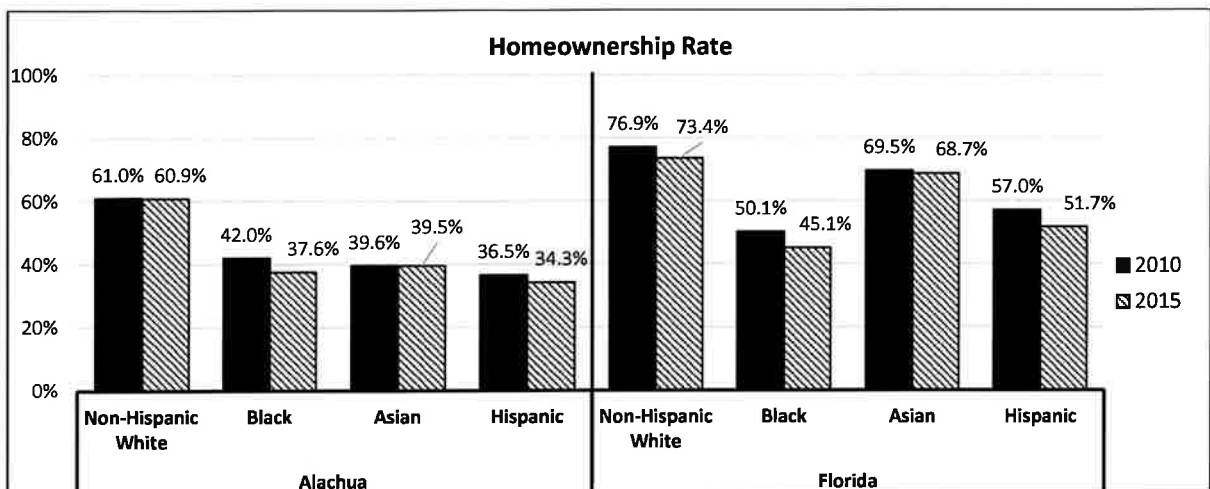


Source: Florida Department of Education.

Fourth, though minority populations have lived in this area for generations; they haven't been able to accumulate wealth to pass on to future generations. Wealth and income are very different issues. Wealth includes assets that a person can draw upon in a time of need. Owning a home or property of any sort allows a person to have collateral for a loan if an emergency were to happen. The homes on the east side of Gainesville, where a large portion of minorities live, are worth far less than those in other areas of the city. This reduces the resources available to minority families in a time of emergency.

As mentioned previously, the lack of wealth also drives development away from the area because businesses want customers who are able to afford their products and who can make purchases on a regular basis. This lack of wealth also reduces the tax base that can be used for schools and other basic needs.

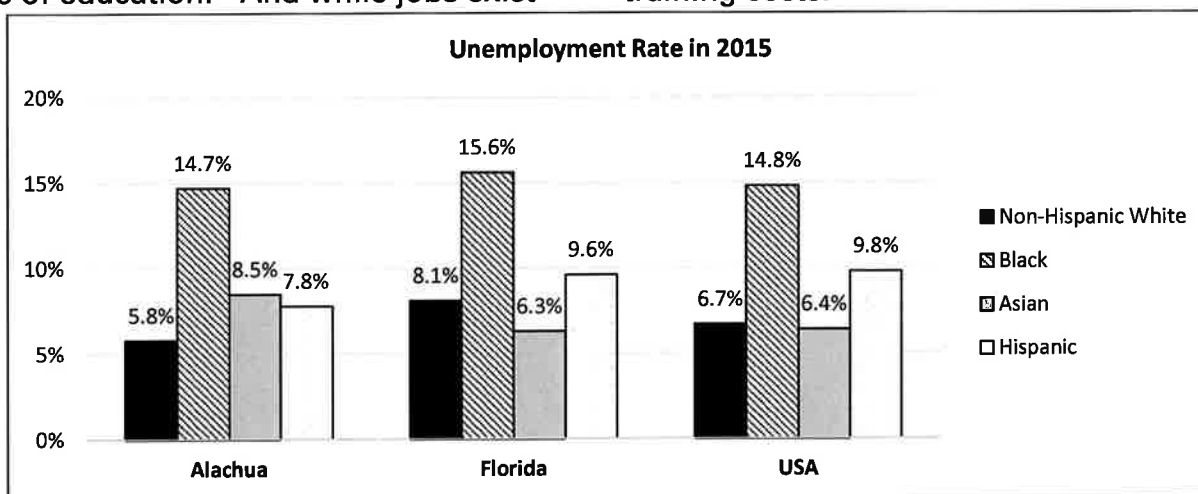
A fifth issue in Alachua County is related to the labor market. A mismatch exists between the skills acquired and the skills needed. On the supply side, there is a disproportionately higher percentage of minorities with lower educational levels



Source: U.S. Census Bureau, American Community Survey (ACS) 5-year estimates.

and skills. This disproportionality is most pronounced among African Americans.²⁷ On the demand side, approximately two-thirds of the jobs require postsecondary vocational training, an associate's or higher college degree.²⁸ Furthermore, the highest paying occupations represent one-third of the jobs in the county and are in occupations such as legal; health diagnosing and treating practitioners and other healthcare technical; management, business, and financial; and computer, engineering, and science and most of these jobs require a fairly high degree of education.²⁹ And while jobs exist

for both higher and lower skill workers, the labor market shows a higher unemployment rate for lower skill workers in the county.³⁰ One possible contributing factor to this disparity is that some of the lower skill jobs in the area could employ residents without a higher level of education, but they are sometimes filled with college students who have some advantages over lower skill minority applicants in the eyes of employers. College students can be highly flexible with their schedule and usually have an advanced knowledge of technology that may reduce training costs.



Source: U.S. Census Bureau, American Community Survey (ACS) 5-year estimates.

²⁷ According to the 2011-2015 American Community Survey (ACS) 5-year estimates, around 46.2 percent of non-Hispanic Whites have a bachelor's degree or higher and only 5.2 percent have less than high school diploma in Alachua County. In contrast, 16.3 percent of African Americans have a bachelor's degree and 15.4 percent have less than a high school diploma. Around 39.7 percent of Hispanics have a bachelor's degree or higher and only 9.5 percent have less than a high school diploma.

²⁸ According to the estimates of employment by occupation in 2015 from the Florida Department of Economic Opportunity, around 30.1 percent of jobs require a minimum educational level of postsecondary vocational training to enter the occupation, 37.3 percent require at least an associate's degree, and 30.2 percent require a high school diploma or less.

²⁹ Occupational categories are according to the U.S. Standard Occupational Classification System. According to the 2011-2015 American Community Survey (ACS) 5-year estimates,

the estimated median earnings in the past 12 months (in 2015 dollars) for legal occupations was \$62,778, for health diagnosing and treating practitioners and other healthcare technical occupations was \$63,222, for management, business, and financial occupations was \$49,841, and for computer, engineering, and science occupations was \$46,363. These occupations account for 30.9 percent of the total employment in the county. Required educational level data on jobs and occupations are from Florida Department of Economic Opportunity.

³⁰ According to the 2011-2015 American Community Survey (ACS) 5-year estimates, around 16.9 percent of those with less than a high school diploma were unemployed in Alachua County, while only 8 percent of those with a high school diploma, 7.5 percent of those with some college or an associate's degree, and 2.9 percent of those with a bachelor's degree or more were unemployed.

Finally, employment for anyone convicted of a crime is more difficult because having a criminal record is a strike against them for most employers. African-American men are disproportionately affected because there is a larger percentage of African-American men incarcerated around the country, including in Alachua County. Moreover, the county has a “war on drugs.” Although drug use is fairly equally split among races,³¹ African-Americans are more

likely to be caught with low levels of narcotics or other drugs. One reason is because they are more likely to use drugs in public spaces. Moreover, African-Americans are also more likely to be caught because police patrol minority neighborhoods more. Given the limited resources to control crime, law enforcement uses statistical tools to identify areas of high crime and patrol those areas more often. An area that is patrolled more often is more likely to result in more arrests.



Community Plaza, Gainesville, Florida

³¹ According to the Centers for Disease Control and Prevention, in 2015, the use of illicit drugs among people aged 12 and over was 10.2 percent for Whites, 12.5 percent for

African American, 9.2 percent for Hispanic, and 4 percent for Asians, <https://www.cdc.gov/nchs/data/abus/abus16.pdf#050>

SECTION VI: FROM THE VIEWS AND EXPERIENCES OF MINORITY GROUPS IN ALACHUA COUNTY

As part of our qualitative analysis, we conducted a focus group with African-Americans and a series of one-on-one in-person interviews with residents other than Blacks to understand the extent, causes, and potential solutions for racial disparities from their views and experiences. Both Blacks and the other resident minorities hold very similar views about their experience related to racial inequity, and the small discrepancies can be seen as complementary to each other.

In the focus groups, participants acknowledge that they live with inequality on a daily basis. First, African-Americans feel that there is a tradition of racism and mention that this historic background is an important factor maintaining the disparities. Nonetheless, they agree that although progress has been made, this progress isn't enough to say that racism no longer exists in Alachua County. Second, they firmly believe that racism exists in African-American interactions with both the justice system and the way African-Americans are treated in the educational system.

One of the biggest areas of disparities is in African-Americans' dealing with law enforcement. Law enforcement is often seen as biased and unfair in their treatment of African-Americans, and this is generally attributed to racism. One specific request while discussing this issue was about educating the African-American population

on legal issues. Understanding the law is seen as a way to reduce the fear that African-Americans feel around law enforcement.

In addition, they understand that having a record creates problems when minorities apply for jobs. In fact, they noted that finding employment is a stressful event as well, and especially difficult when an African-American has a criminal record.

"They should have a program for Black men when they come out of prison to help them get a job."

(Participant in the focus group)

Participants recognize that the primary solution to the problem of inequality is education, and noted that children should be encouraged and helped to complete their high school education at a minimum. They also mentioned that the zero tolerance policies affect them and would like schools to deal with behavioral problems internally without involving the justice system. There is a wide recognition of the idea that a child may be having problems in school for reasons related to the child's home environment. For example, the lack of proper food and clothing was often mentioned as an influence for when a child may act out. Problems within the family or the absence of a family member was also cited as a source of stress for African-American children. African-Americans feel that they are

not treated equally in standardized testing, mentioning that the testing language is biased against African-American children.³²

Minorities other than Blacks also understand that children need to focus on education. They see education offering their children the best chance for success, but work schedules and other personal issues can often greatly hinder these parents' ability to provide this support. Nevertheless, they take responsibility for their child's education, but also realize that teachers play an important role as well. Furthermore, they also noted that some schools are not getting the resources they need to give students a well-rounded education.

Finally, like African-Americans, other minorities are aware of the difficulty of getting jobs in the county, and they also believe that college students are taking the jobs they want.

"It's very hard getting a job because more of the college students are coming in. They would rather give the job to a college student than to have the people who live here working."

(Participant in the one-on-one interviews)

³² Testing policies are governed for the most part by state requirements.

SECTION VII: GENERAL CONCLUSIONS

As portrayed by the quantitative data, greater disparities appear in terms of economic well-being, education, and involvement in the justice system. From our qualitative analysis, the insights and opinions from the experts were very valuable in highlighting the factors and forces behind the disparities in Alachua County. Furthermore, the minority group residents of the county also complemented our understanding of such forces and factors.

Racial inequity is a massive tangle of issues that are deeply connected and all potential solutions are constrained by the available resources. An important lesson from this project is that all these factors and forces are interconnected and cannot be pulled apart. While an improvement in one area might be possible, it can be negated by other connecting factors that may have resources drawn away from them in an effort to improve that one area. Nonetheless, there are two areas that are worth attention.

First, both the experts and minorities widely recognize that providing a high quality educational experience for them will have a significant impact. A successfully educated resident will have a higher lifetime income, more and better employment opportunities, and is less likely to become involved with the criminal justice system. Additional education beyond a high school diploma is recognized as beneficial, but a high school diploma is perceived to be the baseline. Moreover, going

to college is not necessary to get a good job, but getting good skills training is essential.

Second, finding employment is often seen as a challenging task by minority residents. More jobs are needed that pay a living wage; more employers are needed who are willing to hire minorities, even those with a criminal record. Jobs are essential to lift people out of poverty, improve educational outcomes, and reduce crime.

Data Collection

For this project, we have compiled 50 different variables into seven categories: economic well-being, child welfare, education, family structure, health status, housing and transportation, and involvement in the justice system. All of the data on economic well-being, along with multiple other variables (including geographic mobility and some family structure data) come from the U.S. Census Bureau's American Community Survey (ACS). We used both one-year and five-year estimates for each variable. For child welfare, we relied heavily on the trend reports by the Florida Department of Children and Families. Information on education was collected from the Florida Department of Education PK-12 Public School Data Publications and Reports and Alachua County Public Schools. Health status and some family structure data are from the Bureau of Vital Statistics provided by the Florida Department of Health, Division of Public Health Statistics and Performance Management. National health data were collected from the Centers for Disease Control's National Vital Statistics Report. Measures on crime are from Florida Department of Juvenile Justice, Florida Department of Corrections Agency Annual Reports, Florida Department of Law Enforcement Uniform Crime Reports; county data are from special reports generated by the Florida Department of Corrections, and national data is from the FBI Uniform Crime Report.

Many of the data we used did not have breakdowns from the five race categories or

were grouped differently; because of this, we were not able to get data for some of the races on some of the variables. For all of the data from the American Community Survey, we graphed Hispanics instead of others for the disparity ratio because of the low population of others. The disparity ratio is the value of an indicator for a particular minority group at a particular geographic level divided by the value of the same indicator for non-Hispanic Whites at the same geographic level. For some indicators, because we were unable to identify the non-Hispanic White population, the ratio was calculated using the White population.