

*BIG IDEAS EDUCATIONAL SERVICES
AFTER SCHOOL PROGRAM*

**2018
2019** **SUMMATIVE
EVALUATION**



21ST CENTURY COMMUNITY LEARNING CENTERS

ORIGINAL: AUGUST 02, 2019

REVISED: SEPTEMBER 05, 2019





2018-2019

Center for Assessment, Strategic Planning, Evaluation and Research



This report was produced by The Center for Assessment, Strategic Planning, Evaluation and Research (d.b.a. CASPER). Any questions regarding this evaluation may be directed to Dr. Charles Byrd, President and CEO of CASPER (www.CasperFL.com).



TABLE OF CONTENTS

TABLE OF CONTENTS	4
THE NEED FOR QUALITY AFTERSCHOOL PROGRAMMING	7
The Universal Need for Afterschool	7
The Need for STEM Education Afterschool.....	10
The Opportunity Gap.....	14
Specific Needs.....	16
Types of Afterschool Programming.....	17
THE 21ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE	18
The 21st CCLC Initiative.....	18
Benefits of Afterschool Programming.....	21
Impact of Afterschool in Florida.....	22
ENHANCING QUALITY THROUGH SUMMATIVE EVALUATION	27
The Evaluation Process	27
External Evaluator - Qualifications	29
The Summative Evaluation	30
OVERVIEW AND HISTORY OF A HIGH-QUALITY 21ST CCLC PROGRAM	31
The BIES-ASP 21st CCLC Program History.....	31
History of Experience in Afterschool Services.....	31
Proactive Planning: BIES-ASP.....	33
PROGRAM LEADERSHIP AND STAFF CHARACTERISTICS	36
Staff Turnover.....	40
Staffing Plan.....	41
Student-to-Staff Ratios	42
Certified Teachers	42
Staff Development and Training	42



PARTNERSHIPS AND PROGRESS TOWARDS SUSTAINABILITY	45
21 st CCLC Advisory Board	48
Programmatic Information Dissemination.....	48
21ST CCLC PROGRAM OPERATIONS.....	50
Required Program Operations	50
Summer 2018 Operations	50
2018-2019 Academic Year Operations.....	51
Supplemental Snack and Meal Requirement	52
Safety Requirements	53
STUDENT ENROLLMENT AND STUDENT ATTENDANCE.....	55
Student Recruitment and Enrollment	55
21st CCLC Required Target Populations.....	55
Proposed Target Population.....	57
Student Enrollment.....	57
Regular Student Attendance.....	58
Average Daily Attendance.....	60
Student Service Hours	61
STUDENT AND FAMILY DEMOGRAPHICS.....	63
Student Participant Characteristics.....	63
School Grade Levels of Student Attendees.....	63
Race and Ethnicity of Student Attendees	65
Student Gender Distribution	68
Student Special Services Distribution.....	69
Age of Students.....	72
Student Families and Households	73
OBJECTIVES AND OUTCOMES: STUDENT AND ADULT IMPACTS	74
Federal and State Performance Indicators.....	74
Federal GRPA Indicators.....	74



Program-Specific Objectives.....76

Need-Based Student Objectives76

Overview of Activities Provided77

Objective Progress: State Standardized Assessments.....81

Objective Progress: Academic Course Grades.....86

Objective Progress: Pre-Post Assessments94

Stakeholder Surveys: Statewide Parent Survey.....99

Stakeholder Surveys: Adult Literacy Performance.....102

Stakeholder Surveys: Student Satisfaction Survey.....103

Stakeholder Surveys: Teacher Survey of Progress.....105

Student Snapshot108

Objective Assessment Activities109

Progress Towards Objectives: Determination109

LESSONS LEARNED AND RECOMMENDATIONS124

Lessons Learned125

Recommendations for Improvement127



Section 1

THE NEED FOR QUALITY AFTERSCHOOL PROGRAMMING

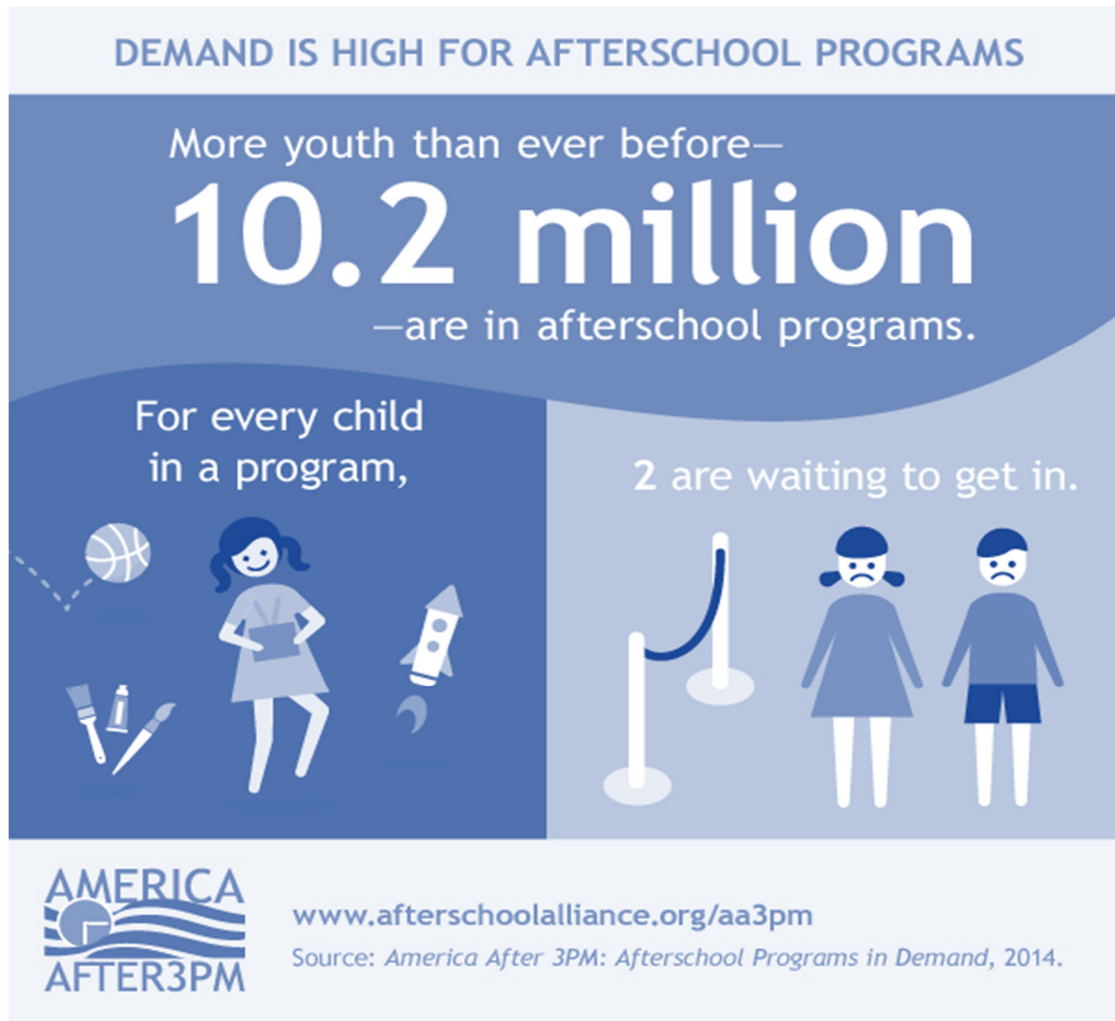
THE UNIVERSAL NEED FOR AFTERSCHOOL

The National Center for Education Statistics (2019) reports that, across the United States, 50.8 million students in over 13,000 public school districts attended over 98,000 public elementary and secondary schools, with an additional 5.9 million students attending approximately 35,000 private schools. With such staggering numbers of students, it is not surprising that a growing number of children are left alone and unsupervised after the regular school day ends, with an estimated seven million "latch-key" children in the United States alone. Indeed, the substantial gap between parents' work schedules and children's school schedules has long been considered to be over 20 hours per week (Reno & Riley, 2000; Seligson, 1991). This supervision gap has continued to grow alongside increases in contemporary social issues such as divorce rates, single-parent families, and families where both parents work outside the home (Nash & Fraser, 1998; Sanacore, 2002), with the most recent "America After 3PM" survey (2014) showing 20% of children (11.3 million across America) do not have someone to care for them afterschool. This includes more than 800,000 elementary school students and 2.2 million middle school students caring for themselves. Parent surveys conducted for the "America After 3PM" survey (2014) showed that 19.4 million children not in an afterschool program would enroll if one were available.

Such supervision gaps are critical to a child's social, emotional, and academic development, as research has clearly and consistently demonstrated that inadequate or non-existent care occurring during after-school hours can lead to a vast array of negative outcomes. For instance, when compared to children and teens regularly participating in constructive, supervised activities after school, children without adequate supervision are more susceptible to negative peer pressures (such as drugs, crime, violence, and sexual activities), display increased problem behaviors, receive lower grades, and drop out of school more often (Baker & Witt, 1996; Reno & Riley, 2000). The "America After 3PM" survey (2014) found nine in ten parents (88 percent) with a child in an afterschool program agreed that the programs helped children develop social skills through interaction with their peers and 83 percent agreed that afterschool programs helped



reduce the likelihood that youth engaged in risky behaviors, such as committing crime, using drugs, or engaging in sexual activities. Clearly, providing comprehensive, well-organized, and supervised activities during the aforementioned gap is critical to ensure the safety and proper development of America's youth.

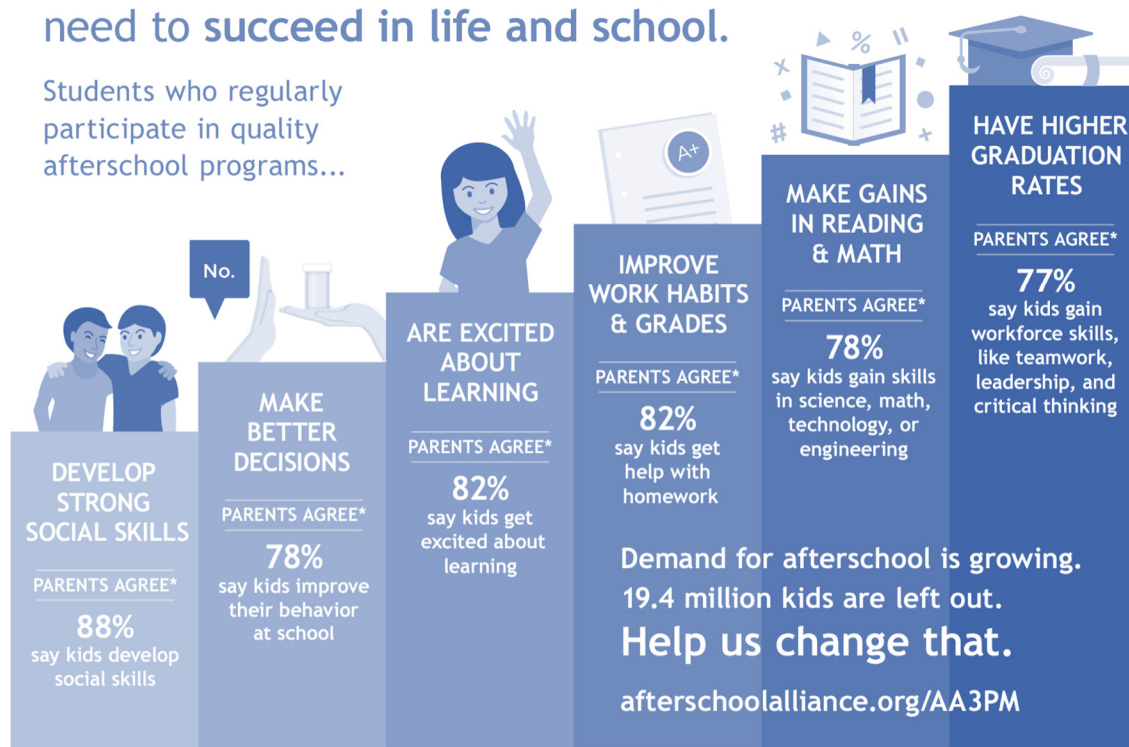


Certainly, a great need exists for after school activities that provide appropriate youth supervision and involvement. Academic literature supports that children and parents are well-served by carefully organized and supervised youth programs during after school hours. These programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality after-school programs, most successful programs typically combine academic, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities. The activities can fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the

cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists among program administrators that these curriculum components serve the following four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, academic remediation, career awareness, and technology education); (2) improve behavior and develop social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety after school, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, thus improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school.

Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



*Among parents with kids in afterschool programs

Sources:

<http://afterschoolalliance.org/AA3PM>

www.researchgate.net/publication/42346373_A_Meta-Analysis_of_After-School_Programs_That_Seek_to_Promote_Personal_and_Social_Skills_in_Children_and_Adolescents

http://educarefoundation.com/wp-educontent/uploads/EduCare-Foundation_HS_2010-2011.pdf

www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/21stCCLCs/RI21stCCLC-Impact-Report-2011-12.pdf

www.policystudies.com/studies/?id=32

http://expandinglearning.org/research/vandell/resources/AERA_Promising_Programs_FINAL.pdf

www.tea.state.tx.us/index2.aspx?id=3546&menu_id=814

www.k12.wa.us/21stCenturyLearning/pubdocs/14-1167WA21CCLCFinalYear2Report-ed.pdf



THE NEED FOR STEM EDUCATION AFTERSCHOOL

Throughout the Nation, educational leaders and afterschool providers are fully embracing Science, Technology, Engineering and Math (STEM) activities to help prepare students for success in future college and career opportunities. Certainly, it is well-known that America’s increasingly knowledge-based economy is driven by innovation, the foundation of which lies in a dynamic and well-educated workforce equipped with STEM knowledge, skills, and abilities. Indeed, according to the U.S. Bureau of Labor Statistics, 15 of the 20 fastest growing jobs will require substantial math or science preparation. Going forward, more jobs will require, at minimum, a basic understanding of scientific and mathematical principles, a working knowledge of computer hardware and software, and problem-solving skills enhanced through afterschool STEM learning activities.

“A new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to think logically is one of the critical foundations that drive innovation capacity in a state. A key to developing these skills is strengthening science, technology, engineering, and math (MATH) competencies in every K-12 student.”

— National Governors Association: *Building a Science, Technology, Engineering, and Math Agenda*

Policymakers across the country continue to recognize the need to dramatically increase student STEM achievement and knowledge beginning with K-12 education, thus forming the foundation for the “talent pipeline.” However, Florida data show a disparate situation when compared to national data. For instance, the most recent results of the National Assessment of Education Progress (NAEP; 2017) provided by the United States Department of Education show that only 48% of Florida 4th graders and 29% of Florida 8th graders are “at or above proficient” in mathematics – with 4th grade higher than the national average (40%) and 8th grade significantly (33%) lower than the national average. Similarly, the most recent NAEP data (2015) show only 42% of Florida 4th graders and 33% of Florida’s 8th graders were “at or above proficient” in science. With a national average of 38% and 34%, respectively, the entire Nation is struggling with science performance in an increasingly science-based society.

In addition to national exams and course enrollment, Florida’s challenges in STEM education are also evidenced within the most recent (2016-2017) statewide, standards-based, Florida Standards Assessment in Mathematics (FSA) and Florida Comprehensive Achievement Test in Science (FCAT 2.0). As shown in Table 1-1, when aggregating all students across all schools with available data from the 2017 statewide testing, a clear demonstration of need emerges. Specifically, an average of only 58.4% of all Florida students are at or above “proficiency” in mathematics, while an average of only 53.1%



are at or above “proficiency” in Science – both lower than proficiency rates in 2015 and 2016. This is certainly a troubling situation in Florida (and likely across the country), but is an area where project-based learning, hands-on learning, and experiential learning have become a hallmark of strong interventions and improvements in mathematics and science performance across all students. Afterschool programs provide one of the best methods for implementing such interventions and improving student outcomes, particularly structured programming provided through the 21st CCLC initiative.

Table 1-1: Florida Student Proficiency in Math and Science (2017)

	% Proficient Mathematics	% Proficient Science	% Proficient ELA	Number of Schools
Elementary School	61.1%	51.0%	54.9%	1,836
Middle School	56.3%	50.3%	52.4%	572
High School	49.6%	65.4%	53.7%	483
Combination Schools (e.g., K-8)	58.5%	53.2%	57.9%	441
OVERALL	58.4%	53.1%	54.7%	3,332

Source: Florida Department of Education, School Accountability Reports (2017).

While data across all students presents troubling findings about the apparent readiness of students across Florida, data findings compared across student demographic subgroups are even more concerning. Indeed, research has shown that there often exist large achievement gaps between schools with high levels of “traditionally defined minority” students and those with high levels of poverty. For instance, the U.S. Department of Education (National Center for Education Statistics, 2018) reports that national data show the achievement gap in reading between White students and Black students (as defined by the US Department of Education) in 4th grade remained unchanged from 27 points in 1992 to 27 points in 2017, while the achievement gap among 8th graders increased from 26 points in 1992 to 27 points in 2017. Unfortunately, the reading achievement gap increased from 24 points to a staggering 30 points for 12th grade students. National data for Hispanic students showed performance rates slightly higher than their Black peers, with the achievement gap between Hispanic and Black students being 3 points for 4th grade students and 5 points for 8th grade students in 2017. Such achievement gaps are even more staggering when realizing, across the country, that only 18% of Black 8th graders and 45% of white 8th graders are proficient in reading, while only 13% of Black 8th graders and 44% of white 8th graders are proficient in mathematics.

Such achievement gaps are important to understand given that, within the State of Florida, many communities and schools are “minority-majority” schools, wherein the



“minority” student population outnumbers the traditional “majority” population. In fact, based on data obtained from the Florida Department of Education, across all schools in the state of Florida, students from traditional “minority” groups compose 61.3% of the entire K-12 population of over 2.8 million students in 2017, with 61.8% of all 3,332 Florida schools having over 50% of students from these traditional “minority” groups. As shown in Table 1-2, on average, Florida schools with at least 50% “minority” rates (i.e., minority-majority schools) are significantly lower in mathematics, science, and ELA proficiency scores than low-minority schools – with all three subjects at least 15 percentage points lower in the majority-minority schools. This significant achievement gap holds true at each level of schooling (i.e., elementary, middle, and high school).

Table 1-2: Proficiency in Math and Science by School Minority Rate (2017)

	“Minority-Majority” Schools				Low-Minority Schools			
	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools
Elementary	56.3%	44.5%	48.9%	1163	71.4%	65.6%	67.4%	177
Middle	50.5%	45.2%	47.6%	359	69.5%	60.9%	62.4%	55
High	45.1%	61.4%	50.1%	276	61.7%	73.9%	61.2%	54
Combination	54.2%	47.7%	53.3%	262	65.3%	62.7%	65.6%	78
OVERALL	53.7%	47.2%	49.3%	2060	68.5%	65.5%	65.4%	364

Note: “Minority-Majority” schools have at least 50% of overall student population identified from traditionally defined minority populations, while “Low Minority” schools have no more than 25% from these populations. Source: Florida Department of Education, School Accountability Reports (2017).

In addition to proportions of traditional “minority” students, research also suggests that schools with high percentages of low-income students also tend to struggle in academic subjects more than schools with higher average income levels, with a common research focus being on STEM subjects (math and science). Within Florida, an astonishing 58.1% of the entire student population qualifies for Free or Reduced-Price Lunch (FRPL), a national indicator of low-income status (FLDOE, 2017). As with ethnic minority status, as shown in Table 1-3, Florida schools with predominantly low-income students (50%+ FRPL) showed significantly lower performance in all academic subject assessments (i.e., mathematics, science, and ELA) than did schools with less than 50% proportion of low-income students. Also, consistent with ethnic minority rates, students in “low income” schools had significantly lower performance across all levels of schooling (i.e., elementary, middle, and high) than those in “non-low-income” schools.

Ultimately, Florida appears to be failing to adequately develop STEM skill sets and STEM interest among the state’s K-12 student population, thus reducing the chances that Florida students will eventually work in the wide range of state industries and emerging segments of the innovation economy. In fact, as established by Florida’s Ad-Hoc Sub-Committee on K-12 STEM Education (2009), Florida’s business community has expressed serious concerns about looming shortages of high-quality engineers, scientists, information technology workers, and technicians of all types, as well as how such shortages will adversely impact the state’s economy. Moreover, even if K-12 students do not enter the STEM field, research indicates that all K-12 students can still benefit from a relevant STEM education, both in terms of productivity in the workplace and achievement in post-secondary education.

Table 1-3: Proficiency in Math and Science by Low-Income Rate (2017)

	“Low=Income” Schools				Non-Low-Income Schools			
	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools
Elementary	56.5%	45.8%	49.3%	1425	77.2%	69.3%	74.8%	411
Middle	49.1%	43.9%	45.6%	428	77.3%	68.5%	72.1%	144
High	42.9%	59.6%	46.5%	321	62.5%	76.6%	67.4%	162
Combination	50.9%	44.9%	49.0%	268	70.6%	66.5%	72.0%	173
OVERALL	53.0%	47.1%	48.3%	2442	73.4%	70.0%	72.5%	890

Note: “Low Income” schools are those having at least 50% of students on Free or Reduced-Price Lunch. “Non-Low-Income Schools” are those with less than 50% of students qualifying for FRPL. Source: Florida Department of Education, School Accountability Reports (2017) Results are similar when using the federal cut-off for Title I School-Wide Program Schools (40% Free or Reduced-Price Lunch).

The impact of such achievement gaps between Florida and other states, as well as within Florida among specific student populations, cannot be understated. Research shows that many elementary school students lose interest in and understanding of STEM subjects prior to reaching middle and high school grades. The loss of STEM interest and understanding is secondary to a wide range of intertwined circumstances, such as increased focus on higher-stakes subjects of reading and writing; use of highly formalized educational processes during the school day (e.g., pacing guides); and focus on assessments as performance evaluations for faculty. Certainly, there is great debate about the primary reasons for decreased interest and understanding of STEM among K-12 students, yet there is general consensus that afterschool programming can provide the informal, hands-on, high-engagement science education activities necessary to boost



interest and understanding. Given that afterschool programs in Florida have a long-standing relationship in working directly with students from high-minority and low-income schools, structured afterschool programming can provide unique opportunities to decrease achievement gaps through building collaborations and partnerships for innovative, informal, afterschool STEM education efforts.

THE OPPORTUNITY GAP

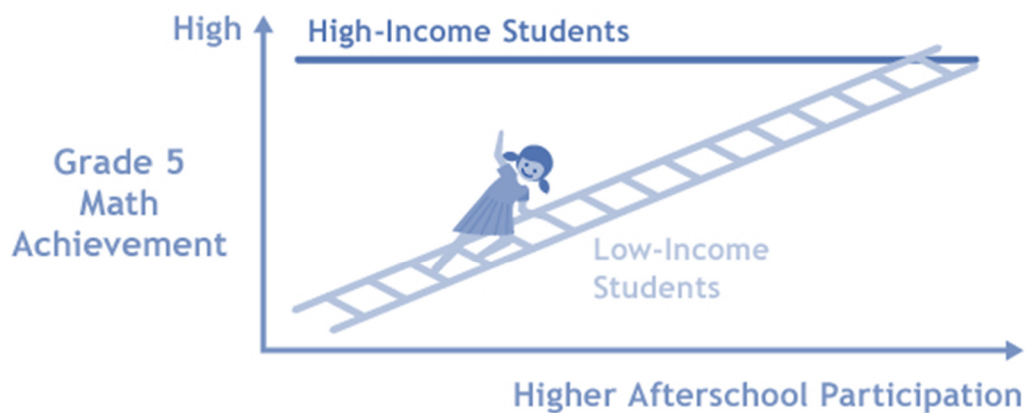
In addition to achievement gaps across various sub-groups, there also exists a tremendous opportunity gap between white students and those of traditional ‘minority’ groups (e.g., African American / Black and Hispanic / Latino(a) students). Unfortunately, in Florida and across the Nation, a double-edged disadvantage is common, with African-American and Hispanic children significantly more likely to live in poverty and live in neighborhoods with low-performing schools (Hernandez, 2011). Indeed, a number of studies link living in poverty with academic struggles and increased dropout rates, largely secondary to a lack of resources available to the children and families, such as academic support, positive role models, strong mentors, financial support, and emotional support (Isaacs & Magnuson, 2011). Specific to financial support, the Urban Institute (2014) found a growing wealth disparity between white families and African-American and Hispanic families, with the average difference in wealth growing from \$230,000 in 1983 to over \$500,000 in 2010. This wealth gap helps explain some of the divergence in opportunities between upper-income families and lower-income families. For instance, in the last 40 years, upper-income families have increased their spending on out-of-school activities by \$5,300 per year, while lower-income families increased by only \$480 per year (Brooks, 2012).

The direct impact of such opportunity gaps is not theoretical – rather it is clearly supported by disappointing statewide achievement data. For instance, Florida improved in both mathematics and reading achievement across the state among 4th grade and 8th grade students (NAEP, 2017). More specifically, from 2003 to 2017, 4th grade students increased 12 percentage points in reading and 12 percentage points in mathematics, while 8th grade students increased 4 percentage points in mathematics and 9 percentage points in reading. However, African American students had an average mathematics score that was 22 points lower than that for White students, while Hispanic students had an average score that was 14 points lower than for white students – worse than the gap that was present in 2003. This demonstrates the achievement gap is not narrowing at a desired rate, with opportunity gaps one of the primary reasons for such continuing gaps.

CLOSING THE ACHIEVEMENT GAP

The academic achievement gap between students from lower- and higher-income families has grown by 40% in 30 years.

Consistent participation in high-quality afterschool programs can help eliminate the achievement gap.



Learn more at www.afterschoolalliance.org/AA3PM

cepa.stanford.edu/sites/default/files/reardon%20whither%20opportunity%20-%20chapter%205.pdf
<http://expandinglearning.org/research/vandell>

To help close the opportunity gap, afterschool and summer learning programs can provide valuable services, such as low-cost (or free) safe and supervised environments, academic enrichment opportunities, and healthy snacks and meals. The Afterschool Alliance (2013) found that 84% of afterschool programs serving predominantly African-American youth and 70% of programs serving predominantly Hispanic youth reported an increase in enrollment in the past three years due to greater demand for services for children, such as provision of food or access to technology. Moreover, African-American and Hispanic parents of children not enrolled in an afterschool program were significantly more likely than the general population to say they would enroll their children in an afterschool program if one were available – with 61% (4.1 million) African-American parents saying that they would enroll their children in quality afterschool programs if programs were available and 50% (4.2 million) Hispanic parents



saying they would enroll their children if programs were available. The demand for summer learning is even higher, with 75% of African-American and 70% of Hispanic families saying they would enroll their children in a summer learning program, if one were available to them.

However, the America After 3PM (2014) report shows parents in low-income and minority households were also more likely to report a lack of available afterschool programs in their community, more likely to perceive cost as a significant barrier to participating in the already limited opportunities, and more likely to cite location and transportation as an additional barrier to participation. Unfortunately, the Afterschool Alliance also revealed that the majority of afterschool providers (particularly those serving African-American and Hispanic children) have budgets insufficient to meet the needs of families and communities. Nationally, unmet demand is nearly twice as high as current participation, with approximately 19.4 million children in families where afterschool programming is desired, but not available. In Florida alone, the Afterschool Alliance (2017) reports an even more dire situation, with 627,430 students enrolled in afterschool programs (with an estimated 64,541 in 21st CCCL programs), but 1,031,509 are on wait lists and/or actively searching for an affordable afterschool program within their area – meaning approximately two-thirds of Florida youth needing afterschool programs are not receiving this important opportunity, with over 500,000 children left unsupervised and alone after the school day ends. Although the cost of structured afterschool programs can cost approximately \$1,000 per student per year (based on the Afterschool Alliance estimation for 21st CCLC programs), given the high demand for programming and the struggles with affordability, it is not surprising that 89% of families in Florida support the use of public funding for afterschool programming. Moreover, 65% of families feel afterschool programming helps excite children about learning, 77% say afterschool reduces the likelihood that children will engage in risky behavior, and 84% of families say afterschool programming helps them keep their jobs. Most certainly, the need for afterschool programs far surpasses the availability for such opportunities.

SPECIFIC NEEDS

In addition to general needs, it is imperative that high-quality afterschool programs provide activities that address specific needs of the students, families, schools, and communities served by the program. The most structured and comprehensive afterschool programs require academic components to be based on scientifically based research, and all non-academic activities to be designed to reinforce and complement the regular

academic program of participating students. Indeed, all activities and services provided within this 21st Century Community Learning Center (CCLC) program are based on established needs, aligned to specific objectives, and contain an established set of continuous performance measures to ensure high-quality academic and enrichment opportunities. The specific needs for this program can be found within the approved grant application, and are not restated within this report. Objectives and performance metrics are detailed in future sections of this report.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or “after care”) programs are typically the least structured programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, “afterschool program” (or “Extended Learning Program”) is a term typically used to describe the most structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus of this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida. Within Florida, 21st CCLC programs follow a highly structured model of educational enrichment and personal development through research-based and/or scientifically based programming and activities that serve the whole child, their families, and the communities where they reside.



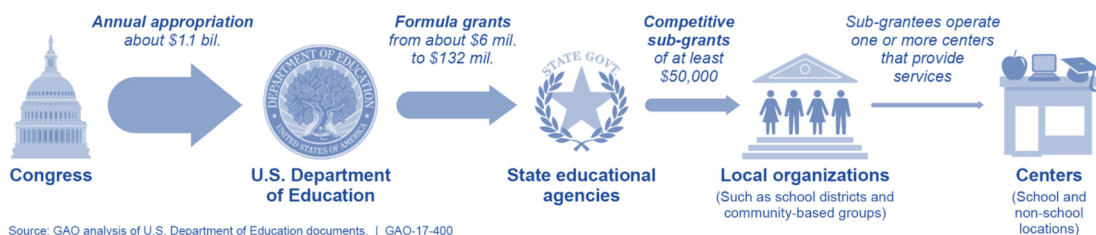
Section 2

THE 21ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE

THE 21ST CCLC INITIATIVE

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool programs. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the *No Child Left Behind Act of 2001* brought further political focus and federal funding to after school programs, which signified the beginning of federal funding aimed at directly addressing the need for after school programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and has grown to approximately \$1.206 billion dollars in 2019 (United States Department of Education, 2019). Figure 2-1 (obtained from the United States Government Accountability Office, GAO-17-400, 2017) shows the relatively complex process by which funds are awarded to individual programs.

Figure 2-1: Overview of the 21st CCLC Grant Process (Federal to Local)



The 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education, the focus of this program “is to provide expanded academic enrichment opportunities for children attending low performing schools. Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA; 2015), as amended by

the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176; 2015), the specific purposes of this federal program are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-income, Title I school-wide-program-eligible schools. In 2018, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those identified by the FLDOE as needing support (targeted support or comprehensive support) or identified by the local school district superintendent as needing supports provided by the 21st CCLC model. Private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants. This change was expected, as Title I school-wide eligibility and income status of families were removed from eligibility requirements within federal law and, as such, were also removed from criteria included by the FLDOE within the 2017 competitive proposal process. However, regardless of the changes to eligibility criteria and given overall performance of low-income schools noted in the prior section, it is not surprising that most schools from which students are targeted remain low-income and eligible for school-wide Title I supports in their respective districts. Overall, Florida remains focused on providing some of the most structured, wrap-around, and diverse out-of-school programming to students attending the state's most at-risk public schools and residing in the most at-risk communities.



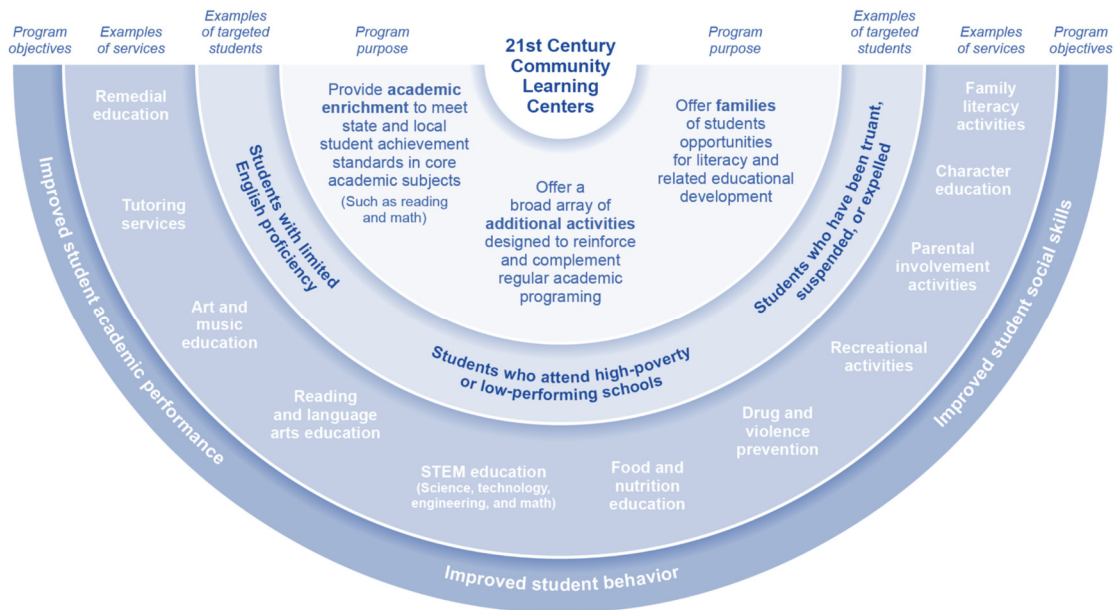
While the FLDOE allows some flexibility in operations, particularly for programs serving middle school and high school students, there are some expectations and best-practices established by the Florida Department of Education, the Florida After School Alliance (FASA), and the Florida Afterschool Network (FAN). In essence, the greatest success is found with 21st CCLC programs that operate for the entire 36 weeks of the academic year, as well as at least four (4) days and 12 hours per week. In addition, it is widely accepted that a 5-day and 15-hour-per-week program provides for the best model to allow snack/dinner, health/wellness, personal enrichment, and an hour of academic support (e.g., project-based learning, problem-based learning, etc.).

Regardless of the operational hours and grade levels of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services. In keeping with federal law, the FLDOE expects these services to include (1) academic remediation in reading, math, and science; (2) personal enrichment to improve academic success and educational achievement; and (3) literacy education and/or other educational development for adult family members of participating students. Older programs are required and newer programs are encouraged to ensure that all academic remediation activities are project-based, fun, creative, engaging, and enhancements to the lessons provided during the regular school day.

In addition to academic activities, 21st CCLC programs are expected to provide a variety of personal enrichment activities from the following categories allowed under federal law: (1) physical education; (2) dropout prevention and character education; (3) service learning; (4) tutoring (e.g., homework help) and mentoring; (5) arts and music education; (6) entrepreneurial education; (7) programs for limited English proficient students; (8) telecommunications and technology education; (9) expanded library service hours; and/or (10) drug and violence prevention and/or counseling. In addition to wrap-around services for each participating student, 21st CCLC programs must also assure the FLDOE that: (1) all targeted students receive services regardless of special need, (2) services are provided with safe and well-planned program facilities and transportation services, (3) there will be a high level of communication with student's schools, (4) adequate professional development will be provided for employed staff, and (5) daily snacks/meals will be provided to all participating students using other funding sources.

In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours. As shown in Figure 2-2 (obtained from the United States Government Accountability Office, GAO-17-400, 2017), the 21st CCLC Program includes a wide variety of wrap-around services and activities for students and family members.

Figure 2-2: Overview of Objectives and Activities of 21st CCLC



Source: GAO analysis of U.S. Department of Education documents. | GAO-17-400

BENEFITS OF AFTERSCHOOL PROGRAMMING

Research on the benefits of afterschool programs are generally limited to highly structured programs. With this caveat, research often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a reduced incidence of juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program:


- Gains in academic grades, standardized test scores, and quality of school work.
- Improved motivation and dedication to school and learning.
- Enhanced creativity and interest in school.
- Improved in-school behaviors and greater self-reported control over behaviors.
- Reduced stress for students and parents.
- Improved self-esteem, self-efficacy, and greater hope for the future.
- Improved well-being, improved physical fitness, and decrease in obesity.
- More connection to the community (particularly with service learning).




Afterschool programs can also offer many intangible benefits, such as the opportunity to engage in activities that help children realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable.

SUPPORTING STUDENTS' SUCCESS


Consistent participation in afterschool programs leads to improved:



Behavior




Academics




Attendance

Parents say their afterschool programs provide opportunities that help their children succeed.

- 77% say they offer homework assistance
- 72% say they offer reading or writing opportunities
- 69% say they offer opportunities to learn science, technology, engineering, and math





Learn more at www.afterschoolalliance.org/AA3PM
<http://afterschoolalliance.org/AA3PM>
<http://expandinglearning.org/research/vandell>

IMPACT OF AFTERSCHOOL IN FLORIDA

Recent research has found strong evidence that afterschool programs, in general, can provide for both the academic and personal needs of participating students. Quality afterschool programs support Florida's state and local goals in education, economic development, child development, delinquency and gang prevention by providing



structured learning environments for students outside the regular school day. Florida's local citizens in major cities have repeatedly expressed overwhelming support of afterschool programs by voting for local tax to support afterschool and child development programs - with most voting for permanent taxing for these efforts. Such investments in quality afterschool have been fueled, in part, by research demonstrating the effectiveness of such programs. Unfortunately, even with over \$200M in afterschool programming in Florida, over 500,000 of Florida's K-12 youth are responsible for taking care of themselves after school, and over 1,000,000 would enroll in an afterschool program if one were available and affordable. These children spend an average of 15 hours per week engaged in unsupervised activities afterschool. A brief summary of some of the more recent research findings follows:

- In the America After 3 PM survey, Florida parents/guardians were asked about their children's regular participation in various afterschool care arrangements, with a special focus on afterschool program participation and satisfaction. The survey addressed afterschool program need and availability and sought to reveal the major barriers to afterschool program participation. The survey found that: (1) almost 750,000 (25 percent) K-12 youth are responsible for taking care of themselves after school and spend an average of 15 hours per week unsupervised afterschool; (2) 841,951 (36%) children are not in afterschool programs but would likely participate in an afterschool program if it were available in their community, regardless of their current care arrangement; and (3) more than 22,000 school age children are on waiting lists for subsidized afterschool services.
- Wesley College evaluated the Jacksonville TEAM UP program (one of the largest providers in Florida) and found: (1) better attendance rates than the rest of the students in their schools who do not attend TEAM UP (12.7% better in elementary; 6.2% better in middle); (2) better promotion rates than other children in their schools who do not attend TEAM UP (1.3% better in elementary school; 3.8% better in middle school); (3) better FCAT performance with the rate of TEAM UP students who scored at Levels 3, 4 or 5 on the FCAT being 5.8% higher in elementary school and 1.5% higher in middle school than for the overall population in their schools; and (4) of the 2,400 children in the program 30 days or more, 83.4% were promoted to the next grade level on time.
- The University of Florida (Zhang & Byrd) evaluated the 21st Century Community Learning Centers and found (1) 32.9% of 21st CCLC students improved their math scores on standardized tests and 43.5% maintained their score level; (2) 35.1%



improved their reading scores on standardized tests while 44.1% maintained their score level; and (3) 80.2% of the teachers surveyed believed kids in the 21st CCLC programs improved their overall academic performance. University of Florida researchers also found a protective effect of the 21st CCLC afterschool programs, wherein students may have been relatively equal to their peers at the beginning of the year, but demonstrated higher performance by the end of the academic year than the same peers with which they were compared.

- A Florida Tax Watch Study of all Boys and Girls Clubs of Florida found (1) overall achievement levels in terms of learning gains in reading and mathematics for Club members was greater than that of their peer reference group or the state student population; (2) members had lower rates of absenteeism at all grade levels; (3) the dropout rate for Club members was lower than that of both their peer reference group and the state student population; and (4) the graduation rate for Club members from all ethnic backgrounds met or exceeded the statewide K-12 population and comparable to that of the peer reference group. The Florida Tax Watch study also found that the average annual income of members graduating from high school rises by \$6,935 (2005 dollars). If the state dropout rate matched that of the Boys and Girls Clubs, the annual increased earnings would total over \$78 million. Beyond high school, the average annual income rises by \$13,109 for persons with some college, and \$23,396 for persons graduating college. The Florida Legislative Office of Program Policy Analysis and Governmental Accountability (OPPAGA) found that elementary and middle school participants in the Boys and Girls Clubs performed better on the FCAT in reading (elementary school only) and math at grade level versus a comparison group of students who were not in quality afterschool programs.
- The Ounce of Prevention evaluation of Florida's YMCAs program inventoried 478 teachers of afterschool students and found: (1) 85% of the children's comprehension improved due to the afterschool programming; (2) 86.3% of the children's fluency improved due to afterschool programs; (3) 76.7% achieved a minimum grade level of "C"; and (4) 93% had acceptable attendance during the school year (higher than the average acceptable attendance rate of Florida).
- Other findings include the Fight Crime: Invest in Kids survey, wherein 70 percent of police chiefs surveyed said "Afterschool and child care programs are the most effective strategy for reducing juvenile crime." A 2008 Presidential Campaign poll found that 76% of voters want state and local officials to increase funding for afterschool, believe afterschool is important to curbing the dropout rate and think

afterschool programs are important to preparing our future workforce. 83% believed there should be some type of organized activity or safe place for kids to go afterschool every day. The Council of Chief State School Officers and the National Governor's Association report students indicate that quality extended learning programs help them feel safe, maintain self-control, curtail fighting, avoid premarital pregnancy and shun risk-taking behaviors such as alcohol and drug use.

- A study of nearly 3,000 low-income, ethnically diverse elementary and middle school students found that those students who regularly attended high-quality programs (including 21st Century Community Learning Center programs) for more than two years gained up to 20 percentiles in standardized math test scores, as compared with peers who were routinely unsupervised during the afterschool hours. Even students with lower program attendance gained 12 percentiles compared with their non-participating peers. The study also found that regular participation in structured afterschool programs improved student work habits and reduced behavioral problems (Vandell, et.al., 2007).
- A meta-analysis by the Collaborative for Academic, Social and Emotional Learning (CASEL) examined 75 studies of 68 afterschool programs and found that students who participated in an afterschool program exhibited improved behavior, improved school attendance, achieved higher grades, and performed better on academic achievement tests than students who did not participate in any afterschool programming (Durlak, et.al., 2010).
- The United States Government Accountability Office (GAO) recently completed a national review of the 21st Century Community Learning Centers initiative (GAO-17-400, 2017). In addition to state surveys and some site visits, the GAO reviewed 10 studies that were determined to use methodologies appropriate to exploring the effect of 21st CCLC programs on student participants. The results were not entirely surprising, though must be cautiously generalized to Florida (which did not have a state evaluation included in the review and has not had a statewide evaluation for several years). The primary impacts of 21st CCLC programs was found to be in the realm of social-emotional learning, with such outcomes as decreased school absenteeism and decreases in school discipline issues. Unfortunately, the impact on school discipline was not corroborated by other research findings. In addition, findings from the reviewed studies indicated mixed results with impacts on math and reading achievement, though the GAO acknowledges that some of the issues with



showing impact can be attributed to the selection of the most at-risk and poor performing students at the targeted school.

- Traditionally one of the most prominent research bodies for afterschool and out-of-school time since 1983, the Harvard Family Research Project (HFRP) published a research brief in 2008 that summarized 10 years of findings. While the HFRP has now become the Global Family Research Project, they remain a seminal body for out-of-school research and support. The findings presented in the 2008 brief demonstrated that “A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas - academic, social/emotional, prevention, and health and wellness.” (Little, Wimer, & Weiss, 2008, p. 2). More specifically, afterschool programs were found to impact three primary domains: (1) improved student academic achievement; (2) improved social and emotional development (e.g., self-esteem, self-confidence, etc.); (3) prevention of risky behaviors (e.g., juvenile crime, sexual activity, drug and alcohol use, etc.); and (4) improved health and wellness outcomes (e.g., reduced obesity, improved knowledge of healthy behaviors, improved fitness, etc.).



Section 3

ENHANCING QUALITY THROUGH SUMMATIVE EVALUATION

THE EVALUATION PROCESS

Given the impacts of high quality out-of-school programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become more institutionalized social functions, they are continuously challenged to demonstrate quality by reaching more children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective after school programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Caspary et al., 2002). In fact, Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176), requires all 21st CCLC programs to undergo periodic evaluation to “assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.”

Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of after school programs. Towards this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend



to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous, incorporating an exploration of quantitative and qualitative data (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). In general, summative evaluations and data reports to the Florida Department of Education are based on quantitative data, though the program is always encouraged to explore qualitative responses and discussions from focus groups or advisory board meetings to help qualify the data presented within formal reporting processes.

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of after school enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality after school programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program

environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercomp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of after school achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective and accurate evaluation of program quality can be generated.

EXTERNAL EVALUATOR - QUALIFICATIONS

The 21st CCLC Program engaged The Center for Assessment, Strategic Planning, Evaluation and Research (d.b.a. CASPER) to oversee the external evaluation of this project. CASPER employees have evaluated over 600 educational programs for 19 years (with the past fourteen focused on structured afterschool programs and expanded learning opportunities). The CEO of CASPER - Charles E. Byrd, Ph.D. – was previously the executive director of the Florida 21st CCLC Statewide Administrative Project and has been engaged with the 21st CCLC project at focus in this summative report since submission to the Florida Department of Education, such that he has a tremendous foundation of knowledge about the project requirements and expectations of the Florida Department of Education. This report was prepared directly by Dr. Byrd, who also sits on the Executive Board of the Florida Afterschool Network (the developer of Florida's Gold Standards for Quality Afterschool Programs) and the Florida After School Alliance (FASA; Florida's organization to support and train afterschool professionals). Led by a professional evaluator and a licensed clinical psychologist, CASPER is a member of the American Evaluation Association and American Psychological Association.

Dr. Byrd also holds a faculty appointment as a Licensed Clinical Psychologist and Professor with the University of Florida, College of Medicine, Department of Community Health and Family Medicine. Dr. Byrd is also an Affiliate Professor in the Department of Psychology at the University of Florida (College of Liberal Arts and Sciences). Dr. Byrd began his career as a middle-school educator before being trained as an industrial and organizational psychologist specializing in program evaluation and statistics. Dr. Byrd further focused his expertise by receiving a doctorate in counseling psychology with a focus on culturally sensitive evaluation, assessment, and treatment of children, families, and those with severe and persistent mental illness. Primarily trained as a psychologist, Dr. Byrd is the author of several chapters within the Encyclopedia of



Counseling Psychology regarding intellectual assessment and high-stakes achievement testing, as well as the author of several journal articles and national/international peer-reviewed and invited presentations. Dr. Byrd has also received significant training and expertise in leadership theory, program evaluation, survey development, data management, statistics, and data analysis.

Since 2002, Dr. Byrd has received over \$3.7 million in grants as Principal Investigator, over \$7.7 million as Co-Principal Investigator, over \$4.0 million as Co-Investigator, and over \$215,000 in private donations and gifts to enhance his projects. As a grant writer, Dr. Byrd has also written over \$120 million in awarded grants for external agencies, thus providing a strong understanding and foundational knowledge of grant management, financial management, personnel management, operational design, and project leadership. Sources for funding have included the National Institutes of Health, Department of Education, Department of Transportation, EdVentures, Charles Stewart Mott Foundation, and Robert Wood Johnson Foundation. As such, Dr. Byrd is uniquely able to provide feedback and recommendations specific to the operations of the 21st CCLC program, as well as the overall administration of grants and resources.

THE SUMMATIVE EVALUATION

For the purposes of the summative evaluation, all possible variables were assessed as reported, based on the data and deliverables provided by the 21st CCLC Program. Using all available data, the primary foci of this evaluation are: (1) operational accomplishments and challenges (e.g., staffing, teacher recruitment/retention, etc.), (2) proposed versus actual operation (e.g., days, hours, attendance), (3) status of progress towards proposed objective, (4) demonstration of progress and progress towards recommendations, and (5) recommendations for enhanced program implementation. To enhance the quality and effectiveness of the 21st CCLC program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions. As such, using a developmental model of evaluation, the Center for Assessment, Strategic Planning, Evaluation, and Research (CASPER) has worked directly with the program in identifying and implementing the recommendations provided throughout this report and/or addressed previously as ‘lessons learned’.



Section 4

OVERVIEW AND HISTORY OF A HIGH-QUALITY 21ST CCLC PROGRAM

THE BIES-ASP 21ST CCLC PROGRAM HISTORY

The Big Ideas Educational Services 21st CCLC program has been in operations under the current grant for four years, having successfully navigated the competitive grant process for the 2015-2016 program year. Since beginning services in the 2015-2016 program year, the BIES-ASP 21st CCLC program has worked to provide all services for which it was funded and has historically made progress towards the approved goals and objectives. As per the most recent grant application, Big Ideas Educational Services (B.I.E.S) is implementing the Big Ideas Educational Services After School Program (BIES-ASP), which is structured to support the development of students who are creative, explorative, and life-long learners through programming that is optimal for academic achievement. BIES-ASP proposed to serve a total of 150 Kindergarten through fifth grade students living in Miami Gardens and Brownsville, and attending Barbara Hawkins Elementary or Lorah Park Elementary Schools. Each site serves 75 students, with enrollment to include at least 15% students with disabilities. The afterschool program operates 2.83 hours a day (2nd-5th), Monday to Friday for 180 days at Lorah Park and 177 days at Barbara Hawkins (including early release days). The summer program operates for a total of 8 hours a day, Monday to Friday for 34 days. The BIAS-ASP program is enhanced by partners such as Florida Introduces Physical Activity, Nutrition to Youth (FLIPANY), and STEMfinity. This ensures that underserved families and students are supported in meeting state standards through activities that focus on Literacy, STEM, Arts, Parental Involvement, and Fitness and Nutrition Enrichment. Parental involvement and workshops reinforce student learning on Nutrition and Healthy Lifestyles, as well as Literacy and Academic Support.

HISTORY OF EXPERIENCE IN AFTERSCHOOL SERVICES

The federal law governing the 21st CCLC initiative requires all recipients of 21st CCLC funding to have demonstrated experience or promise in operating a high quality and



effective afterschool program. To demonstrate such experience, the Big Ideas Educational Services submitted their experience within the awarded grant proposal. The following is the experience expressed within the narrative:

B.I.E.S. staff members have networked from a previous non-profit, Cool Kids Learn. The work provided by these staff members has impacted over 500 children in Georgia, Texas and North Carolina under The No Child Left Behind initiative. Big Ideas Educational Services is a cutting-edge organization. BIES-ASP is spearheaded by Martha Harrell and Mary Harrell. The management of this innovative organization each has over 10 years of experience and compliance, planning, organizing, and implementing age-appropriate instructional programs in a learning environment that guides and encourages students to develop and fulfill their academic potential.

The President/Program Director Martha Harrell has a proven track record rooted in providing exceptional after school, summer, and tutorial programs. Martha Harrell has served seven years as a Program Director. During this time, Ms. Harrell maintained proper documentation and adhered to the precise mandates as set forth by the Children's Trust on a daily basis, earning a 95% proficiency program scoring. Martha Harrell also has five years of experience in the classroom as a Certified Educator. Mary Harrell has thirteen years of experience as an educator and Literacy Coach with Miami Dade County Public Schools, where she effectively evaluates testing data for improving classroom and school outcomes, designs and presents comprehensive lesson plans to staff that facilitate active learning experiences, prepares school-wide standardized focus activities to improve mastery of skills, and identifies and selects differentiated instructions to meet varying student needs.

B.I.E.S. staff have successfully developed and managed program budgets, while meeting all guidelines set forth by The Children's Trust, The Children Service Council, and The United Way. The proposed Big Ideas Educational Services After School Program (BIES-ASP) is a natural evolution of this success. With the addition of the following key elements: Parent Literacy labs and an increased focus on STEM. We are confident that BIES will have similar successes with the elementary school students served through BIES-ASP. Through our vendor STEMfinity, our program will implement cutting-edge research-based STEM materials for children K-5. This includes engineering activities, robotic kits, circuit boards, and solar workshops. In addition, STEMfinity will provide on-site training for all B.I.E.S. staff to support

implementation and utilization of materials, and extension of STEM learning experiences into other activities.

Florida Introduces Physical Activity and Nutrition to Youth (FLIPANY)'s mission is to empower youth and their families through physical activity and nutrition education programs while raising awareness and creating policies for a healthier community. After fifteen years of experience teaching nutrition and physical activity to youth, Lynne Kunins established FLIPANY as a 501c (3) non-profit organization in 2005. She saw, first hand, the ill effects lack of access to nutrition and physical education had on children who were living in low-income communities. Lynne developed FLIPANY to address the health and education disparities in these underserved areas of Florida. FLIPANY serves youth and families, including seniors, through collaborations with community centers, parks, and other social services agencies. Innovative programs fight childhood obesity and hunger by focusing on healthy food preparation, food security, physical education and work-site wellness. Programs include on site food demonstrations, nutrition education and cooking classes. FLIPANY is the lead Florida partner of the Share Our Strength's Cooking Matters® Program, nationally sponsored by the ConAgra Foods® Foundation and Wal-Mart. Cooking Matter's collaborative program model connects families with food by teaching them how to prepare healthy, tasty meals on a limited budget. Professional chefs and nutritionists volunteer their time and expertise to lead hands-on courses that teach adults, teens and youth how to purchase and prepare healthy foods in safe and tasty ways.

PROACTIVE PLANNING: BIES-ASP

The focus of the Big Ideas Educational Services 21st CCLC program during the initial weeks of academic year operation was to plan the successful implementation of a high-quality program while reengaging and/or enrolling students into the program. This implementation planning process helped ensure that all students, both those continuing from the prior year of operations and new student enrollees, would be afforded the most complete and comprehensive program possible without enduring significant changes that could detract from receiving the full breadth of services and/or lead to premature termination of students secondary to frustration and confusion. Unlike many other agencies initiating such a complex educational program, the outstanding ties between the Big Ideas Educational Services 21st CCLC Program and the schools and communities where services are located, as well as relationships with established stakeholders and



partners, allowed for an efficient and effective implementation of the program, with services starting within the required timeframe established by the FLDOE (i.e., within two weeks of the start of the academic year).

As quality of state-funded educational programming becomes a public concern, it is imperative that program quality be more than just monitored and measured. Rather, it must be actively managed with a view towards continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, the BIES-ASP 21st CCLC program required a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members worked collaboratively to develop a culture of critical inquiry and ensured that quality processes and outcomes were central to the vision, goals, and priorities of all staff members and within all program activities.

In cooperation with such a proactive planning process, Elias et al. (2003) proposed the following factors associated with the successful implementation of an enduring program: (a) presence of a program coordinator or committee to oversee implementation and resolve day-to-day problems, (b) involvement of individuals with highly shared morale, good communication, and a sense of ownership, (c) employment of qualified personnel, (d) ongoing processes of formal and informal training, including the involvement of knowledgeable experts, (e) high inclusiveness of all school stakeholders, (f) high visibility in the school and the community, (g) program components that explicitly foster mutual respect and support among students, (h) varied and engaging instructional approaches, (i) linkage to stated goals of schools or districts, (j) consistent support from school principals, and (k) balance of support from both new and seasoned administrators.

Each element of the proactive planning process rests upon high-quality leadership, effective staffing, and program visibility. The importance of a physical presence in the community cannot be understated for the purposes of proactive planning and to help establish a stronger, more dedicated staff. Over the course of the initial weeks and

months of operation, the Big Ideas Educational Services 21st CCLC Program leveraged and enhanced their strong community presence developed during last year's 21st CCLC program operations, while also focusing on retaining and hiring necessary staff to implement the highest quality program for all student participants. In addition, the BIES-ASP 21st CCLC Program revised their comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the 21st CCLC program.



Section 5

PROGRAM LEADERSHIP AND STAFF CHARACTERISTICS

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services (discussed later in this report), implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of human, financial, and material resources. Within this process, leadership plays a vital role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members. The leadership model of the Big Ideas Educational Services 21st CCLC program includes Director of Programming and support from the school administrators (who assisted in with the process of hiring staff members).

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The Big Ideas Educational Services 21st CCLC program successfully attracted experienced staff members to provide both core academic enrichment and personal growth activities to actively participating 21st CCLC students. As required by the Florida Department of Education (FLDOE), all academic-based 21st CCLC projects and services were supervised by a teacher certified by the FLDOE (note: the FLDOE does not specifically require all project-based activities to be provided by teachers, only that at least one teacher be on-site to supervise these activities – a requirement the BIES-ASP 21st CCLC program far surpasses). Personal enrichment activities are provided by certified teachers, qualified non-certified instructors, and/or a combination of staff members.

Regardless of the activity, as shown in Tables 5-1 to 5-3, the teachers and instructors appear to be adequately qualified to provide the specific activities. As per the program, all staff members have been trained in the federal and state 21st CCLC initiative, as well

as the specific model proposed by the Big Ideas Educational Services 21st CCLC Program. Tables 5-1 to 5-3 also demonstrate that the program is well-staffed and is capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. By applying the Florida Afterschool Network Standards, the program reports ensuring the staff-to-student ratio was at or below a 1:20 ratio, when possible. It is important to note that Tables 5-1 to 5-3 do not necessarily suggest that these are the number of staff each day of programming, as this indicates only the total number of staff members which have worked in the BIES-ASP 21st CCLC Program during the entire operational year (Summer 2018 and 2018-2019 Academic Year). When necessary and prudent, several staff members can share a single position and would appear as two staff within the staffing table, as required for reporting requirements. These tables provide necessary staffing information that has been required in the past for reporting to the US Department of Education through the federal reporting system (21APR) and the Florida Department of Education.

Table 5-1: Staff Member Regular Responsibilities (Site 1)

Lorah Park Elementary	2018 Summer		2018-2019 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	9	--	5	--
Other Non-Teaching School Day Staff	--	--	--	--
Sub-Contracted Staff Member	11	--	8	--
Other Staffing	--	--	--	--
Total Staff	20	0	13	0
Total Staff Paid by Other Funds	3	--	3	--
Total Staff Replaced within 21st CCLC	9	--	1	--

* These categories represent the regular responsibilities of program staff during the regular school day. These categories were designated by the US Department of Education for all 21st CCLC programs. Data are reported to the US Department of Education for each Site separately, rather than for the overall Program (Grantee).



Table 5-2: Staff Member Regular Responsibilities (Site 2)

<i>Barbara Hawkins Elementary</i>	2018 Summer		2018-2019 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	6	--	4	--
Other Non-Teaching School Day Staff	--	--	--	--
Sub-Contracted Staff Member	11	--	11	--
Other Staffing	--	--	--	--
Total Staff	17	0	15	0
Total Staff Paid by Other Funds	2	--	2	--
Total Staff Replaced within 21st CCLC	7	--	1	--

* These categories represent the regular responsibilities of program staff during the regular school day. These categories were designated by the US Department of Education for all 21st CCLC programs. Data are reported to the US Department of Education for each Site separately, rather than for the overall Program (Grantee).

Table 5-3: Staff Member Regular Responsibilities (All Sites)

<i>All Sites</i>	2018 Summer		2018-2019 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	15	--	9	--
Other Non-Teaching School Day Staff	--	--	--	--
Sub-Contracted Staff Member	22	--	19	--
Other Staffing	--	--	--	--
Total Staff	37	--	28	--
Total Staff Paid by Other Funds	5	--	5	--
Total Staff Replaced within 21st CCLC	16	--	2	--

* These categories represent the regular responsibilities of program staff during the regular school day. These categories were designated by the US Department of Education for all 21st CCLC programs. Data are reported to the US Department of Education for each Site separately, rather than for the overall Program (Grantee).

Table 5-4: Staff Gender Distribution (2018-2019)

	<i>Lorah Park</i>		<i>Barbara Hawkins</i>		<i>All Sites</i>	
	<i>Sum</i>	<i>AY</i>	<i>Sum</i>	<i>AY</i>	<i>Sum</i>	<i>AY</i>
Male Staff	4	3	4	3	8	6
Female Staff	16	10	13	12	29	22
Total Staff	20	13	17	15	37	28

* Gender data for staff members are required for the Florida Department of Education. The proportions are overall reflective of the overall teaching staff in this District and across the nation.

In addition to staff responsibilities, the Florida Department of Education requires Florida's 21st CCLC programs to submit data on the educational levels of staff working within these state-funded out-of-school programs. Table 5-5 provides a breakdown of educational levels of staff within the Big Ideas Educational Services 21st CCLC program, as reported by the program. As shown, most staff members had bachelor's degree or higher, with less than half of the staff members a high school education. It is important to note that the program utilizes college students and non-instructional school staff to assist teachers in the program. College students are necessarily reported as having only a high school degree, as they are still working towards their college degrees. This does not suggest these staff members are unqualified or incapable of providing the services assigned, as Big Ideas Educational Services provides support and training to ensure they are capable of providing any task to which they are assigned. Overall, the staff members appear well-educated and capable of providing the proposed 21st CCLC activities and services.

Table 5-5: Staff Distribution by Highest Education Level

	2018 Summer		2018-2019 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
Master's Degree	5	--	3	--
Bachelor's Degree	15	--	10	--
High School Diploma/GED	16	--	13	--
Middle School	1	--	2	--
Elementary School	--	--	--	--
Other/Unknown	--	--	--	--
Total Staff	37	--	28	--

* Staff members are indicated by their highest degree completed, such that a staff member with a doctorate is considered to also have the lower-level educational degrees. Education status is not necessarily an indicator of program quality, so long as the assignments to staff match their experiences and abilities. There is no indication that the staff members within this 21st CCLC program were unqualified to perform their assigned duties.



QUICK FACTS
21st CCLC Staffing

28 AY Staff Members
9 AY Certified Teachers (32.14%)
5 AY Paid By Other Funds (17.86%)

Staff Turnover:
16 Staff Replaced during Summer 2018
2 Staff Replaced during AY 2018-2019

STAFF TURNOVER

The 21st CCLC program provided data on staff turnover during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). As demonstrated by submitted data, the program had some turnover during the course of the program year, with 18 staff members leaving the program and being replaced by another staff member in the same position. This is not necessarily an indicator of program quality problems, as there are a number of non-performance reasons for staff members to depart the program (e.g., moving to new area, finishing their college degree, finding a new full-time job, being promoted, etc.). There are also performance-based reasons for staff turnover, such as the program firing a staff member due to poor performance or a staff member resigning under duress. However, the program did not provide specifics about why these staff left the program (as it would be inappropriate to distribute this information outside the agency) and such information was not requested of the program by the evaluator. Regardless of the reasons for the staff turnover, the BIES-ASP 21st CCLC program is encouraged to internally explore why the limited number of staff left the program and ensure the program is being implemented in such a way as to promote satisfaction and engagement of all staff members, as well as the students.

To decrease the turnover rate and improve retention, the program reports implementing several new systems and processes. First, the program started a new process in Summer 2016, which allows BIES to focus on hiring the “right” individuals for the job. They are focusing on job skills, qualities, strengths, and behavior traits they would like to see in an employee. Additionally, they are ensuring that candidates are a fit with cultural values

that advance the mission of BIES. In addition, BIES has restructured the interviewing process and questions, with a focus more on behaviorally-based questions to give the managers a better view of the candidate's abilities based on their past experiences. Further, BIES is updating the onboarding process, making sure the staff understand what it takes to succeed in the program before working with the students. By having a strong onboarding program, BIES is able to educate and engage employees so that they are productive and remain as part of the BIES team. Having a top-notch onboarding process allows employees to build trust and alignment with the BIES mission and organizational practices. This lets employees build relationships with each other and learn to work as a team. Finally, having a comprehensive onboarding process opens lines of communication and keeps employees engaged long-term. Another way BIES can decrease turnover is to focus on employee professional development through staff training and building supports in the classroom through modified staffing models, such as 2 teachers alternating in a subject area.

STAFFING PLAN

The BIES Staffing plan focuses on recruiting and retaining qualified staff with extensive child care and/or teaching experience for the purpose of educating and building relationships with the students served. The organization has identified teacher recruitment as an organizational priority, which drives decision-making around staffing and allocation of resources. As a result, the following have been implemented as a highly systematic and proactive approach to teacher recruitment: (1) A dedicated staff manager is assigned to continuously recruit teachers and maintain teachers/support staff in the pipeline; (2) Communication – Continuously communicate with leadership to determine needs; (3) Casting a Wide Net for Candidates – Use traditional and nontraditional outreach strategies; (4) Responsiveness to Candidates – Respond to candidate inquiries within 24 hours; (5) Rigorous Evaluation and Selection – Use a thorough process to assess a candidate's fit within the BIES organization. Experiential interview and general interview questions are designed to draw out a candidate's values, personality, style, and pedagogical approach. Through this new process, BIES has improved the rigor of the program to reinforce the great gains for 2016-2017. By expanding and tapping on current staff interests, BIES has been able to develop exciting electives and programs for students. By hiring mission-aligned individuals from the beginning, BIES is able to maximize resources for students via staff.



STUDENT-TO-STAFF RATIOS

The Big Ideas Educational Services 21st CCLC Program works to keep ratios both within the limits established by the Florida Afterschool Network Gold Standards and the approved grant application. For the purposes of project-based academic activities, the program keeps the ratio at 15 students per staff member, using non-instructional personnel to help keep ratios as low as possible. During personal enrichment activities, the program maintains slightly higher ratios of 20 students per staff member, at most (though these are also generally at 15 students per staff). Overall, the Big Ideas 21st CCLC program is adhering to both the approved grant applications and Florida's gold standards for out-of-school programming.

CERTIFIED TEACHERS

The Florida Department of Education required that the Big Ideas Educational Services 21st CCLC Program provide academic activities supervised or provided directly by a certified teacher - particularly those related to core academic subjects (i.e., reading, writing, mathematics, and science). The 21st CCLC program was not required to have certified teachers provide all aspects of the lesson plans, only that the activities be provided while a certified teacher supervised the activities, although best-practices for afterschool programs would have certified teachers directly provide the academic activities to maximize impact and effectiveness. As noted, the program utilized a total of 9 certified teachers for use primarily during the English Language Arts, mathematics, science, and homework assistance components of the 21st CCLC program. Overall, the Big Ideas Educational Services 21st CCLC program reports having utilized certified teachers as proposed in the approved grant application, approved budget narrative, and required by the Florida Department of Education. The program has submitted their 2019-2020 application and included a relatively similar level of staffing with certified teachers for the next year of program operations.

STAFF DEVELOPMENT AND TRAINING

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers,

counselors, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Towards this end, conducting quality assessments, offering professional training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students' academic performance and social behaviors.

To support student services through the 21st CCLC program, the Big Ideas Educational Services 21st CCLC program leadership and agency administrators (in-kind) provided staff development for those hired to provide 21st CCLC services. As per the program, trainings provided to active 21st CCLC staff members included formal training on the 21st CCLC initiative, as well as training on specific activities provided under the 21st CCLC initiative. In addition to program and policy training, staff members were provided more informal in-vivo trainings from the program leadership, including walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. As reported by the program, the following provides the primary trainings provided during the course of the 2018-2019 program year:

Date: May 2018

Topic(s): 2018 Summer Training

Sites Attending: All Sites

Staff Present: 25

Type of Staff Attending: All Staff

Date: July 2018

Topic(s): 2017 Florida 21st CCLC Conference

Sites Attending: All Sites

Staff Present: 5

Type of Staff Attending: Program Director, Program Coordinator, Site manager

Date: August 2018

Topic(s): 2018-19 After school Staff Professional Development

Sites Attending: All Sites

Staff Present: 25

Type of Staff Attending: All Staff

Date: September 2018

Topic(s): Entrepreneurship Lesson Planning (curriculum "The Secret")

Sites Attending: All sites

Staff Present: 8

Type of Staff Attending: Certified Teachers



Date: January 2019
 Topic(s): SEL and Positive behavior Support
 Sites Attending: All sites
 # Staff Present: 15
 Type of Staff Attending: Teacher assistants, site managers

Date: April 2019
 Topic(s): PACERS and SPARKS Planning and review
 Sites Attending: All sites
 # Staff Present: 8
 Type of Staff Attending: Coaches and Teacher Assistants

Date: May 2019
 Topic(s): 2017 Summer Training
 Sites Attending: All Sites
 # Staff Present: 28
 Type of Staff Attending: All Staff

Date: Monthly (January 2019-May 2019) Teacher Planning/Training
 Topic(s): Site Teacher Planning Review of current Curriculum needs and plans
 Sites Attending: All sites
 # Staff Present: 5-8
 Type of Staff Attending: Certified teachers, program coordinator

Date: Monthly (August-May) Site manager meetings
 Topic(s): Current needs and updates at all site locations
 Sites Attending: All sites
 # Staff Present: 8
 Type of Staff Attending: Site Managers, Program Coordinator, and Program Director

Date: Quarterly
 Topic(s): Independent Contractors continuous improvement review (quarterly)
 Sites Attending: All sites
 # Staff Present: 15
 Type of Staff Attending: Site Managers, Program Coordinator, and Program Director, independent contractor



Section 6

PARTNERSHIPS AND PROGRESS TOWARDS SUSTAINABILITY

One of the goals of the Big Ideas Educational Services 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Programs receive 100% funding for each of the first two years of the program, followed by 80% funding for each of the final three years (if eligible to continue receiving funding and providing services to the targeted populations). Therefore, programs are required to demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. In addition, all programs in Florida are expected to maintain the size and scope of their programs and are forbidden from reducing the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding. Moreover, Florida 21st CCLC programs are not generally permitted to charge any fees to students or parents in association with 21st CCLC programming without authorization from the Florida Department of Education (FDOE) and this program has not received such authorization.

Structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. For instance, as noted, all 21st Century Community Learning Centers are federally-funded and are generally prohibited by the Florida Department of Education from charging any fees for eligible students. Other programs (such as some Children Services Councils) receive local funding from tax dollars to provide free or inexpensive services to students (generally a sliding-scale fee, if charged). Still other programs receive charitable donations (e.g., Boys and Girls Clubs) and charge minimal or no fees to students. The costs associated with structured afterschool programs that do not receive external funding are often dependent on the level of services provided, such that the programs with the most expensive activities (e.g., out-of-state field trips) will result in a higher cost to families. Nationally, the average cost of structured afterschool programs is between \$1,500 and \$2,500 annually. When taking into account the number of hours and days of services provided to 21st CCLC students within Florida's 21st CCLC programs, the annual funding is generally an average of \$1,000 per student, which is less than half that of most other structured



afterschool programs. As such, marketing and sustaining the program are critical even in the early years of 21st CCLC program operations.

Certainly, with such high costs, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation. The location of program services generally had little, if any, services prior to the implementation of the 21st CCLC program, which often gives competitive applications an edge due to higher unmet needs and gaps in achievement. However, when a community is in such dire need for afterschool programming, yet has no resources and no support for such services, it is highly unlikely that this situation will significantly change in the short period of time during which 21st CCLC programming is provided. As such, when 21st CCLC funding ends, programs often find themselves in the same situation as before funding – with families unable to afford an afterschool program, communities unable to provide resources for such programming, local businesses with limited funding to support child programming, and agency budgets wholly unable to afford the high-quality and teacher-driven activities at the same level of operations.

In fact, the United States Government Accountability Office (GAO) issued findings against the US Department of Education for failing to provide effective technical assistance to states in addressing the challenges of helping 21st CCLC sub-grantees continue operating after federal funding ends (a requirement of the federal law). The GAO noted that 35 states reported centers often faced challenges in providing the same levels of services without 21st CCLC funding, and 20 states reported that sub-grantees often reduce the level of services or cease operations when 21st CCLC funding ends. Some states indicated that as few as 10 percent of 21st CCLC sites are able to maintain any level of services following the end of 21st CCLC funding. The difficulty in sustaining programs is largely due to the lack of available state and local funding, with school district budgets already strapped in providing mandated services, and Florida has very limited state funding directed explicitly to providing out-of-school programming.

Regardless of the difficulties faced by the nation's 21st CCLC programs, federal law requires sub-grantees to have a plan for sustainability and ideally show progress towards implementing the sustainability plan throughout the funded years of 21st CCLC programming. As per the GAO, about half the states reported having programs with some success towards sustainability, with the primary methods of sustainability being charging student fees, obtaining private foundation funding, and obtaining public and non-profit funding (e.g., from universities). As with most 21st CCLC programs, the most prominent

and strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, and materials.

As such, although 21st CCLC objectives do not specifically address the importance of developing, maintaining, and enhancing partnerships and sustainability, it would be remiss for this evaluation to ignore the progress of the Big Ideas Educational Services 21st CCLC Program in such efforts. The BIES-ASP 21st CCLC Program engaged and received support from a number of partners that have and will continue to assist with developing, implementing, evaluating, and sustaining the 21st CCLC program. Table 6-1 provides information on partnerships developed and/or maintained during the 2018-2019 program year. It is anticipated that the program will develop new partnerships and/or further enhance the current partnerships during the 2019-2020 operational year, with a focus on strengthening and sustaining the program. The program is encouraged to track all partnerships providing any discounts and/or services to support the 21st CCLC program, which should include information about the partner, an estimated valuation of the support, and whether the partner is new or existing for the 21st CCLC program.

Table 6-1: Summary of Partners and Contractors

Agency Name	*Type of Organization	Subcontract (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Miami Dade County Schools	SD	No	\$20,000	--	Facilities
Connection Coalition	FPO	Yes	\$7,200	\$7,200	Activities
Teeny Violini	FPO	Yes	\$3,700	\$3,700	Activities
WTU	FPO	Yes	\$9,536	\$9,536	Activities
Estefana Yoga	FPO	Yes	\$4,500	\$4,500	Activities
Benevity Causes	CBO	No	\$3,000	--	Funding
Snapology	FPO	Yes	\$5,100	\$5,100	Activities
Frammar Bus Company	FPO	Yes	\$5,120	\$5,120	Transport
Miami Dade Transportation	FPO	Yes	\$16,320	\$16,320	Transport
TOTAL			\$77,876	\$54,876	

*School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YWCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOO), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)



21ST CCLC ADVISORY BOARD

One of the most impactful methods of engaging partners and other stakeholders is through membership on the 21st CCLC Advisory Board. As per data provided by the program, the Advisory Board developed by the Big Ideas Educational Services 21st CCLC program is comprised of a number of important stakeholders and adheres to the requirements of the FLDOE, though the program is encouraged to review the FLDOE requirements to ensure the advisory board continues to meet requirements in future years. While the 21st CCLC Advisory Board is a specific requirement from the Florida Department of Education for all 21st CCLC programs, it can be a tremendous asset to enhance program quality if utilized correctly. For the Big Ideas 21st CCLC program, the role of the advisory board was to provide important feedback and advice to the 21st CCLC program in matters regarding programmatic refinements and improvements. The list of Advisory Board members provided by the program demonstrates a good mix of individuals and stakeholders, thus ensuring the Advisory Board has the experience and skills necessary to provide guidance to enhance the 21st CCLC program.

The Florida Department of Education requires at least two meetings of the Advisory Board during the course of the program year, and the Big Ideas 21st CCLC Program reports having fully complied with these requirements. As per the program, the Advisory Board has met on several occasions, thus providing ample opportunity to help enhance the 21st CCLC program. The program is encouraged to ensure both regular meetings of the Advisory Board and informal methods for the Board to provide feedback and/or advice to the program (e.g., emails, feedback surveys, etc.).

PROGRAMMATIC INFORMATION DISSEMINATION

A proactive implementation plan, including hiring quality staff and establishing a visible community presence, is further enhanced by strong information dissemination and marketing. In this regard, the Big Ideas Educational Services (BIES-ASP) 21st CCLC Program also focused efforts on disseminating information throughout the communities and schools housing 21st CCLC student participants. The process of disseminating information to the community and schools involved the development of numerous partnerships, meeting with community leaders and school principals, and creating 21st CCLC announcements for dissemination. Effective community outreach strategies were used to broadly disseminate program information, data-based progress, and achievements to all appropriate audiences and to expand the network of potential

partners. The methods included flyers, emails, and word of mouth. All information (e.g., parent events, parent surveys, etc.) are sent through these three forms of communication: (1) volunteers contact parents directly; (2) an email is sent to parents; and (3) a flyer is placed at sign out station. Throughout the process of dissemination and marketing activities, the program ensured a consistent theme for all materials, included the 21st CCLC logo, and ensured the Florida Department of Education was indicated as the funding agency. Regardless of these communication efforts, BIES has identified that over half the parents are complaining of not receiving proper notification of major events or communication. In an effort to improve communication, the BIES 21st CCLC program is encouraged to consider using the school or other automated phone call system, use mass texting system (e.g., remind 101), and train staff on dissemination of information strategies (e.g., bi-weekly phone calls, face-to-face meetings).

In addition to the aforementioned strategies, the program developed a website for displaying information about the 21st CCLC program. The website is an impressive design and rather interactive. It seems to contain all the required information for the 21st CCLC program. Regardless, the program reports that the website was provided in-kind, such that they can only submit updates to the website periodically, and they take 30-45 days to be uploaded. Next year, the program plans on having a staff member that can upload pictures and updates at least twice per month. The program is encouraged to follow through with the plans to have the website more often.

www.bigideased.com



21ST CCLC PROGRAM OPERATIONS

REQUIRED PROGRAM OPERATIONS

According to the U.S. Department of Education (USED), the majority of 21st Century Community Learning Centers previously funded directly by the USED were open at least 15 hours per week, and the Florida Department of Education has generally encouraged programs to maximize service hours, with most current 21st CCLC programs in Florida operating at least 12 hours per week afterschool. To best serve the children of working families and reduce potential confusion, centers must establish consistent and dependable hours of operation. The Every Student Succeeds Act (ESSA) revised the 21st CCLC federal law and specifically indicates that 21st CCLC services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, afterschool, evenings, weekends, holidays, or summer). The 21st CCLC program may offer services to students during normal school hours only on days when school is not in session (e.g., school holidays or professional development days). However, federal law allows limited 21st CCLC activities to take place during regular school hours (e.g., those targeting adult family members or pre-kindergarten students), as these times may be the most suitable for serving these populations.

SUMMER 2018 OPERATIONS

The Big Ideas Educational Services 21st CCLC Program is currently in the fourth year of operations, such that operations during the Summer of 2018 must be reported to the US Department of Education (USED) as part of the 2018-2019 operational year. Unlike the state-defined budget financial period (August 2018 – July 2019), the program operational year is defined by the USED and governs the submission of data to the federal data collection system. Data on Summer 2018 operations were already submitted in May to the USED using the new federal online data collection submission system (21APR), and data presented in this report are fully consistent with the data reported to the federal government. The BIES-ASP 21st CCLC Program began providing Summer

2018 services on June 11, 2018 and ended on July 27, 2018, for a total of 34 days of service. As shown in Table 7-1, the program operated an average of 8 hours per day, thus offering a total of 272 hours of summer programming to eligible 21st CCLC students. Activities provided during the summer have already been submitted to the Florida Department of Education through the online deliverables system. Any impact of summer programming reported by the program is reflected in the objectives analysis section of this evaluation report.

Table 7-1: Summer 2018 Operations

	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open.	Typical number of hours per week site was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Lorah Park ES	7	5	40	--	--
Barbara Hawkins ES	7	5	40	--	--

Note: Summer 2018 Operations have already been reported to the US Department of Education in May, 2019.

2018-2019 ACADEMIC YEAR OPERATIONS

The Big Ideas Educational Services 21st CCLC Program is in the fourth year of operations and received an official award letter from the Florida Department of Education (FLDOE) authorizing them to begin providing the out-of-school programming approved in the grant application, though was required under the program assurances to begin programming even if the award letter was not received by the second week of the academic school year. The Big Ideas Educational Services 21st CCLC Program began providing 21st CCLC academic-year services on August 20, 2018, within the required starting date established by the FLDOE within the original Request for Proposals under which this grant was funded. The program ended academic year operation on June 6, 2019, for a total of 180 days of academic year operation. Within the approved application, the BIES-ASP 21st CCLC program was approved by the FLDOE to operate an afterschool component during the regular school year on a common program-wide schedule as to hours and days of operation. More specifically, the afterschool component was proposed to operate for 4 hours per day, 5 days per week, for 180 days during the course of the school year. Ultimately, based on submitted data, the Big Ideas Educational Services 21st CCLC Program appeared to operate the 21st CCLC as proposed for afterschool operations.



Table 7-2 provides a summary of the overall academic year operations of the Big Ideas Educational Services 21st CCLC Program during the 2018-2019 academic year. As detailed in the following section of this summative evaluation, all programming is open to any eligible 21st CCLC student. Also, as mentioned previously, this 21st CCLC program was specifically developed to improve academic achievement, motivation and dedication to education, and personal growth and development.

Table 7-2: 2018-2019 Academic Year Operation

	Total number of weeks site was open	Total number of days site was open	Typical number of days per week site was open	Typical number of hours/week site was open				TOTAL number of days site operated			
				Before School	During School	After School	Weekend/Holiday	Before School	During School	After School	Weekend/Holiday
Lorah Park ES	38	180	5	--	--	20	--	--	--	180	--
Barbara Hawkins	38	180	5	--	--	20	--	--	--	180	--

**The 21st CCLC statute specifically indicates that services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). However, activities targeting prekindergarten children and adult family members may take place during regular school hours as these times may be the most suitable for serving these populations.*

SUPPLEMENTAL SNACK AND MEAL REQUIREMENT

All 21st CCLC programs in the State of Florida are required to provide food to all actively participating 21st CCLC students during program operational hours. More specifically, each 21st CCLC program must provide supplemental meals when the program is open as follows: (1) daily, nutritious snack when operating only during after-school hours; (2) daily, nutritious breakfast and snack when operating during both before-school and after-school hours; and (3) daily, nutritious breakfast, lunch, and snack when operating on non-school days (dependent on hours of operation). In Florida, as in many states, the afterschool snack is often the final meal for many children each day, such that it is imperative the snacks are large enough and nutritious enough to provide important nutrients to the children. However, Florida rules disallow the use of state funding to purchase meals and/or food items, such that funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other sources (e.g., grocery store donations, private donations, private foundations or endowments, etc.). Finally, as 21st CCLC programs serve primarily low-income students, programs in Florida are not permitted to charge students for any costs associated with supplemental snacks and



meals. Ultimately, the Big Ideas Educational Services 21st CCLC Program uses non-grant funds to provide a free, daily, nutritious snack, as required, to each student participating in the 21st CCLC program.

SAFETY REQUIREMENTS

Safety of students participating in Florida's 21st CCLC programs is of the highest priority to the Florida Department of Education (FDOE). Within Florida, each 21st CCLC program must demonstrate that students will participate in structured activities in a safe environment, supervised by well-trained and caring staff. To this end, each program provides a safety plan that, at a minimum, describes the following: (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, (c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center. The safety plan is available directly from the 21st CCLC program.

The Site Manager at each location is the key person in ensuring that quality standards are met at all times. Daily activities will take the form of program observation, validation, follow-up discussions with team members to congratulate or re-direct where necessary, and report findings back to BIES Administrative office. The Program Director of Out of School Programming will make regular visits to the site to review aspects of the program with the Site Manager, staff and host. All students attending the After School Program will be expected to report to the staff person on duty and sign in. If a child does NOT sign in with a staff member, the site supervisor will be obliged to verify that child's whereabouts by contacting the host (school) office and/or the parent.

During program hours, staff will ensure that continual visual supervision is being implemented. This will ensure staff actually sees what is happening to each child to prevent an incident that leads to an injury. Continual supervision consists of sitting or standing; positioning yourself where you can easily see each child. Frequently change position by moving around the room and interacting with all of the children. The required staff/child ratio will also be maintained at all times, both indoors and outdoors to maximize supervision. At the end of the day, students can only be released to those



individuals who are registered on their student card. Authorized individuals are adults who are at least 18 years of age. Staff must request the adult to produce a photo ID with a matching name.

In the event that an unauthorized-adult attempts to pick up a child, the Site Supervisor will place a call to the parent or legal guardian listed on the Student Information Card, and will ask a number of questions to verify identification, including a password authentication previously identified on registration for parental permission to release. If these questions are not answered satisfactorily, we will be obliged to retain the child until the arrival of an authorized adult. Staff will follow procedures that provide students with a safe, positive and caring atmosphere at all time. The following safety procedures will be adhered to in the event of an incident and/or emergency.

- a. Site Supervisors and Staff should ensure that there are no observable safety hazards within the confines of the program space.
- b. The Site Supervisor should ensure that every student travel in groups of two and if need be three when needing to use the restroom. For anything other than this a student should be accompanied by a staff member.
- c. Equipment for active play should be stored safely.
- d. All site staff members are required to wear their Big Ideas staff t-shirt, and identification card that identifies them as being a part of the program staff.
- e. Accident and incident reports are to be clearly documented and written for every student should they become injured. Proper First-aid procedures should be followed, as well as proper notification by the staff to the Site-Manager of any incidents, and or emergencies. Thus, the Site Manager should report all incidents and or injuries to the After-School/After-care Program Director.
- f. Evacuation maps and procedures are to be posted at every site.
- g. All Emergency numbers are posted beside all telephones used by Big Ideas Educational Services Inc. After-school/After-care provider facilities.
- h. Site-Supervisors should ensure that their First-aid kits are adequately stocked at all times. Replacement materials can be obtained by contacting the program Director.



Section 8

STUDENT ENROLLMENT AND STUDENT ATTENDANCE

STUDENT RECRUITMENT AND ENROLLMENT

The ultimate purpose of designing a high-quality, research-based, and well-rounded 21st Century Community Learning Center (CCLC) program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. The focus of any program, whether it is in Florida or elsewhere in the nation, falls squarely upon the students being served. Even with outstanding activities, well-planned schedules, high-quality staff, and continuous professional development, a program will only have wide-spread and significant impact if they are able to recruit and retain the participation of eligible students and their family members. As such, to better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in the Big Ideas Educational Services 21st CCLC Program activities during the operational components described in the prior section.

21ST CCLC REQUIRED TARGET POPULATIONS

Students: Florida's 21st CCLC after school programs are designed to help students meet state and local academic achievement standards in core academic subjects, particularly those who attend low-income, low-performing schools. Across the state of Florida, the 21st CCLC program targets at-risk students from kindergarten to twelfth grade. Depending on the year in which they were awarded, recipients target only those students attending schools eligible for Title I School-Wide Program services, attending schools with at least 40% low-income families (as demonstrated by free and reduced-price lunch status), attending schools receiving school-grades of 'D' or 'F' in the year prior to funding, attending schools identified for targeted assistance or comprehensive assistance, or attending schools identified as needing support by the local superintendent. In 2017, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those receiving a school-grade (calculated and provided by the FLDOE) of a "D" or "F" in the academic year prior to the submission of the competitive



application (private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants). In 2018, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those identified by the FLDOE as needing support (targeted support or comprehensive support) or identified by the local school district superintendent as needing supports provided by the 21st CCLC model. Private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants. This change was expected, as Title I school-wide eligibility and income status of families were removed from eligibility requirements within federal law and, as such, were also removed from criteria included by the FLDOE within the 2017 competitive proposal process. However, regardless of the changes to eligibility criteria and given overall performance of low-income schools noted in the prior section, it is not surprising that most schools from which students are targeted remain low-income and eligible for Title I supports in their respective districts. Overall, Florida remains focused on providing some of the most structured, wrap-around, and diverse out-of-school programming to students attending the state's most at-risk public schools and residing in the most at-risk communities.

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs that meet enrollment criteria for the 21st CCLC program must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida's 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Adults and Families: In addition to services for eligible students, federal law allows 21st CCLC funds to support services to family members of participating students. Within Florida, all 21st CCLC programs are required offer some level of services to support parent involvement, family literacy, and/or related educational development. As per federal law, the 21st CCLC program may only propose services to adult family members of students actively participating in the 21st CCLC program. In Florida, services for adult family members cannot extend beyond the dates of the ongoing program for students.

PROPOSED TARGET POPULATION

The Big Ideas Educational Services (BIES-ASP) 21st CCLC program proposed to serve a total of 150 students in kindergarten through fifth grade. The students targeted are expected to be living in the cities of Miami Gardens and Brownsville, as students must be attending Barbara Hawkins Elementary or Lorah Park Elementary Schools (the locations of the program sites). BIES-ASP will reflect the student population enrollment and is expected to include at least 15% students with disabilities.

STUDENT ENROLLMENT

Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. Within the first month of academic year operation, the Big Ideas Educational Services 21st CCLC Program had already enrolled a total of 155 students (105.44% of the proposed daily attendance). Table 8-1 provides data on student enrollment success for each month of 21st CCLC operation during the 2018-2019 operational year (Summer of 2018 and 2018-2019 academic year). As shown, the 21st CCLC program continued to recruit student participants throughout the operating year as slots for students opened up in the program. While the enrollment numbers may exceed the proposed daily attendance, this is an important characteristic of successful 21st CCLC programs, as students may have other options afterschool (sometimes even going home alone) and not all enrolled students come each day. The program has been encouraged to keep track of the daily attendance to avoid exceeding the approved student-to-staff ratios. Ultimately, across all sites, the program successfully enrolled enough students to allow for the proposed average daily attendance to be met during the program year. The Big Ideas Educational Services 21st CCLC Program provided a total of 137,428 student service hours during the 2018-2019 operational year.

Table 8-1: Cumulative Student Enrollment by Month of Operation

Month	Lorah Park ES	Barbara Hawkins ES	Total
June	76	79	155
July	1	1	2
August	31	40	71
September	8	--	8
October	--	5	5



Month	Lorah Park ES	Barbara Hawkins ES	Total
November	--	--	0
December	--	--	0
January	1	--	1
February	3	--	3
March	--	--	0
April	--	--	0
TOTAL	120	125	245
% Total Students	49.0%	51.0%	---
% Proposed	164.4%	168.9%	166.7%

Note: The 21st CCLC program began operations in June, which is the first month shown in this table. It is possible that students were actually enrolled prior to this month (on paper), but those students are grouped into the first month of operations to reduce confusion (as that is the first month during which they attended).

REGULAR STUDENT ATTENDANCE

In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore daily student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The Big Ideas Educational Services 21st CCLC Program collects data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30-days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of the BIES-ASP 21st CCLC Program’s reach, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The US Department of Education has determined the minimum dosage for afterschool programs to be impactful is 30 days of student attendance. As such, the US Department of Education requires data to be reported separately for students that attended at least one day (i.e., enrolled) and those attending at least 30 days of 21st CCLC activities (i.e., regularly participating students). While this “dosage” has not been clearly supported by research, data is presented consistent with this threshold in order to match data reported to the US Department of Education.

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient 'dose' of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. In order to show progress towards this federal metric, Table 8-2 provides a breakdown of total enrollment versus regular attendance (i.e., those who attended at least 30 days). As shown, the Big Ideas Educational Services 21st CCLC Program was largely successful in retaining student participants – achieving a 86.9% rate of regular attendees compared to total enrollment. This is higher than many 21st CCLC programs across the country, and particularly impressive for an elementary school program serving a population with large proportions of low-income, at-risk students. In general, any proportion over 50% suggests successful retention and student engagement. The program is encouraged to explore the reasons why the small proportion of students left the program and, if necessary, consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

Table 8-2: Student Enrollment: Total vs. Regular (2018-2019)

	Total Enrollment (Attending at least one day)				Regularly Participating Enrollment (Attending at least 30 days)			
	Summer 2018 Only	Academic Year 2018-19 Only	Both Summer/ Academic Year	Total	Summer 2018 Only	Academic Year 2018-19 Only	Both Summer/ Academic Year	Total
Lorah Park ES	41	43	36	120	24	42	36	102
Barbara Hawkins	44	45	36	125	30	45	36	111
TOTAL	85	88	72	245	54	87	72	213

Note: The Summer 2018 program only operated 34 days, therefore it is possible (but highly unlikely) for any student attending only the summer program to have attended 30 days or more.

Table 8-2b: Student Enrollment: Total vs. Regular (2018-2019 – FLDOE)

Modified Version for FLDOE Alignment	Total Enrollment (Attending at least one day)			Regularly Participating Enrollment (Attending at least 30 days)		
	Total	Summer 2018	Academic Year 2018-19	Total	Summer 2018	Academic Year 2018-19
Lorah Park ES	120	77	79	102	60	78
Barbara Hawkins	125	80	81	111	66	81
TOTAL	245	157	160	213	126	159

Note: This table corresponds to Table 2 of the guidance from the FLDOE. The data are the same as those provided under Table 8-2, but are provided in a manner more consistent with revised FLDOE expectations. This table corresponds to Table 1 in the revised FLDOE guidance for 2018-2019.



AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress towards meeting the proposed average daily attendance of student participants. This statistic serves several purposes for 21st CCLC programs. First, the level of funding provided by the Florida Department of Education is based on the number of students served by the program on a daily basis, rather than the number of students simply enrolled in the program (or even the percentage of regularly participating students). The logic for using average daily attendance as the funding metric is that programs may have 100 students enrolled, but only 50 students attending each day, such that they do not need staffing and other costs to support 100 students every day. As such, average daily attendance provides a better estimation of the required resources on an average day of operation. The second purpose for this statistic relates to program impact and quality - with high average daily attendance suggesting that the program is more likely to provide students with adequate dosage to impact academic achievement and program objectives. Finally, when average daily attendance is compared to site enrollment, conclusions can be cautiously drawn about student retention and engagement – with approximately equal numbers indicating that the program has not had significant “turnover” of students. Data on the average daily attendance for the Big Ideas Educational Services 21st CCLC Program are provided in Table 8-3.

Table 8-3: Average Daily Student Attendance

	Summer 2018	Academic Year 2018-2019			Overall
		After School	Before School	Weekend/ Holidays	
Lorah Park ES	71 (75) 94.7%	68 (73) 93.2%	--	--	93.9%
Barbara Hawkins	71 (75) 94.7%	71 (74) 95.9%	--	--	95.3%
ALL SITES	142 (150) 94.7%	139 (147) 94.6%	--	--	94.6%

* Numbers in parentheses indicate PROPOSED average daily attendance. The percentage afterwards represents the percent of proposed daily attendance for that site and/or the total of all sites for that component.

** “Average Daily Attendance” for each component rounded up to next whole number.

*** The US Dept. of Ed. collects data on “During School” operation, which is not provided by this program.

As part of the application approved by the Florida Department of Education, the Big Ideas Educational Services 21st CCLC Program proposed to serve an average of 150 students per day of operation in summer 2018 and 147 students per day afterschool



during the 2018-2019 academic year. As shown in Table 8-3, the program achieved an overall average of 94.6% of their proposed average daily attendance across all program components. More specifically, the program achieved 94.7% of the proposed average daily attendance (ADA) in the summer of 2018 and 94.6% of the proposed ADA during the 2018-2019 afterschool component. Overall, as demonstrated by submitted data and outlined in Table 8-3, the program would not be considered 'high-risk' by the Florida Department of Education in terms of achieving the proposed level of services to 21st CCLC students in any of the out-of-school components provided. The program is encouraged to continue efforts towards ensuring sufficient enrollment to maintain these levels of daily student attendance. It may be necessary for the program to consider new projects or new strategies to help maintain this level of attendance in future operations. The program is encouraged to explore the site-level attendance analysis presented in Table 8-3, as the Florida Department of Education may explore individual site attendance in determining funding reductions and/or other punitive ramifications of not meeting the proposed daily attendance numbers. Table 8-3 provides the average daily attendance for each component by site to assist the program in identifying areas of issue and begin the process of developing plans to increase and/or maintain attendance in the 21st CCLC program.

STUDENT SERVICE HOURS

While enrollment and attendance help provide some information about the success of the program at reaching the targeted student population, and while these figures are utilized by the Florida Department of Education for compliance monitoring, such information and data are limited to program-specific and site-specific analyses. In order for the Big Ideas Educational Services 21st CCLC Program to be compared to other programs in the state and/or the nation, it is important that a common statistic is used that controls for variations in days and hours of operation. For instance, a program operating only 2 hours per day afterschool would have provided half the actual services than a program operating 4 hours per day afterschool. As such, the total number of 'student service hours' is calculated (a product of the number of students per day, the number of days per year, and the number of hours of daily operation). As shown in Table 8-4, the program provided a total of 137,452 student service hours during the 2018-2019 project operational year. Based on the approved annual budget amount, this equates to approximately \$2.81 per student service hour, lower than the average program in Florida funded at approximately \$4.50 per hour.



Table 8-4: Monthly Attendance and 'Student Hours' (Program Total)

Month	Avg. Days / Month (Avg. Hrs / Day)				Students/Day				Total Student Hours
	Summer 2018	After School	Before School	Wknd / Hol	Summer 2018	After School	Before School	Wknd / Hol	
June	15 (8)	--	--	--	139	--	--	--	16,624
July	19 (8)	--	--	--	144	--	--	--	21,728
August	--	10 (4)	--	--	--	128	--	--	5,084
September	--	18 (4)	--	--	--	129	--	--	9,196
October	--	22 (4)	--	--	--	148	--	--	12,972
November	--	17 (4)	--	--	--	147	--	--	9,916
December	--	15 (4)	--	--	--	147	--	--	8,756
January	--	17 (4)	--	--	--	145	--	--	9,808
February	--	18 (4)	--	--	--	139	--	--	9,976
March	--	16 (4)	--	--	--	137	--	--	8,708
April	--	21 (4)	--	--	--	135	--	--	11,280
May	--	22 (4)	--	--	--	131	--	--	11,476
June	--	4 (4)	--	--	--	121	--	--	1,928
TOTAL	34 (8)	180 (4)	--	--	283	1507	--	--	137,452

Note: Hours per day represent the average hours per day across all sites, as proposed in the grant application.



Section 9

STUDENT AND FAMILY DEMOGRAPHICS

STUDENT PARTICIPANT CHARACTERISTICS

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers. To better understand the types of students being served in 21st CLCC programming, the Big Ideas Educational Services 21st CCLC Program submitted data on characteristics of all student participants served during the 2018-2019 program operational year.

SCHOOL GRADE LEVELS OF STUDENT ATTENDEES

Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the Big Ideas Educational Services 21st CCLC Program, the program provided data on the school grade levels of those students served during the 2018-2019 program year. Of the 245 students enrolled in the 21st CCLC program, school grade levels were reported for all students. The distribution of all participating students on whom grade in school was reported is shown in Table 9-1.

Table 9-1: Student Grade Levels: All Student Participants (1+ Days)

	K	1	2	3	4	5	Unk
Lorah Park	22	24	24	17	17	16	--
Barbara Hawkins	31	27	19	16	19	13	--
ALL SITES	53	51	43	33	36	29	--
% Total	21.6%	20.8%	17.6%	13.5%	14.7%	11.8%	--

Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported.



Table 9-1b: Grade Levels: Academic Year Student Participants (1+ Days)

Academic Year 2018-2019	K	1	2	3	4	5	Unk
Lorah Park	13	15	13	13	9	16	--
Barbara Hawkins	18	18	11	10	11	13	--
ALL SITES	31	33	24	23	20	29	--
% Total	19.4%	20.6%	15.0%	14.4%	12.5%	18.1%	--

Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported. This version of Table 9-1 provides demographics on only students from the academic year (students with only summer attendance are not considered in this table). This corresponds to Table 10 in the FLDOE revised guidance for 2018-2019.

Similar to the distribution of all student participants, the distribution of regular student participants (those attending at least 30 days of programming) is presented in Table 9-2. As shown, of the 213 students regularly participating in the Big Ideas 21st CCLC program, school grade levels were reported for all regular students. Figure 9-1 provides a comparison of the total student participants with the regular student participants. As shown, there is no significant difference between the distributions, such that it appears the program was equally successful in both recruiting and retaining students from all grade levels proposed.

Table 9-2: Student Grade Levels: Regular Student Participants (30+ Days)

	K	1	2	3	4	5	Unk
Lorah Park	20	21	19	16	10	16	--
Barbara Hawkins	26	25	18	14	15	13	--
ALL SITES	46	46	37	30	25	29	--
% Total	21.6%	21.6%	17.4%	14.1%	11.7%	13.6%	--

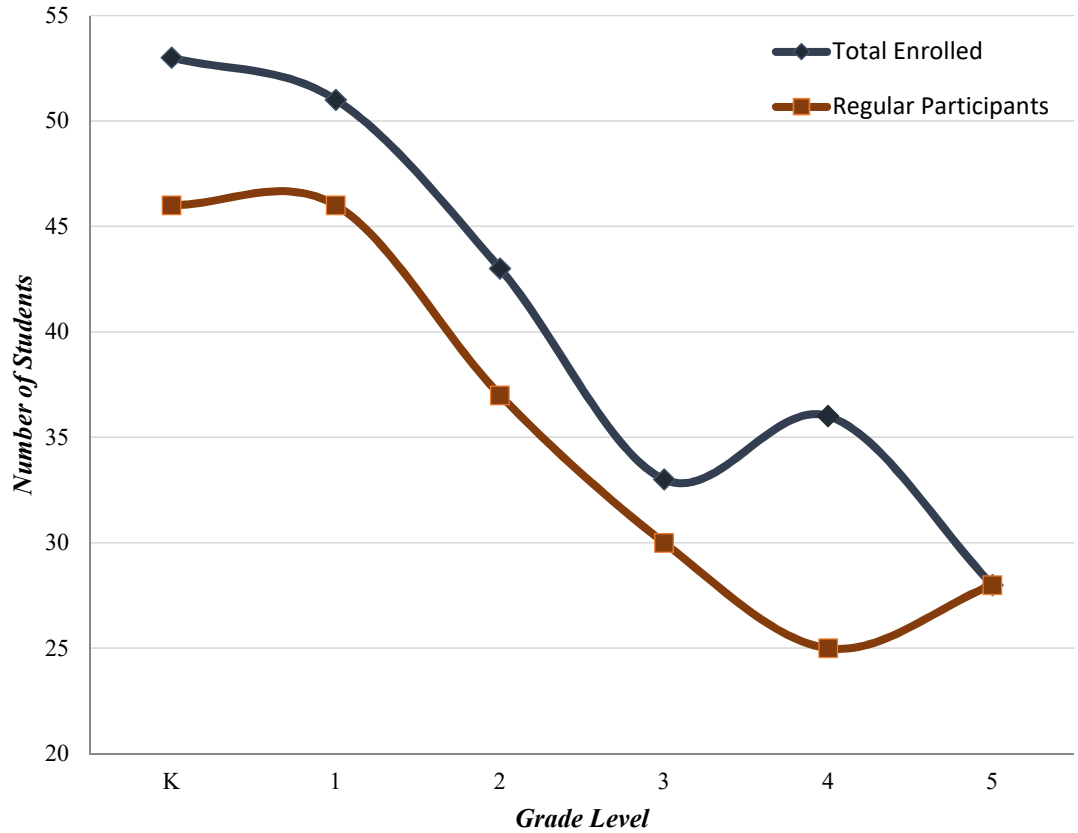
Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported.

Table 9-2b: Grade Levels: Academic Year Student Participants (30+ Days)

Academic Year 2018-2019	K	1	2	3	4	5	Unk
Lorah Park	13	15	13	13	8	16	--
Barbara Hawkins	18	18	11	10	11	13	--
ALL SITES	31	33	24	23	19	29	--
% Total	19.5%	20.8%	15.1%	14.5%	11.9%	18.2%	--

Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported. This version of Table 9-2 provides demographics on only students from the academic year (students with only summer attendance are not considered in this table). This corresponds to Table 11 in the FLDOE revised guidance for 2018-2019.

Figure 9-1: Distribution of Student Participants by School Grade Level



RACE AND ETHNICITY OF STUDENT ATTENDEES

To better understand the types of students being served and to examine access to 21st CCLC services, the Big Ideas Educational Services 21st CCLC Program also submitted racial and ethnic data about those students participating in the program. Of the 245 students enrolled in the 21st CCLC program thus far in the program year, ethnicity and race was reported for all students. Looking at all participating students on whom race/ethnicity was reported, distributions are shown in Table 9-3. Regularly participating students (i.e., those attending at least 30 days of 21st CCLC programming) had a similar distribution when looking at the 213 regularly participating students on whom such data was submitted (100% of the 213 regular participants in this program), as shown in Table 9-4. As such, it appears that the Big Ideas Educational Services 21st CCLC Program was successful in retaining students across all racial and ethnic groups. The ability of the BIES-ASP to attract and retain students from all races is a testament to both the programming provided and the commitment of the students and families in the program.



Table 9-3: Student Race and Ethnicity: All Participants (1+ Days)

Site Name	N	Total Student Participants						UNK
		American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	
Lorah Park	120	--	--	105 (87.5%)	12 (10%)	3 (2.5%)	--	0
Barbara Hawkins	125	--	--	121 (96.8%)	4 (3.2%)	--	--	0
ALL SITES	245	--	--	226 (92.2%)	16 (6.5%)	3 (1.2%)	--	0

* Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules. These data are provided for all students in the program regardless of whether they attended in summer or academic year. Data are provided on all students as this is believed to be more useful for the program.

Table 9-4: Student Race and Ethnicity: Regular Participants (30+ Days)

Site Name	N	Total Student Participants						UNK
		American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	
Lorah Park	102	--	--	90 (88.2%)	10 (9.8%)	2 (2%)	--	0
Barbara Hawkins	111	--	--	107 (96.4%)	4 (3.6%)	--	--	0
ALL SITES	213	--	--	197 (92.5%)	14 (6.6%)	2 (0.9%)	--	0

* Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules. These data are provided for all students in the program regardless of whether they attended in summer or academic year. Data are provided on all students as this is believed to be more useful for the program.

Table 9-4b: Student Race and Ethnicity (Summer 2018 Students)

Summer 2018 Site Name	Total Participating Students								Regularly Participating Students							
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Lorah Park	--	--	72 (93.5%)	5 (6.5%)	--	--	--	0	--	--	57 (95.0%)	3 (5.0%)	--	--	--	0
Barbara Hawkins	--	--	79 (98.8%)	1 (1.3%)	--	--	--	0	--	--	65 (98.5%)	1 (1.5%)	--	--	--	0
ALL SITES	--	--	151 (96.2%)	6 (3.8%)	--	--	--	0	--	--	122 (96.8%)	4 (3.2%)	--	--	--	0

* Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules. Data are consistent with those provided in Table 9-3 and 9-4. However, the demographics in this table are only for students attending the summer of 2018 (students with only academic year attendance are not considered in this table). This corresponds to Table 8 in the FLDOE revised guidance for 2018-2019.

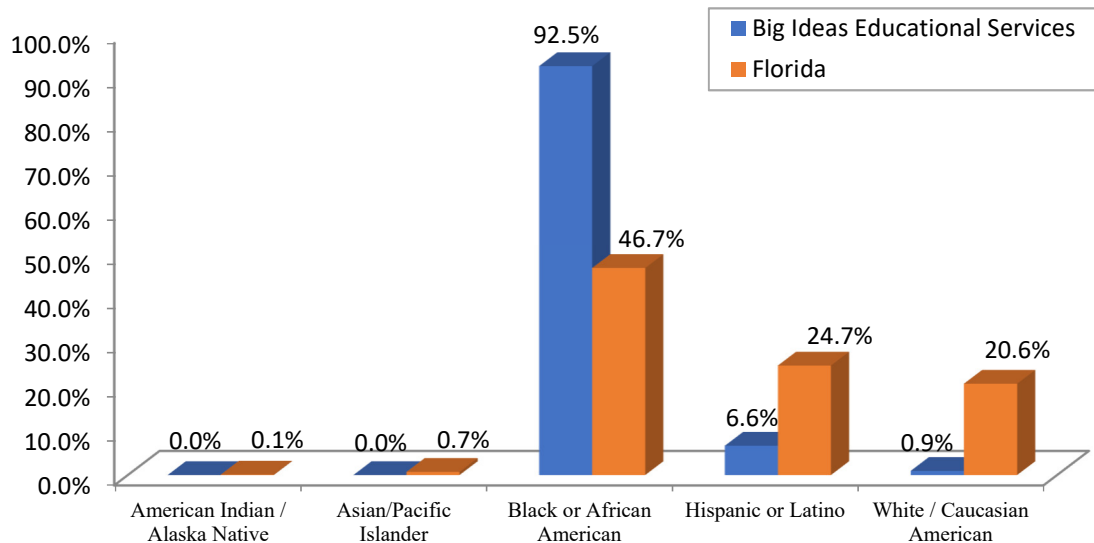
Table 9-4c: Student Race and Ethnicity (18-19 Academic Year Students)

Academic Year 2018 - 2019	Total Participating Students							Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Site Name																
Lorah Park	--	--	66 83.5%	10 12.7%	--	3 3.8%	--	0	--	--	66 84.6%	10 12.8%	--	2 2.6%	--	0
Barbara Hawkins	--	--	77 95.1%	4 4.9%	--	--	--	0	--	--	77 95.1%	4 4.9%	--	--	--	0
ALL SITES	--	--	143 89.4%	14 8.8%	--	3 1.9%	--	0	--	--	143 89.9%	14 8.8%	--	2 1.3%	--	0

* Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules. Data are consistent with those provided in Table 9-3 and 9-4. However, the demographics in this table are only for students attending the 2018-2019 Academic Year (students with only summer attendance are not considered in this table). This corresponds to Table 9 in the FLDOE revised guidance for 2018-2019.

When looking at the 62,302 students served in Florida’s 21st CCLC centers during the most recent prior program year with federal data, as shown in Figure 9-2 below, the majority of student participants across Florida are from traditionally-defined “minority groups” (72.1%), with 46.67% identified as Black/African American (n=28,143) and 24.65% identified as Hispanic/Latino(a) (n=14,866). The traditionally-defined “majority group” (i.e., White/Caucasian American) represented 20.63% of the student participants served by Florida’s 21st CCLC funding (n=12,440). The Big Ideas Educational Services 21st CCLC Program, as shown in Figure 9-2, is similar to the state of Florida in terms of distribution of student participants by race and ethnicity, and the programmatic distribution is proportional to the overall race/ethnicity distribution in the schools.

Figure 9-2: Distribution of Racial/Ethnic Classification: Florida vs. Program



STUDENT GENDER DISTRIBUTION

In addition to ethnicity, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Of the 245 students served during the 2018-2019 program year, gender was reported for 245 students (100%). Looking at those students on whom gender was reported, as shown in Table 9-5, 42.9% of student attendees were identified as male, while 57.1% were identified as female. Of the 213 regularly participating students (i.e., attending at least 30 days of programming), gender data were reported on 213 students (100%). Similar to the gender distribution of all student participants, as shown in Table 9-5, the regularly participating student population was reported to be composed of 41.8% male students and 58.2% female students. It does not appear that activities are overly gender-biased, as the distribution of regular students is similar to that of all students.

Table 9-5: Student Gender Distribution: Total vs. Regular Participants

Site Name	Total Student Population				Regular Student Participants			
	N	Male	Female	Unk	N	Male	Female	Unk
Lorah Park	120	58 (48.3%)	62 (51.7%)	0	102	49 (48%)	53 (52%)	0
Barbara Hawkins	125	47 (37.6%)	78 (62.4%)	0	111	40 (36%)	71 (64%)	0
ALL SITES	245	105 (42.9%)	140 (57.1%)	0	213	89 (41.8%)	124 (58.2%)	0

Note: Percent shown is the proportion of students on whom gender was reported. Those with unknown genders are not included in the displayed proportions. This table presents data on all students attending the program, as it is believed such aggregation is the most beneficial for the program to review.

Table 9-5b: Student Gender: Total vs. Regular Students (Summer 2018)

Summer 2018 Site Name	Total Student Population				Regular Student Participants			
	Gender			Age Range	Gender			Age Range
	Male	Female	No Data		Male	Female	No Data	
Lorah Park	39 50.6%	38 49.4%	0	6 - 13	30 50.0%	30 50.0%	0	6 - 12
Barbara Hawkins	32 40.0%	48 60.0%	0	5 - 12	25 37.9%	41 62.1%	0	5 - 12
ALL SITES	71 45.2%	86 54.8%	0	5 - 13	55 43.7%	71 56.3%	0	5 - 12

Note: Percent shown is the proportion of students on whom gender was reported. Those with unknown genders are not included in the displayed proportions. This table provides gender and age data on students that attended during the Summer 2018 – students that attended only during the academic year are not included in this table. This table corresponds to Tale 2 of the revised FLDOE guidance for 2018-2019.

Table 9-5c: Student Gender: Total vs. Regular Students (18-19 Academic Year)

Academic Year 2018 - 2019	Total Student Population				Regular Student Participants			
	Gender			Age Range	Gender			Age Range
	Male	Female	No Data		Male	Female	No Data	
Site Name								
Lorah Park	38 48.1%	41 51.9%	0	5 - 12	38 48.7%	40 51.3%	0	5 - 12
Barbara Hawkins	29 35.8%	52 64.2%	0	5 - 12	29 35.8%	52 64.2%	0	5 - 12
ALL SITES	67 41.9%	93 58.1%	0	5 - 12	67 42.1%	92 57.9%	0	5 - 12

Note: Percent shown is the proportion of students on whom gender was reported. Those with unknown genders are not included in the displayed proportions. This table provides gender and age data on students that attended during the 2018-2019 Academic Year – students that attended only during the summer of 2018 are not included in this table. This table corresponds to Tale 3 of the revised FLDOE guidance for 2018-2019.

STUDENT SPECIAL SERVICES DISTRIBUTION

In addition to the above characteristics, another way of examining the equity and reach of the 21st CCLC program is to examine the participation of students with different special needs and backgrounds. As such, the Big Ideas Educational Services 21st CCLC Program reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced Price Lunch, and services for students with a Special Need or Disability. Of the 245 students served during the 2018-2019 program year, data on special services were reported for 245 students (100% of all enrolled students). Distributions of these students based on these demographic descriptors are shown in Table 9-6. In addition to total participants, it is important to report data on regularly participating students (i.e., students attending at least 30 days).

Table 9-6: Student Special Needs: All Student Participants (1+ Day)

	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Lorah Park	13 (10.8%)	107 (89.2%)	0	5 (4.2%)	115 (95.8%)	0	76 (63.3%)	44 (36.7%)	0
Barbara Hawkins	2 (1.6%)	123 (98.4%)	0	15 (12%)	110 (88%)	0	72 (57.6%)	53 (42.4%)	0
ALL SITES	15 (6.1%)	230 (93.9%)	0	20 (8.2%)	225 (91.8%)	0	148 (60.4%)	97 (39.6%)	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'.



Table 9-6b: Special Needs: Summer 2018 Total Students (1+ Day)

Summer 2018 <i>Total Students</i>	Limited English Proficient			Identified with Special Needs			Free/Reduced Price Lunch		
	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data
Lorah Park	5 6.5%	72 93.5%	0	5 6.5%	72 93.5%	0	34 44.2%	43 55.8%	0
Barbara Hawkins	0 .0%	80 100.0%	0	14 17.5%	66 82.5%	0	33 41.3%	47 58.8%	0
ALL SITES	5 3.2%	152 96.8%	0	19 12.1%	138 87.9%	0	67 42.7%	90 57.3%	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'. This table provides data on students that attended during the Summer of 2018 – students that attended only during the 2018-2019 Academic Year are not included in this table. This table corresponds to Tale 4 of the revised FLDOE guidance for 2018-2019.

Table 9-6c: Special Needs: 18-19 Academic Year Total Students (1+ Day)

Academic Year 2018-2019 <i>Total Students</i>	Limited English Proficient			Identified with Special Needs			Free/Reduced Price Lunch		
	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data
Lorah Park	12 15.2%	67 84.8%	0	2 2.5%	77 97.5%	0	76 96.2%	3 3.8%	0
Barbara Hawkins	2 2.5%	79 97.5%	0	8 9.9%	73 90.1%	0	72 88.9%	9 11.1%	0
ALL SITES	14 8.8%	146 91.3%	0	10 6.3%	150 93.8%	0	148 92.5%	12 7.5%	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'. This table provides data on students that attended during the 2018-2019 Academic Year – students that attended only during the summer of 2018 are not included in this table. This table corresponds to Tale 5 of the revised FLDOE guidance for 2018-2019.

As shown in Table 9-7, the distribution of regularly participating students in the BIES-ASP 21st CCLC Program within the identified special services were approximately equal to the distributions for all students. Overall, data show that the BIES-ASP 21st CCLC Program is providing 21st CCLC services to students that demonstrate the identified needs and target population proposed in the original grant application submitted to the Florida Department of Education. For instance, 69% of regularly participating students on whom data were provided qualify for free or reduced lunch (one of the primary indicators for 21st CCLC programs in Florida).



Table 9-7: Student Special Needs: Regular Student Participants (30+ Days)

	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Lorah Park	12 (11.8%)	90 (88.2%)	0	4 (3.9%)	98 (96.1%)	0	75 (73.5%)	27 (26.5%)	0
Barbara Hawkins	2 (1.8%)	109 (98.2%)	0	13 (11.7%)	98 (88.3%)	0	72 (64.9%)	39 (35.1%)	0
ALL SITES	14 (6.6%)	199 (93.4%)	0	17 (8.0%)	196 (92%)	0	147 (69%)	66 (31%)	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'.

Table 9-7bc: Special Needs: Summer 2018 Regular Students (30+ Days)

Summer 2018 Regular Students	Limited English Proficient			Identified with Special Needs			Free/Reduced Price Lunch		
	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data
Lorah Park	4 6.7%	56 93.3%	0	4 6.7%	56 93.3%	0	34 56.7%	26 43.3%	0
Barbara Hawkins	0 .0%	66 100.0%	0	12 18.2%	54 81.8%	0	33 50.0%	33 50.0%	0
ALL SITES	4 3.2%	122 96.8%	0	16 12.7%	110 87.3%	0	67 53.2%	59 46.8%	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'. This table provides data on students that attended during the Summer of 2018 – students that attended only during the 2018-2019 Academic Year are not included in this table. This table corresponds to Tale 6 of the revised FLDOE guidance for 2018-2019.

Table 9-7c: Special Needs: 18-19 Academic Year Regular Students (30+ Day)

Academic Year 2018-2019 Regular Students	Limited English Proficient			Identified with Special Needs			Free/Reduced Price Lunch		
	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data
Lorah Park	12 15.4%	66 84.6%	0	2 2.6%	76 97.4%	0	75 96.2%	3 3.8%	0
Barbara Hawkins	2 2.5%	79 97.5%	0	8 9.9%	73 90.1%	0	72 88.9%	9 11.1%	0
ALL SITES	14 8.8%	145 91.2%	0	10 6.3%	149 93.7%	0	147 92.5%	12 7.5%	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'. This table provides data on students that attended during the 2018-2019 Academic Year – students that attended only during the summer of 2018 are not included in this table. This table corresponds to Tale 7 of the revised FLDOE guidance for 2018-2019.



AGE OF STUDENTS

The Florida Department of Education requested all 21st CCLC programs to provide information on the age of students enrolled in the 21st CCLC program – both total enrollment and those attending at least 30 days of operation (i.e., regular attendees). Exploring the ages of students in the 21st CCLC program is not independently useful for the Big Ideas Educational Services 21st CLCC program from a program quality perspective, but does become useful at the state level when all program data are combined. In terms of the BIES-ASP 21st CCLC Program, data on student ages are provided in Table 9-8 (all student attendees) and Table 9-9 (regular attendees). The overall distribution is expected, given the population served by the BIES-ASP 21st CCLC program and the general ages of students served in the targeted schools. Ages reported are the ages of students as of September 1, 2018 (the beginning of the school year and the date used in Florida regarding eligibility for kindergarten).

Table 9-8: Distribution of Student Ages: All Participants (1+ Days)

Site Name	N	Age of Students (in Years)							
		0-5	6	7	8	9	10	11	12
Lorah Park	120	12	18	23	22	16	18	6	5
Barbara Hawkins	125	14	20	29	20	16	17	8	1
ALL SITES	245	26	38	52	42	32	35	14	6
	--	10.6%	15.5%	21.2%	17.1%	13.1%	14.3%	5.7%	2.4%

Note: Ages are for students at the start of the academic year.

Table 9-9: Distribution of Student Ages: Regular Participants (30+ Days)

Site Name	N	Age of Students (in Years)							
		0-5	6	7	8	9	10	11	12
Lorah Park	102	12	16	20	17	14	14	6	3
Barbara Hawkins	111	14	17	27	17	14	16	5	1
ALL SITES	213	26	33	47	34	28	30	11	4
	--	12.2%	15.5%	22.1%	16.0%	13.1%	14.1%	5.2%	1.9%

Note: Ages are for students at the start of the academic year.



STUDENT FAMILIES AND HOUSEHOLDS

The Florida Department of Education has previously requested all 21st CCLC programs to provide information on the family composition of students enrolled in the 21st CCLC program – both total enrollment and those attending at least 30 days of operation (i.e., regular attendees). More specifically, the FLDOE has previously requested programs to indicate whether students in the 21st CCLC program resided in single-parent families or ‘traditional’ families with both parents. For those students in single parent households, the programs were asked to indicate whether the students were female or male headed. As shown in Table 9-10 and Table 9-11, the program was able to obtain this voluntary information from many participating students, with 245 enrolled students (100% of all 245 enrolled students) and 213 regularly participating students (100% of all 213 regularly participating students) having such data provided. As shown, 41.2% of all students and 46.9% of regularly participating students were reported to be from single-parent households. Only 53.1% of the students on whom data were provided were from the ‘traditional’ dual-parent households. Such data further supports that the Big Ideas Educational Services 21st CCLC program was successful in targeting those students with the greatest needs.

Table 9-10: Distribution of Family Scenarios: All Students (1+ Days)

Site Name	N	No (Traditional Family)	Yes	Unk.
Lorah Park	120	68 (56.7%)	52 (43.3%)	--
Barbara Hawkins	125	76 (60.8%)	49 (39.2%)	0
ALL SITES	245	144 (58.8%)	101 (41.2%)	0

Note: Family categories are exclusive - students can be identified under only one family scenario.

Table 9-11: Distribution of Family Scenarios: Regular Students (30+ Days)

Site Name	N	No (Traditional Family)	Yes	Unk.
Lorah Park	102	51 (50%)	51 (50%)	0
Barbara Hawkins	111	62 (55.9%)	49 (44.1%)	0
ALL SITES	213	113 (53.1%)	100 (46.9%)	0

Note: Family categories are exclusive - students can be identified under only one family scenario.



OBJECTIVES AND OUTCOMES: STUDENT AND ADULT IMPACTS

FEDERAL AND STATE PERFORMANCE INDICATORS

The Government Performance and Results Act (GPRA) of 1993, was passed to help increase accountability of federal programs and ensure the highest performing and successful programs are continued while lower performing programs are discontinued. The specific purposes of the GRPA are as follows (Section 2 (b)):

1. improve the confidence of the American people in the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results;
2. initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress;
3. improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction;
4. help Federal managers improve service delivery, by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality;
5. improve congressional decision making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and
6. improve internal management of the Federal Government.

Given the requirement to develop uniform performance measures for each federal program, the US Department of Education identified a series of specific indicators for the 21st CCLC program.

FEDERAL GRPA INDICATORS

The United States Department of Education (USED) established two objectives and 14 performance measures for all 21st CCLC sub-grants funded under the federal 21st CCLC initiative. States and individual sub-grants are responsible to ensure funded centers

provide services and activities that will help ensure progress towards achieving high levels of achievement in the indicated performance measures. Most individual 21st CCLC programs have developed their own objectives based on an assessment of student and community needs. The specific objectives for the present 21st CCLC program will be discussed in the next section. The following chart indicates the two federal objectives and associated performance indicators:

Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Performance Measures

- 1.1 The percentage of Elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.
- 1.2 The percentage of middle or High school 21st Century regular program participants whose mathematics grades improved from fall to spring.
- 1.3 The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.
- 1.4 The percentage of Elementary 21st Century regular program participants whose English grades improved from fall to spring.
- 1.5 The percentage of middle or High school 21st Century regular program participants whose English grades improved from fall to spring.
- 1.6 The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.
- 1.7 The percentage of Elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- 1.8 The percentage of middle and High school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- 1.9 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- 1.10 The percentage of Elementary 21st Century regular program participants with teacher-reported improvements in student behavior.
- 1.11 The percentage of middle and High school 21st Century regular program participants with teacher-reported improvements in student behavior.
- 1.12 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.



Objective 2: 21st Century Community Learning Centers will offer High-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Performance Measures

- 2.1 The percentage of 21st Century Centers reporting emphasis in at least one core academic area.
- 2.2 The percentage of 21st Century Centers offering enrichment and support activities in other areas.

PROGRAM-SPECIFIC OBJECTIVES

In addition to the objectives and outcomes developed and required by the United States Department of Education, Florida programs are provided the opportunity to develop their own individual objectives based on an assessment of student, parent, family, and community needs. In order to help ensure appropriate and challenging objectives were developed by each 21st CCLC program, the Florida Department of Education (FDOE) provided programs guidance in developing strong goals and objectives. In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served with these funds. All goals and objectives in Florida are generally program-wide, though center-specific objectives are created when needs differ by center.

NEED-BASED STUDENT OBJECTIVES

The Big Ideas Educational Services 21st CCLC Program developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as approved by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. All objectives are program-wide, though center-specific objectives may be created in the future if warranted. It is noted that these objectives are as worded by the Florida Department of Education (FLDOE) using the Objective

Assessment and Data Collection Tool (OADCT), with the exception of minor grammatical corrections.

1. 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
2. 45% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.
3. 80% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
4. 45% of regularly participating students will achieve a satisfactory level or above on mathematics.
5. 80% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
6. 45% of regularly participating students will achieve a satisfactory level or above on science.
7. 80% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.
8. 75% of regularly participating students will improve their aerobic fitness as measured by pre-post assessment.
9. 80% of regularly participating students will increase their engagement in career exploration as measured by pre-post assessment.
10. 75% of the adult family members of regularly participating students will improve their parenting skills as measured by pre-post assessment.

OVERVIEW OF ACTIVITIES PROVIDED

With established need-based objectives, Big Ideas Educational Services (BIES) 21st CCLC program developed and implemented project-based learning activities and personal enrichment activities aligned to the approved 21st CCLC objectives. It is important to note that the Florida Department of Education does not require each activity to have a separate objective, such that multiple activities can be provided under a single objective and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities; while a robotics activity can support reading, math, and science). As per federal law and state



rules, programs are only permitted to provide activities that will help meet the stated objectives approved by the Florida Department of Education (i.e., objective-driven activities). The proposed activities are detailed in the approved grant application, and the program is striving to adhere to those specified activities, with the addition of some additional project-based learning activities that support the approved objectives.

The Big Ideas Educational Services 21st CCLC Program also developed and implemented a broad array of activities aligned to at least one of the personal enrichment objectives and designed to support the academic achievement of participating students. Specific proposed enrichment activities are outlined in the approved grant application, and the program strived to adhere to those specified activities, with the addition of some project-based and problem-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as project-based and problem-based activities tend to be “living” and can significantly change as the project progresses and students’ interest peaks about various topics. All personal enrichment lesson plans and activities have been detailed, submitted to, and approved by the FLDOE through the deliverable submission process. The following provides a brief description of activities provided in support of the approved program-wide objectives.

There are eight main components and accompanying curriculum for the 21st CCLC programming offered under the BIES- ASP grant. These components are designed to maximize the experiences of the children and the efficacy of the program in improving student academic achievement. The curricula were either selected, adapted, or created for the students participating in the 21st CCLC program, with each component receiving feedback for refinement from students, staff, and the advisory board. The following provides an overview of these components.

- **Fitness:** The FAB-5 elementary school program is fun and motivating with curriculum created by classroom, physical education and health teachers that empower students to become responsible for their own fitness and health. FAB 5 Programs teach fundamental nutrition, fitness and health concepts. Including detailed lessons provide comprehensive activities using fitness and health content, intentional fitness and motor skill development this curriculum builds an awareness of the lifestyle choices students make regarding nutrition and physical activity.
- **Literacy Learning:** A-Z's delivers leveled books, printable worksheets, projectable activities, and interactive online classroom resources designed to

meet the unique needs of every K-5 student. The teacher and student resources integrate seamlessly with any school curriculum to help teachers differentiate their instruction. Web-based activation is instant, and a variety of teacher training provides ongoing support.

- Nutrition through FLIPANY: The FLIPANY program empowers youth and their families through nutrition education programs to raise awareness and create policies for a healthier community. FLIPANY understands how a lack of access to nutrition and physical education impacts children who were living in low-income communities and is dedicated to address the health and education disparities in these underserved areas.
- Parental Involvement through FLIPANY: Empowers youth and their families through nutrition education programs to raise awareness and create policies for a healthier community.
- Parental Involvement through Literacy Labs: Supports parents in their efforts to extend learning from school to home, assist with homework and test preparation, and increase early literacy skills.
- STEM through STEMfinity Curriculum: The program for grades K–8 provides research-based materials that make it easy for teachers to integrate STEM seamlessly into existing curricula and instruction. Through eighteen topics and accompanying program guides, STEMfinity works with any elementary or middle grades science program. Each module follows the same format: Introduce, Teach, and Evaluate. Topics cover Life, Earth, and Physical sciences and illustrate how the four STEM areas are connected through hands-on labs, projects, and background materials.
- Arts through STEMfinity: Art projects that compliment STEM learning and are particularly of interest to younger ages have been designed to reinforce Math and Science concepts. These activities will be implemented in the program to compliment learning in the classroom and expand interest in STEM and future fields of study.
- Home Learning/Tutoring and Life Skills (embedded in program): BIES-ASP strives to improve decision-making skills for all participants by incorporating and encouraging teamwork through all daily academic components of the after school day. Students will start each day with a Big Ideas ritual of “applause and apologies” Students will have 10 minutes at the start of the after school/ summer day to reflect on behavior that they have exhibited that day that deserves applause



of warrants an apology to a fellow student, staff or parent. This will be accompanied with a daily behavioral system that teaches students to work as a community within the after school and summer program. The development of these positive character traits will establish student's ability to respect others and themselves as well as have a positive outlook on life.

The last two components were incorporated into every element of the BIES-ASP 21st CCLC curriculum. The FAB-5 elementary school program is fun and motivating with curriculum created by classroom, physical education and health teachers that empower students to become responsible for their own fitness and health. FAB-5: a) Teach fundamental nutrition, fitness and health concepts, b) Include detailed lessons provide comprehensive activities using fitness and health content, intentional fitness and motor skill development, c) Build an awareness of the lifestyle choices students make regarding nutrition and physical activity, and d) Are ideal for teachers, activity leaders, daycare providers, after school programs, and organized youth programs. Spanning three key content areas- reading, writing, and science- Learning: A-Z's websites deliver leveled books, printable worksheets, projectable activities, and interactive online classroom resources designed to meet the unique needs of every K-5 student. These teacher and student resources integrate seamlessly with any school curriculum to help teachers differentiate their instruction. Web-based activation is instant, and a variety of teacher training provides ongoing support.

Adult Family Member Program Activities The community needs, interests, and strengths are intertwined; these factors are what make BIES-ASP a beneficial program for the community. The BIES-ASP program staff currently collaborates with parents of students enrolled at Barbara Hawkins Elementary and Lorah Park Elementary through feedback from parent surveys, parent nights, and PTA participation. The family as a unit is the main goal of advancement for families and the community. BIES- ASP staff members are well equipped to assist students and parents in achieving a united family thus strengthening our alliance as community partners. The needs assessment for families within the program is compiled through all stakeholders of the program and school. BIES has strong partnerships with both Barbara Hawkins and Lorah Park Elementary community liaisons.

To connect parents/caregivers and their families to community resources to meet needs that cannot be met by the school or after school program, BIES-ASP has created a referral protocol that facilitates and encourages constant communication between the individuals and organizations providing these resources and Big Ideas Educational

Services. Per this protocol, program staff is required to maintain trust and an open line of communication with parents/caregivers and their families. This protocol enables and encourages those who work most closely with the parents/caregiver, students, and families to formally and informally observe and engage families to determine unmet needs. Program staff, in conjunction with the parent/community liaison will remain knowledgeable about community resources provided by program partners. Upon discovery of unmet needs, program staff and community liaison will ensure that families are connected to appropriate community resources, and they will continue to monitor progress toward meeting these needs. BIES-ASP will regularly update all necessary information on 211 to stay connected to community partners.

Parents participate in a Parent Literacy Lab, meeting 6 times annually for 2 hours each session. This program will outline homework help for parents, teach parent strategies to support their children with home learning success, provide testing tips for parents, provide parents with test-taking tips, and support computer literacy classes. The BIES-ASP Enrichment Teacher will provide this instruction, survey parents regarding workshop needs, and implement pre and post-tests to identify parent gains. Parents will also attend workshops run by FLIPANY focused on the importance of nutrition and physical activity for feeling good and staying healthy. Pre and post- assessments will demonstrate an increase in opportunities for selecting healthier eating and physical fitness choices. At the conclusion of the workshops, parents will be able to identify specific changes in nutrition and physical activity they have successfully incorporate in their daily life. These changes will be measured through 2 Minute Program Assessment, Food and Fun 2nd Edition Planning and Tracking Tool, Parent Engagement Planning and Tracking Tool, and Nutrition and Physical Activity Program Observation Tool.

OBJECTIVE PROGRESS: STATE STANDARDIZED ASSESSMENTS

As one of the primary GPRA indicators for 21st CCLC programs across the nation, it is important to explore data related to the progress of the Big Ideas Educational Services 21st CCLC Program in terms of student improvement on standardized assessments in English Language Arts (Reading), Mathematics, and Science. Within Florida, most students take the Florida Standards Assessment (FSA) in reading and mathematics towards the end of each academic year beginning in third grade, as well as Florida's State Standardized Assessment (SSA) in science at the end of the fifth and eighth grades. Overall, national data indicate that, among the 32 states submitting state assessment results for a prior school year, almost half of the regular attendees served by 21st CCLC



centers scored below proficient on the mathematics and/or reading/language arts portions of their state’s assessment: with 49 percent scoring below proficient in mathematics and 45 percent scoring below proficient in reading/language arts. Within the state of Florida, a “Level 3” is considered to be at proficiency (regardless of the assessment), while levels two and one are considered 'below proficiency' and levels four and five are 'above proficiency.'

As shown by federal data submitted by Florida 21st CCLC programs from the most recent year available, 52.0% of 21st CCLC students across Florida on whom standardized assessment scores in Reading/Language Arts were provided scored below the proficiency level set by the Florida Dept. of Education. In addition, 49.8% of students on whom mathematics scores were indicated scored below the proficiency level. These results are similar to that reported by the United States Department of Education for all 21st CCLC programs across the nation, and suggest that students with the highest level of academic need are being served by 21st CCLC programs throughout the country. It is important to note that, while some students scored at the higher proficiency levels, this does not suggest they do not need the services of such a structured afterschool program. Rather, they may require less attention in certain academic subjects, but may still require the other services provided by the 21st CCLC program. As per the federal law under which this program was funded, there is no requirement that students served be the lowest performing students, only that they exhibit specific needs where the 21st CCLC program can be impactful on their academic achievement.

Specific to students attending the Big Ideas Educational Services 21st CCLC Program, only the students regularly attending the 21st CCLC program (N=213) are explored regarding student impact data (as per the US Department of Education). “Regularly participating” students are the only participants considered by the United States Department of Education as having received a sufficient dosage of afterschool programming for meaningful impact analysis. Students who did not attend at least 30 days of programming, as instructed by the United States Department of Education, are not considered when reporting any impact statistics for 21st CCLC. Moreover, regularly participating students that did not attend at least one day of 21st CCLC programming during the course of the academic year are excluded when exploring all academic impacts (e.g., FSA and SSA outcomes).

Prior Year State Assessments (2017-2018)

As shown in Table 10-1, the Big Ideas Educational Services 21st CCLC Program successfully targeted and enrolled students with the highest educational needs based on

prior year standardized assessment levels. It is important to note that not all students took the state assessments in 2017-2018. For instance, students that were not in Florida the prior year and students under third grade in 2018 would not have had the opportunity to take any version of the state assessments, students with significant disabilities precluding such testing are provided the Florida Alternative Assessment, and some students in higher grades are excused from the state assessment administration due to a variety of precipitating factors. The program only serves elementary school students, such that no students had prior year Statewide Science Assessment (SSA/FCAT) scores to establish a baseline. The Statewide Science Assessment is only provided in specific grade levels in Florida (end of 5th grade and end of 8th grade), such that current elementary school students would not have prior year scores.

Of the 213 regularly participating students in the Big Ideas Educational Services 21st CCLC Program during the 2018-2019 program year, only 54 were in grades that were administered FSA reading and mathematics assessments in the prior (2017-2018) academic year - with no students repeating the 3rd grade and 54 in the 4th or 5th grades during the 2018-2019 program year. Of these 54 students, 49 (90.7%) received FSA reading scores and 49 (90.7%) received FSA mathematics scores. Given that the Statewide Science Assessment is provided only at the end of the fifth-grade year for elementary school students, it is not surprising that the program did not provide prior year Statewide Science Assessment scores, as none of the students in the program were reported in 5th grade last year.

As shown in Table 10-1, many of the regularly participating 21st CCLC students with prior year state assessment levels were below the proficiency level established by the FLDOE – a common target population for 21st CCLC programs across the country. More specifically, 38.8% of the regularly participating students were below proficiency in reading/ELA (N=19 of 49) and 26.5% were below proficiency in mathematics (N=13 of 49). These proportions approach Florida's proportions, demonstrating that the Big Ideas Educational Services 21st CCLC Program was as successful as most Florida programs in attracting and serving those students with the highest educational needs. These state assessment scores are important to establish a baseline of student achievement towards the end of the prior year and, with some level of accuracy, their baseline level for the present academic year. The program utilized such data to guide placement of students, selection of remedial activities, and implementation of the greatest level of differentiated instruction allowable within the highly structured 21st CCLC project-based learning model.



Table 10-1: Distribution of Regular Students by Proficiency Level (Prior Year)

	N	Level 1	Level 2	Level 3	Level 4	Level 5
Reading / ELA Florida Standards Assessment	49	7 (14.3%)	12 (24.5%)	19 (38.8%)	5 (10.2%)	6 (12.2%)
Mathematics Florida Standards Assessment	49	6 (12.2%)	7 (14.3%)	19 (38.8%)	9 (18.4%)	8 (16.3%)
Science FCAT 2.0	--	--	--	--	--	--

Note: Not all students take the various state standardized assessments, particularly those not in Florida, those under 3rd grade, and those with significant limitations precluding them from taking such a structured assessment.

Current Year State Assessments (2018-2019)

In terms of current year assessment scores, the Big Ideas Educational Services 21st CCLC project worked to collect and provide 2019 FSA proficiency levels on all regularly participating students in tested grade levels (i.e., 3rd grade and higher), as well as Statewide Science Assessment (SSA) scores on any students taking such assessments (i.e., 5th grade students). It is noted that not all students have these scores, particularly those students that took an alternative assessment, those that were not in the country long enough to qualify for the assessment, those attending private schools, and those that were not enrolled in the school long enough to have their scores considered for the 2018-2019 assessment year. Overall, as shown in Table 10-2, 84 students were eligible to take the standardized assessments in reading and mathematics (3rd grade or higher), while 29 were in grade levels eligible to take the Statewide Science Assessment (5th or 8th grades). Of these students, the program reported FSA reading levels on 71 regularly participating students (84.5% of eligible students) and FSA mathematics levels on 71 regularly participating students (84.5%). Moreover, the program submitted Statewide Science Assessment (SSA) scores on a total of 29 regularly participating students - 100% of all 5th grade students participating in the program.

Of those regularly participating students served by the 21st CCLC program with FSA and/or SSA scores from the current 2018-2019 academic year, 47.9% were below proficient in Reading/ELA (N=34 of 71 regularly participating students with reading scores), 42.3% were below proficient in mathematics (N=30 of 71 with math scores), and 55.2% were below proficient in science (N=16 of 29 with science SSA scores). Moreover, 50 regularly participating students with any levels reported (70.4%) were below proficient in at least one of the core academic subjects. This demonstrates that the Big Ideas Educational Services 21st CCLC program was successful in targeting students with the highest educational needs. It is important to note that the Big Ideas Educational

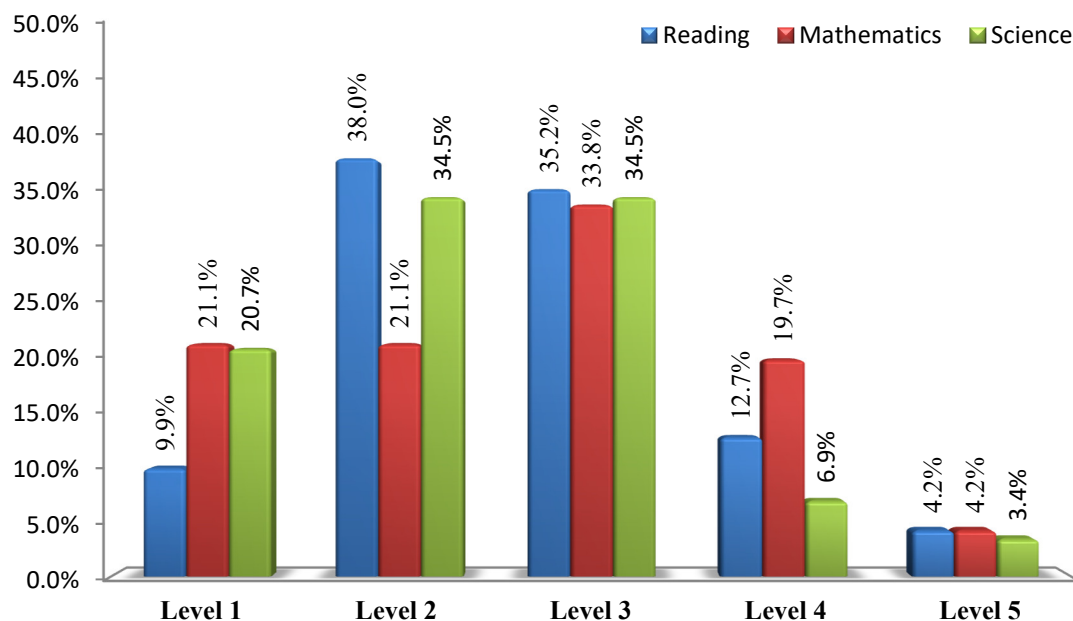
Services 21st CCLC program was required by the FLDOE to include FSA/SSA performance as a progress indicator in the grant application. Unfortunately, while the 21st CCLC program is likely to have a lasting impact on the lives of the students who regularly participated, the lasting impact is not fully demonstrated through a short-term impact evaluation on such single-administration assessments of expert-defined 'achievement' in these core academic subjects. The lasting impacts will be immeasurable, as the students learned how to ask and answer questions through the project-based learning process, how to be active learners, and how they can achieve their goals through education. As such, while these state standardized assessment scores may seem low, it should not be interpreted that the Big Ideas Educational Services 21st CCLC program had little impact on these students.

Table 10-2: Regular Students by Proficiency Level (Current Year)

	N	Level 1	Level 2	Level 3	Level 4	Level 5
Reading / ELA Florida Standards Assessment	71	7 (9.9%)	27 (38%)	25 (35.2%)	9 (12.7%)	3 (4.2%)
Mathematics Florida Standards Assessment	71	15 (21.1%)	15 (21.1%)	24 (33.8%)	14 (19.7%)	3 (4.2%)
Science FCAT 2.0	29	6 (20.7%)	10 (34.5%)	10 (34.5%)	2 (6.9%)	1 (3.4%)

Note: Not all students take the various state standardized assessments, particularly those not in Florida, those under 3rd grade, and those with significant limitations precluding them from taking such a structured assessment.

Figure 10-1: Distribution of Students by 2019 Proficiency Levels



Student Growth Metric Assessment: While the distribution of standardized test proficiency levels provides some indication of the potential impact of the Big Ideas Educational Services 21st CCLC Program on students, the ultimate goal of the evaluation process was to explore whether there was an impact of the 21st CCLC and growth of regularly participating students. In line with the objective metric required of the majority of Florida's 21st CCLC programs, it is important to understand how the statewide metric is calculated for the evaluation process (particularly in light of the aforementioned questions regarding the comparability of proficiency levels from the prior year and the current year). In essence, the FLDOE required most 21st CCLC programs to indicate the number of students that either improved from the prior year or maintained 'proficiency' or better from the 2017-2018 to 2018-2019 program year.

The distribution of scores from the current year standardized tests (2018-2019) already indicates the number of students meeting proficiency (i.e., those at Level 3 or higher), but the distribution does not indicate the number of students that improved in their proficiency level from the prior year. Comparisons between SSA and FSA scores must be done carefully and consistent with Florida Department of Education guidance on such comparisons. It is important to note that improving in proficiency level requires greater than one year of gains, as a student maintaining any level would be considered to have made at least one year of gains. Regardless, as it is a required method of assessing performance on the state assessments, this secondary method is included within the report. Overall, of the 71 regularly participating students in the program with current year FSA reading levels, 38 (53.5%) improved their performance level from the prior year, maintained proficiency from the prior year, or earned 'proficient' or better during the current year (if no prior year scores). Similarly, of the 71 regular students with current year FSA math levels, 41 (57.7%) improved their performance level from the prior year, maintained proficiency from the prior year, or earned 'proficient' or better during the current year (if no prior year scores).

OBJECTIVE PROGRESS: ACADEMIC COURSE GRADES

The Government Performance and Results Act (GPRA) of 1993 was passed to help increase accountability of federal programs and ensure the highest performing and successful programs are continued, while lower performing programs are discontinued or provided substantial technical assistance from the state education agency. Given the requirement to develop uniform performance measures for each federal program, the US

Dept. of Education (USED) identified a series of specific indicators for the 21st CCLC program. In addition to performance on standardized tests among 21st CCLC students, the USED chose improvement in grades in core academic subjects as one of the primary GPRA indicators for 21st CCLC.

The US Department of Education (through an online data submission system - known as 21APR) requires all 21st CCLC programs to report any substantial changes in reading/language arts and mathematics grades for regularly participating 21st CCLC students (those attending the program for at least 30 days). To report on changes in grade performance for regular attendees, programs are instructed to compare the students' first set of fall reading/language arts and math grades with the students' last set of spring grades for those participants who were regular attendees during the reporting period (the FLDOE requires the comparison to only consider the 4th quarter grades as the second comparison point). If the grades for a given student did not span the course of the entire school year (e.g., the student was only enrolled in math or reading/language arts for one semester), programs are instructed to not report grade results for the student in question. There are often some instances where programs have either reading/language arts or math grades for comparison, but not both. In such a case, the programs are instructed to report the change in student performance only for the grades available. The only exception to when a regular student should be reported is if the student only attended during the summer, and thus did not receive a dosage of the 21st CCLC program during academic periods. For regularly participating students that attended the summer only, the USED requests that they not be included in the submission of academic course grades to the online system.

In determining which regularly participating 21st CCLC students changed in terms of course grades, the US Department of Education requires the threshold for change to be one-half letter grade (e.g., B- to B, B to B+, etc.). For each of the subject areas, programs reported the number of students that stayed the same (i.e., did not increase or decrease), the number that improved by half a grade or more, and the number that decreased by half a grade or more between Fall and Spring. For those students that did not change, programs have traditionally been provided the ability to indicate the number of such students that were already at the highest grade (e.g., "A") and, therefore, unable to improve. If using a 100-point scale, programs were instructed that a half-grade change is a decrease or increase of 5 points. If using an A-F scale, a half-grade change was described as any decrease or increase in the letter grade (e.g., for example, A to A- is a decrease and C+ to B- is an increase). If using an E-S-U (Excellent-Satisfactory-



Unsatisfactory) or similar non-A-F letter-grade scale, a half-grade change is defined as a decrease or increase from one letter grade to another.

However, there is a negative bias within the method used by the USED in determining student improvement in academic achievement. Namely, 'average' or 'above average' grade maintenance should not be considered a negative indicator for student achievement, as a student performing at an "A" level at the beginning of the year and achieving a "B" level at the end of the year suggests the student has actually learned substantial information to remain at the "above average" level of performance (rather than decreasing in performance over the course of the year). Certainly, one could argue that moving from an "A" to a "D" suggests a decrease in overall performance and an apparent lack of growth in knowledge and skills. However, because the expectations of each grading period are built upon knowledge in the prior grading periods, maintenance of an 'average' or 'above average' grade suggests improvement in both knowledge and skills over the course of the year.

The purpose of the objectives proposed by the Big Ideas Educational Services 21st CCLC program is to demonstrate improvement in knowledge, not simple improvement in grades. Therefore, for the purposes of this summative evaluation, it is most appropriate to compare grading periods to determine whether there was knowledge and skill growth among students participating in the 21st CCLC program. The process for evaluating objectives included the identification of each student's earliest available Fall grade for each course (first, second, or third quarter grades) and their fourth-quarter Spring course grade for the same course (students are not analyzed if they do not have fourth-quarter grades, as per instruction of the FLDOE). For some students, the second grading period is a more accurate assessment of their baseline performance prior to the mid-year, but the summative evaluation data are analyzed in keeping with the general expectations of the USED, which explores the first available Fall/Spring grade with the fourth-quarter Spring grade.

For each subject analyzed within the summative evaluation, two comparisons are presented: (1) a grade-only comparison consistent with USED guidelines; and (2) an adjusted knowledge-based comparison. The first comparison is that suggested by the FLDOE and USED for 21st CCLC programs, which requires a student to demonstrate changes in course grades from Fall to Spring by either: (1) maintaining an 'above average' grade; (2) improve from an 'average' grade to an 'above average' grade; or (3) improve from a 'below average' grade to an 'average' or 'above average' grade. Within the first

comparison method, students maintaining an 'average' grade are considered to have failed to meet the expectations of the FLDOE for the purposes of the 21st CCLC program. However, this maintains the unfair bias noted above (where students increasing knowledge but maintaining an 'average' grade are excluded from being considered successful), such that an adjusted method is warranted to better describe the impact of the 21st CCLC program. More specifically, for the adjusted method, student growth and academic development were categorized into three categories: (1) Improved: this includes those students who increased at least $\frac{1}{2}$ letter grade and those who maintained an "above average" grade from the Fall to the Spring (including moving from an A to B, remaining above average, etc.); (2) Maintained: this includes those students who maintained their grade across the Fall and Spring comparison grades (e.g., C to C, B to C, A to C, proficient to proficient, etc.); and (3) Declined: this includes those students whose course grade dropped during the course of the semesters graded (A to D, C to F, proficient to not proficient, meeting standard to not meeting standard, etc.). While the summative evaluation utilizes the terminology of the US Department of Education, it is noted that the "declined" category includes students that maintained below average grades - though it can be supposed that these students actually did decline in their academic achievement over the course of the year, and that the 21st CCLC program failed to make a significant impact on their academic performance.

For the purposes of the summative evaluation process, the Big Ideas Educational Services 21st CCLC Program collected and submitted academic course grades on all regularly participating students where grades were accessible. It is important to note that not all students had accessible grades, such as students that left the district, students taking special courses that do not receive traditional grades, and students that were not enrolled in the district schools prior to attending the program. In some cases, the withdrawal of a student from the Big Ideas Educational Services 21st CCLC program also withdraws their permission for the program to access and report their grade-based and performance data. For grades to be compared, it is important that students have marks from at least two grading periods - generally, the first grading period and the last grading period (some students did not have the first grading period, such that the second grading period or third grading period was utilized as their baseline, as per instructions from the FLDOE). It is also noted that some students had grades submitted, but there were insufficient grading periods necessary for comparison to demonstrate growth across the academic year (e.g., the student must have fourth-quarter grades to be compared within the end-of-year analyses, as per requirements from the FLDOE).



Reading / English Language Arts Course Grades

Across Florida, as shown in Table 10-3 and using the most recent statewide data available (as reported to the US Department of Education), 58.0% of regularly participating students on whom reading/ELA grades were reported to have improved their academic performance by a half-letter grade or more, whereas 42.0% maintained or declined in their grades in reading and English Language Arts. Maintenance is not considered a negative indicator, as a student performing at a 'B' level at the beginning of the year and maintaining that 'B' level at the end of the year suggests that the student has actually learned enough information throughout the year to remain at the 'average' level of performance (rather than decreasing in performance over the course of the year). As shown in Table 10-3, the proportions of students increasing, decreasing, and maintaining reading / ELA grades are relatively consistent between Florida and the Nation.

Table 10-3: Reading / ELA Grade Changes (Florida vs. Nation)

Change in Grade Status Reading / ELA	<i>Florida</i>		<i>Nation</i>	
	# Regular Attendees	% Regular Attendees	# Regular Attendees	% Regular Attendees
Improved / Maintained High Performance	22,122	58.00%	380,762	49.40%
Declined / Maintained Low Performance	16,020	42.00%	390,012	50.60%
Total	38,142	---	770,774	---

Note: These data are the most recent available for the Nation and Florida, having been retrieved from the federal 21APR system in 2019 for program year 2016-2017.

Big Ideas Educational Services Reading Progress: As shown in Table 10-4, the program reported reading grades on a total of 159 regularly participating students - 100% of the 159 regularly participating students attending the program at least 30 days total and at least one day during the 2018-2019 academic year. Data submitted by the program included no students with missing reading grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no reading grades reported. Assessment of reading grades compared each student's earliest reading grade of the first three quarters of the academic year and the final reading fourth-quarter grade of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 90 out of 159 regularly participating students with comparison grades (56.6%) demonstrated success based on



their reading grade performance from the first half to the second half of the 2018-2019 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 126 regularly participating students demonstrated improved knowledge and skills in reading (79.2% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall reading skills and knowledge among students in the Big Ideas Educational Services 21st CCLC program.

Table 10-4: Impacts on Academic ELA Grades (Regular Students)

Change Status	Reading Grades <i>Grade-Change Only FLDOE Method</i>		Reading Grades <i>Knowledge-Based Adjusted Method</i>	
	# Students	% Students	# Students	% Students
Met Metric	90	56.6%	126	79.2%
Did Not Meet	69	43.4%	33	20.8%
Total	159	--	159	--

Note: The "grade-change" method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

Mathematics Course Grades

Across the Nation, 21st CCLC programs also reported data as to improvement in mathematics grades. As shown in Table 10-5, 60.4% of regularly participating 21st CCLC students across Florida on whom mathematics grades were reported improved their academic performance by a half-letter grade or more, whereas 39.6% maintained or declined in their math grades. As with reading grades, maintenance is not considered a negative indicator, as a student performing at a 'C' level at the beginning of the year and maintaining that 'C' level at the end of the year suggests that the student has learned enough information throughout the year to remain at the 'average' level of performance (rather than decreasing in performance over the year). Table 10-5 also compares mathematics changes between Florida students and students throughout the Nation. As shown, the percentage of students increasing, decreasing, and maintaining grades in mathematics are relatively consistent between Florida and the nation.



Table 10-5: Mathematics Grade Changes (Florida vs. Nation)

Change in Grade Status Mathematics	<i>Florida</i>		<i>Nation</i>	
	# Regular Attendees	% Regular Attendees	# Regular Attendees	% Regular Attendees
Improved / Maintained High Performance	23,038	60.40%	385,387	50.00%
Declined / Maintained Low Performance	15,104	39.60%	385,387	50.00%
Total	38,142	---	770,774	---

Note: These data are the most recent available for the Nation and Florida, having been retrieved from the federal 21APR system in 2019 for program year 2016-2017.

Big Ideas Educational Services Mathematics Progress: As shown in Table 10-6, the program reported mathematics grades on a total of 159 regularly participating students - 100% of the 159 regularly participating students attending the program at least 30 days total and at least one day during the 2018-2019 academic year. Data submitted by the program included no students with missing mathematics grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no mathematics grades reported. Assessment of mathematics grades compared each student's earliest mathematics grade of the first three quarters of the academic year and the final mathematics fourth-quarter grade of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 92 out of 159 regularly participating students with comparison grades (57.9%) demonstrated success based on their mathematics grade performance from the first half to the second half of the 2018-2019 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 133 regularly participating students demonstrated improved knowledge and skills in mathematics (83.6% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall mathematics skills and knowledge among students in the Big Ideas Educational Services 21st CCLC program.

Table 10-6: Impacts on Academic Mathematics Grades (Regular Students)

Change Status	Math Grades Grade-Change Only FLDOE Method		Math Grades Knowledge-Based Adjusted Method	
	# Students	% Students	# Students	% Students
Met Metric	92	57.9%	133	83.6%
Did Not Meet	67	42.1%	26	16.4%
Total	159	--	159	--

Note: The 'grade-change' method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

Science Course Grades

Science Progress: The US Department of Education does not collect performance indicators on Science, though the Florida Department of Education requires science to be provided by all Florida 21st CCLC programs. As such, science grade data must be considered by Florida programs within the evaluation process. Using the same methods as for ELA and Mathematics, As shown in Table 10-7, the program reported science grades on a total of 159 regularly participating students - 100% of the 159 regularly participating students attending the program at least 30 days total and at least one day during the 2018-2019 academic year. Data submitted by the program included no students with missing science grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no science grades reported. Assessment of science grades compared each student's earliest science grade of the first three quarters of the academic year and the final science fourth-quarter grade of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 106 out of 159 regularly participating students with comparison grades (66.7%) demonstrated success based on their science grade performance from the first half to the second half of the 2018-2019 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 137 regularly participating students demonstrated improved knowledge and skills in science (86.2% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first



half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall science skills and knowledge among students in the Big Ideas Educational Services 21st CCLC program.

Table 10-7: Impacts on Academic Science Grades (Regular Students)

Change Status	Science Grades <i>Grade-Change Only FLDOE Method</i>		Science Grades <i>Knowledge-Based Adjusted Method</i>	
	# Students	% Students	# Students	% Students
Met Metric	106	66.7%	137	86.2%
Did Not Meet	53	33.3%	22	13.8%
Total	159	--	159	--

Note: The 'grade-change' method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

OBJECTIVE PROGRESS: PRE-POST ASSESSMENTS

Several activities within the Big Ideas Educational Services 21st CCLC Program proposed to include pre-post assessments and/or pre-mid-post assessments of knowledge gained and skills learned within the 21st CCLC program. While the activities provided by the 21st CCLC program appear to be of high quality and have a high level of potential to build student knowledge, skills, abilities, and interests, the use of specific interim assessments help provide a quantitative and objective analysis of the impact of these activities on regularly participating 21st CCLC students. Pre-post assessments help “showcase” the program accomplishments and strengths with specific impact and outcome data, rather than relying on generalized data that could be impacted by a wider variety of confounding influences (e.g., grades are impacted by the 21st CCLC program and many unmeasured interventions from school day teachers). While pre-post assessments can certainly be impacted by other variables from the school day and at home, they will provide a 'cleaner' view of programmatic impacts. In addition, pre-post assessments are generally more powerful than grades and standardized test scores in determining the impact of specific components of the Big Ideas Educational Services 21st CLCC program, as they are provided specific to the activities and lessons being provided within the program and tend to have more variability in scores. Hence, the assessments are less confounded with other extraneous variables (e.g., other school interventions, etc.) and often provide more interesting data and results.



It is important to note that individual students may not have received all pre-post assessments provided by the Big Ideas Educational Services 21st CCLC Program, as students may have entered the program too late to receive the pre-test or left the program too early to receive the post-test. The general rule of thumb (explained to the 21st CCLC program by the external evaluator), is that students should receive approximately one month of service between a pre-test and post-test (or complete the entire unit if the pre-post was designed for shorter units). While it may seem pre-post assessments would reduce the ability of the program to impact students, it is important to note this was considered by the program and the evaluator, and the program designed and/or adopted assessments to be both short and integrated with the chosen project-based learning plan, associated curriculum, or personal enrichment activity. As such, the 21st CCLC students and teachers do not generally view the pre-post assessment process as a significant burden on their time and, in some cases, enjoyed the pre-post assessments as they introduced new materials and/or allowed the students to show-off their knowledge and skills.

For the purposes of the summative evaluation report, the Big Ideas Educational Services 21st CCLC Program provided assessments for review of student progress towards states objectives. As with other metrics, the FLDOE requires that only those students with at least 30 days of attendance in the 21st CCLC program be included in any analysis of metrics. As such, while the Big Ideas Educational Services 21st CCLC program may have had 'non-regular' students with assessments, only the 159 regularly participating students are included in these analyses. Assessments can be assessed in two methods, depending on how the assessments were given. For pre-post assessments, most programs give two to three pre-post assessment pairings over the course of the operational year (e.g., Summer, Fall, Spring). In this type of assessment system, the individual pre-post assessments are compared separately. Any student with at least one pre-post assessment showing improvement or maintenance (within 5% of the baseline score) under the stated metric are considered to have met the objective for evaluation purposes.

The second method is a pre-mid-post assessment, where the program provides a pre-test in the fall, a mid-test in the winter, and a post-test in the spring. Technically, the process is largely the same, but students have fewer assessments to take because the mid-test provides both a follow-up to the earlier pre-test and a new baseline (pseudo-pre-test) for the second half of the year. This is most commonly used with physical education objectives, but can be used with any continuous skills-based assessment or when the single assessment can be repeated multiple times without confusion or practice effects impacting the results. This process also allows for additional comparisons between the



three assessment periods. Essentially, three comparisons can be made for each of the subjects wherein the program provided pre-mid-post assessments: (1) pre-mid comparison demonstrating program progress towards the associated metric at the middle of the year; (2) mid-post comparison demonstrating program progress in only the second half of the academic year; and (3) pre-post comparison demonstrating program progress on the associated metric over the entire academic year. A student is considered to have met the metric under the pre-mid-post comparison if they improve under the pre-post or mid-post comparison. Table 10-8 provides a summary of pre-post and pre-mid-post analyses based on data submitted for review at the end of the 2018-2019 program year.

Table 10-8: Pre-Post Assessment Analysis Summary

	Type of Assessment	Improved / Maintained	Declined	Total
Reading Performance	Pre-Mid-Post	173 (82.8%)	36 (17.2%)	209
Mathematics Performance	Pre-Mid-Post	172 (82.3%)	37 (17.7%)	209
Science Knowledge	Pre-Mid-Post	129 (83.8%)	25 (16.2%)	154
Arts and Culture Performance	Pre-Mid-Post	116 (75.3%)	38 (24.7%)	154
Physical Fitness Performance	Pre-Mid-Post	159 (76.1%)	50 (23.9%)	209
Career Exploration Engagement	Pre-Mid-Post	126 (81.8%)	28 (18.2%)	154
Positive Behavior Skills	Pre-Mid-Post	116 (75.3%)	38 (24.7%)	154

Note: This table provides overall results of pre-post and pre-mid-post assessments. This analysis is used consistent with the Objective Assessment and Data Collection Tool (OADCT) submitted to FLDOE. For each assessment using pre-mid-post assessment strategies, students meeting the metric must either improve or maintain their assessment from (1) pre-test to post-test or (2) mid-test to post-test. The FLDOE does not allow the analysis of students that did not complete the program year for the purposes of end-of-year reporting on the OADCT. For each analysis using pre-post assessment strategies, the student must have improved or maintained with at least one pre-post assessment.

From the results displayed in Table 10-8, the program appears to have made progress towards meeting each of the stated objectives using pre-post and/or pre-mid-post assessment procedures. Should the program use these procedures in the future, the program is reminded as to the timeline that best conforms to such metrics under the 21st CCLC model. In essence, pre-post assessments should be administered approximately



three times per year: (1) Summer (if in operation); (2) Fall (Pre-Test in August; Post-Test in December); and (3) Spring (Pre-Test in January; Post-Test in May). Pre-mid-post assessments should be provided using the same assessment up to five times per year (1) Summer Pre-Test; (2) Summer Post-Test; (3) Fall Pre-Test (August); (4) Winter Mid-Test (January); and (5) Spring Post-Test (May). Regardless of the timeline, the following provides the most salient findings from the multi-point assessment results:

- **Reading Performance:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in reading from a total of 209 out of 213 regularly participating elementary school students (98.1%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 209 students, a total of 173 regularly participating elementary students (82.8%) demonstrated achievement of this performance-based objective on at least one of the reading pre-mid-post assessments provided during the course of the program year.
- **Mathematics Performance:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in mathematics from a total of 209 out of 213 regularly participating elementary school students (98.1%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 209 students, a total of 172 regularly participating elementary school students (82.3%) demonstrated achievement of this performance-based objective on at least one of the mathematics pre-mid-post assessments provided during the course of the program year.
- **Science Knowledge:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, knowledge-based, pre-mid-post comparative assessments in science from a total of 154 out of 213 regularly participating elementary school students (72.3%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 154 students, a total of 129 regularly participating elementary school students (83.8%) demonstrated achievement of this knowledge-based objective on at least one of the science pre-mid-post assessments provided during the course of the program year.



- **Arts and Culture Performance:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in arts and culture from a total of 154 out of 213 regularly participating elementary school students (72.3%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 154 students, a total of 116 regularly participating elementary school students (75.3%) demonstrated achievement of this performance-based objective on at least one of the arts and culture pre-mid-post assessments provided during the course of the program year.
- **Physical Fitness Performance:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in physical fitness from a total of 209 out of 213 regularly participating elementary school students (98.1%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 209 students, a total of 159 regularly participating elementary school students (76.1%) demonstrated achievement of this performance-based objective on at least one of the physical fitness pre-mid-post assessments provided during the course of the program year.
- **Career Exploration Engagement:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, engagement-based, pre-mid-post comparative assessments in career exploration from a total of 154 out of 213 regularly participating elementary school students (72.3%) during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 154 students, a total of 126 regularly participating elementary school students (81.8%) demonstrated achievement of this engagement-based objective on at least one of the career exploration pre-mid-post assessments provided during the course of the program year.
- **Positive Behaviors Skill:** The Big Ideas Educational Services 21st CCLC Program collected multi-point, skill-based, pre-mid-post comparative assessments in positive behaviors from a total of 154 out of 213 regularly participating elementary school students (72.3%) during the course of the 2018-

2019 program year (Summer 2018 and 2018-2019 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 154 students, a total of 116 regularly participating elementary school students (75.3%) demonstrated achievement of this skill-based objective on at least one of the positive behaviors pre-mid-post assessments provided during the course of the program year.

STAKEHOLDER SURVEYS: STATEWIDE PARENT SURVEY

The Big Ideas Educational Services 21st CCLC program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April 2018. The satisfaction survey assessed parental opinions on several aspects of the Big Ideas Educational Services 21st CCLC program and perceived impacts on the participating students. The survey was originally designed by the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) and modified by the Florida Department of Education as a statewide assessment of parent satisfaction. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, an estimated 159 surveys were distributed (representing the total number of regular student participants) and 100 were returned partially or fully completed – representing a 62.9% response rate (with a 25.0% response rate generally considered the minimum acceptable rate for reliability).

Responding parents represented a good proportion of the student population, with multiple children in many families. While it can be assumed that at least 62.9% of the regular student population was represented by these parents, this percentage somewhat underrepresents the actual proportion of students represented secondary to an inability to consider siblings and children living under the same household, as the surveys were anonymous. Overall, 97.0% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with only 2.0% of parents reporting a lack of satisfaction. Specific questions on the parent survey are provided in Table 10-9. Although the state parent surveys were used at the end of the year in lieu of a program-generated short survey, the program may wish to consider a short survey that is more tailored to the activities and services provided by the 21st CCLC program. Such a process could help the program make changes based on the survey results, thus helping to improve satisfaction and overall participation in the program. The following provides a synopsis of the most significant findings for the purposes of the summative evaluation.



While the Big Ideas Educational Services 21st CCLC program worked to address any areas that did not achieve 100% satisfaction, the program is specifically encouraged to work towards improving all parent satisfaction survey responses into the 90%+ range. Any survey items below the 90% satisfaction level should elicit significantly more attention, either through educating parents or actively changing the program. In addition, the program is encouraged to read and explore the open-ended responses from parents about what they would like to see changed in the program. While the comments are occasionally difficult to understand, they can be tremendously helpful in providing a richer understanding of the desires and needs of program families. It is important to note that 94.9% of respondents indicated they would sign up their child(ren) again next year if the program is offered, and 94.4% indicated they found the adult family member events helpful to their needs as adult family members. Overall, the parents appeared to be overwhelmingly satisfied with the Big Ideas Educational Services 21st CCLC program, and appeared honest in their feedback given the distribution of scores. The following are the most salient aspects of the overall parent satisfaction survey, as well as results from those variables most commonly reported by Florida's 21st CCLC programs.

Overall Satisfaction Variables

- 97.0% of parents reported being satisfied with the 21st CCLC program as a whole, with 95.9% of parents being 'very satisfied' or 'satisfied' with the warmth and friendliness of the 21st CCLC staff members.
- 97.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate to their child(ren).
- 96.0% of parents reported satisfaction with the variety of 21st CCLC activities provided to their child(ren); 94.9% reported satisfaction with their child(ren)'s happiness with the overall 21st CCLC program; and 98.0% reported satisfaction with the 21st CCLC program providing a safe environment for activities.
- 94.9% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and only 21.5% stated their children would be in another afterschool program if the 21st CCLC program was not available.

Parent Involvement in Student Education

- 96.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate and reach out to them as parents.
- 98.0% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education. Of all adults responding

to the survey, 88.0% reported engaging in at least one of the adult family member events with the program, with 94.4% of these adults indicating they found the family member services to be beneficial.

Parent-Perceived Student Impacts

- 93.0% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 93.0% were satisfied with their child(ren)'s improvement in completing their homework.
- 96.0% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 93.0% reported satisfaction with their child(ren)'s improvements in staying out of trouble.

Table 10-9: Parent Satisfaction Inventory: Perception of Program Impact

Satisfaction Item	Satisfied	Neutral	Unsatisfied
Overall Satisfaction with Program as Whole	97.0%	1.0%	2.0%
Staff Warmth and Friendliness	95.9%	1.0%	3.1%
Staff Ability to Relate to my Child	97.0%	0.0%	3.0%
Staff Ability to Relate and Reach out to Parents	96.0%	1.0%	3.0%
Variety of Activities Offered to my Child	96.0%	1.0%	3.0%
Child(ren)'s Happiness with Program	94.9%	3.0%	2.0%
Child Improved in Completing Homework	93.0%	2.0%	5.0%
Child Improved in Academic Performance	93.0%	3.0%	4.0%
Child Improved in Getting Along with Others	96.0%	0.0%	4.0%
Child: Improved Staying out of Trouble	93.0%	3.0%	4.0%
Confidence that Child is in Safe Environment	98.0%	0.0%	2.0%
Helped Parent be More Involved in Child's Education	98.0%	0.0%	2.0%
	Yes	Maybe	No
Participated in the Adult Family Member Events?	88.0%	--	12.0%
Have Adult Family Member Events been beneficial?	94.4%	--	5.6%
Would you sign your child up for this program again?	94.9%	3.0%	2.0%

Note: Table 10-9 provides data from an online data collection system implemented by the FLDOE. The survey and survey questions were selected by the FLDOE from a longer, research-based, validated parent survey.



STAKEHOLDER SURVEYS: ADULT LITERACY PERFORMANCE

In addition to the statewide parent survey, the Big Ideas Educational Services 21st CCLC program utilized the Adult Literacy Performance Survey (ALPS) to assess the impact of adult family literacy events and trainings on participating adults. The program can only provide adult family literacy services to the adults of actively participating students, and the FLDOE requires that all activities be focused on literacy. The program is reminded that 'literacy' is not limited to reading and writing, but covers any knowledge-based enhancement. This can include a wide range of programming, such as computer literacy, financial literacy, or parenting literacy. The ALPS assesses self-reported impact on knowledge and cognitive impacts on parenting and educational involvement. As per the instructions on the ALPS: 'Literacy is more than reading – it is competence or knowledge in any specific area. Today's training was focused on providing you information about specific topics to help your family and your student(s) succeed. We are interested in whether the training was helpful and whether your knowledge was improved. Please answer the following questions to the best of your ability. It is okay to leave questions blank if you do not know how to answer.' The data collected by the ALPS are anonymous, and they are not connected to student or adult family member names or demographics. Anonymous data are most likely to provide realistic and more accurate responses and feedback. Data are then provided to the evaluator for analysis and feedback to the program. Table 10-10 provides the outcome of the ALPS based on data submitted by the program and provided by adult family members. Note that surveys are provided after the adult literacy events, such that there can be more surveys returned than students in the program.

- Of the 321 surveys received following adult literacy trainings and events, 96% of adults reported they 'strongly agree' or 'agree' that the information provided during the training(s) increased their knowledge in the content area.
- Of the 321 surveys received following adult literacy trainings and events, 96% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.
- Of the 321 surveys received following adult literacy trainings and events, 95% of adults reported they 'strongly agree' or 'agree' that the information provided would be useful in helping their family and children.



Table 10-10: Adult Literacy Performance Survey (ALPS)

The information provided in this training ...	N	Agree	Neutral	Disagree
... has increased my knowledge in the content area.	321	308 (96.0%)	12 (3.7%)	1 (0.3%)
... has taught me something new.	321	302 (94.1%)	18 (5.6%)	1 (0.3%)
... will be useful in helping my family and child(ren).	321	305 (95.0%)	13 (4.0%)	3 (0.9%)
... will change how I parent my child(ren).	321	287 (89.4%)	30 (9.3%)	4 (1.2%)
... provided resources to help my child(ren) succeed.	320	307 (95.9%)	12 (3.8%)	1 (0.3%)
... will increase involvement in my child's education.	321	308 (96.0%)	11 (3.4%)	2 (0.6%)
... helped me understand the importance of education.	321	308 (96.0%)	12 (3.7%)	1 (0.3%)

Note: The number of surveys submitted can exceed the number of students in the program, as the program collects the ALPS after the adult family literacy events and adults can attend multiple events in the year.

STAKEHOLDER SURVEYS: STUDENT SATISFACTION SURVEY

In addition to the parent survey, the Big Ideas Educational Services 21st CCLC program collected data using the statewide student satisfaction and feedback survey. The survey was originally designed by the University of Florida (Zhang & Byrd, 2004) to help determine student beliefs about the impact of 21st CCLC programming on several primary aspects of their academic life (e.g., schooling, citizenship, friendships, etc.). The original student survey was designed to assess, at some level, student-reported impact on reading skills, mathematics skills, science, skills, visual and performing arts skills, technology skills, and physical fitness skills. The FLDOE modified the student survey and removed several questions to streamline the survey. Regardless, a total of 152 students (95.6% of the 159 regularly participating 21st CCLC students) completed the required statewide student satisfaction inventory, as altered and provided by the FLDOE. Of these students, as shown in Table 10-11, 94.1% enjoyed the activities in the program and 92.0% felt safe in the afterschool program.

Overall, as shown in Table 10-11, the program was relatively successful in producing satisfaction among regularly participating students based on the questions within the statewide student survey. However, the program is encouraged to explore why some students were not “definitely” satisfied with the 21st CCLC program and only



“somewhat” or “not at all” satisfied. It is important to note that this survey was developed as a statewide survey and, as such, was not tailored to specific activities and services provided by the Big Ideas Educational Services 21st CCLC program. It is possible that a more tailored satisfaction survey and/or a survey immediately following major activities might provide a better indication as to whether students are satisfied with specific components or activities within the 21st CCLC program. The program may wish to develop a program-specific survey to assess all self-reported student indicators related to the 21st CCLC program. If a tailored survey is created, the program is reminded that not all objectives can use a student survey, as it is not necessarily valid to ask students whether they have improved in specific academic skills or knowledge. The program should also not lose sight of the purpose of such a student survey – continuous improvement and demonstration of student growth. The following provides the available findings from the modified student satisfaction survey provided by the FLDOE at the end of the 2018-2019 academic year.

Academics

- 94.0% of students reported the 21st CCLC program definitely or somewhat helped them with their homework.
- 84.4% of students reported the 21st CCLC program definitely or somewhat helped them improve their course grades.

Behavior

- 92.1% of students reported the 21st CCLC program definitely or somewhat helped them get along better with others.
- 92.1% of students reported the 21st CCLC program definitely or somewhat helped them learn to solve problems in positive ways.
- 96.0% of students reported the 21st CCLC program definitely or somewhat helped them understand that following rules is important.

Overall Satisfaction

- 94.1% of students reported the 21st CCLC program definitely or somewhat provided enjoyable activities.
- 94.7% of students reported the 21st CCLC program definitely or somewhat had adults who cared about them.
- 92.0% of students reported the 21st CCLC program definitely or somewhat helped give them a safe place to learn.

Table 10-11: Student Satisfaction Inventory: Perception of Program Impact

	Definitely	Somewhat	Not At All	
Overall	Did you enjoy the activities in the afterschool program?	75.0%	19.1%	5.9%
	Did the program have adults who care about you?	75.5%	19.2%	5.3%
	Did you feel safe at your afterschool program?	70.0%	22.0%	8.0%
Academics	Did the program help you with your homework?	80.8%	13.2%	6.0%
	Did the program help you improve your grades?	66.0%	18.4%	15.6%
Behavior	Did the program help you get along well with others?	69.5%	22.5%	7.9%
	Did the program help you solve problems in a positive way?	80.1%	11.9%	7.9%
	Did the program help you understand that following rules is important?	90.0%	6.0%	4.0%

Note: Table 10-11 provides data from an online data collection system implemented by the FLDOE. The survey and survey questions were selected by the FLDOE from a longer, research-based, validated student survey.

STAKEHOLDER SURVEYS: TEACHER SURVEY OF PROGRESS

Given the unique position of out-of-school programs, teacher surveys are used to collect information about changes in each individual student's behavior during the program year, and are considered more robust and more specific to the Big Ideas Educational Services 21st CCLC program than are school grades and standardized achievement tests. The teacher survey used by Big Ideas Educational Services for the 2018-2019 program year was provided by the FLDOE and was based on the questionnaire developed by the US Department of Education and required in prior years for the federal data collection system. Surveys were to be distributed to school-day teachers for each student attending the Big Ideas Educational Services 21st CCLC program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. The 21st CCLC program were to distribute an online link provided by the FLDOE for completion of the surveys to school-day teachers who have regular contact with the participating students, preferably a mathematics or English Language Arts teacher. Although it was permissible for the program to survey teachers who also served as 21st CCLC program staff members, the program strived to survey teachers who were not serving the program in this capacity.

Table 10-12 presents the results of the end-of-year teacher survey for the Big Ideas Educational Services 21st CCLC program. Results are presented in terms of the



percentage of students that improved, did not improve, or declined on the specified indicators. It should be noted that the category of 'did not need to improve' accounts for the potential 'ceiling effect' of students already doing well in the specified behavior and, thus, not able to improve beyond their initial performance when entering the program (e.g., a student that always turns in their homework could not improve in that behavior). Those that are already doing well are not included in the percentages under the 'Need to Improve' columns. The behavioral categories are as follows:

Behavior Code	Category of Behavioral Change
THW	Turning in homework on time
CHW	Completing homework to your satisfaction
PIC	Paying Attention and Participating in class
VOL	Volunteering (e.g. for extra credit or more responsibilities)
ATT	Attending class regularly
BAC	Being attentive in class
BEH	Behaving in class
ACP	Academic performance
MOT	Coming to school motivated to learn
ALN	Getting along well with other students
SEF	Improved Self-Efficacy (belief they can do well in school)
INV	Parents more interested and/or involved in child's education

The Big Ideas Educational Services 21st CCLC program was successful in obtaining an outstanding number of completed 21st CCLC end-of-year teacher surveys. More specifically, the program was able to obtain 151 completed teacher surveys, which is equivalent to 95% of the 159 students regularly participating in the 21st CCLC program (attending at least 30 days of programming). It is noted that an additional 2 surveys were collected from students who had not met the 30-day requirement for 21st CCLC participation, and these students are not included in any of the analyses of these survey data (even if they met the 30-day requirement later in the program year, the survey was completed before they met the federal threshold). In general, a 25% response rate is acceptable for drawing conclusions as to whether the surveys demonstrate change in students and/or families, and the Big Ideas Educational Services 21st CCLC Program surpassed this threshold, such that results can be considered valid for interpretation. Results from the administration of the end-of-year teacher survey are presented in Table 10-12. As shown, the regular day teachers of 21st CCLC students reported a high percentage of Big Ideas Educational Services 21st CCLC students as improving in most

of the behavioral categories. Overall, results suggest the 21st CCLC program had a very positive and significant impact on the majority of 21st CCLC students. The following represent some of the most notable findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 87.5% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 83.5% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 89.1% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 94.9% of students paid more attention and participated more in class; 86.5% volunteered more in class; and 100.0% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 93.5% of students needing to improve were more attentive in class and 86.1% came to school more motivated to learn.
- Of students needing to improve behaviors, teachers reported that 92.8% improved their in-class behavior and 95.1% improved in getting along with other students (i.e., positive interactions).
- 81.7% of participating students in need of improvement demonstrated teacher-rated improvement in self-efficacy (i.e., belief they can do well in school).
- Of those families where teachers felt improvement was needed, regular-day teachers reported 77.9% of 21st CCLC student's parents were more interested and involved in their child's education.

Table 10-12: Teacher Survey of 21st CCLC Impacts

Code	Did NOT Need to Improve	Needed to Improve			
		N	Improved	No Change	Declined
THW	25.8%	112	87.5%	6.3%	6.3%
CHW	21.2%	119	89.1%	5.0%	5.9%
PIC	22.0%	117	94.9%	4.3%	0.9%
VOL	26.5%	111	86.5%	13.5%	0.0%
ATT	19.9%	121	100.0%	0.0%	0.0%



Code	Did NOT Need to Improve	Needed to Improve			
		N	Improved	No Change	Declined
BAC	18.5%	123	93.5%	5.7%	0.8%
BEH	16.1%	125	92.8%	4.8%	2.4%
ACP	15.9%	127	83.5%	9.4%	7.1%
MOT	18.7%	122	86.1%	12.3%	1.6%
ALN	18.7%	122	95.1%	4.1%	0.8%
SEF	20.0%	120	81.7%	18.3%	0.0%
INV	18.1%	122	77.9%	21.3%	0.8%

Note: Percentage of “Did not need to improve” is based on all teacher surveys returned on regularly participating students. Percentages for “improved”, “no change” and “declined” are based on the total number of students needing to improve and does not consider those students that did not need to improve.

STUDENT SNAPSHOT

The 21st CCLC program prides itself on providing the most comprehensive and structured programming to students. While the program could identify many students that have demonstrated success in the 21st CCLC program, the Florida Department of Education (FLDOE) asked for a ‘student snapshot’ to be provided on a single student that the program leaders felt demonstrated success on one or more program objectives (e.g., reading, math, science, etc.). This narrative is provided for the purposes of the FLDOE and does not suggest that this is the only student that demonstrated progress and success in the program (note the prior sections showing outstanding success of students in general). Rather, this ‘student snapshot’ provides a single example of an individual student. For the purposes of this snapshot, the student will be referred to as “Quez,” a name chosen by the student’s teacher.

Nine-year-old Quez wears a bright smile and keeps a positive attitude despite a very difficult home life. The retained 3rd grader is an African-American boy who is currently living with family members while his parents are working to earn back their parental rights. This uncertainty at home manifests in low grades and bursts of inappropriate behavior. The stability of the 21st CCLC program allows Quez to experience structure in the afternoon. He thrives on this predictability and attends the program almost daily, staying for the duration of the afternoon. While most students don’t care for the afternoon snacks, Quez almost always enjoys them.

As with all students enrolled in the 21st CCLC program, Quez benefitted from academic programs and enrichment opportunities. He enjoyed the activities and oftentimes volunteered to be the ‘teacher’s helper.’ The site director credits leadership opportunities, like this one, for Quez’s continued improvement. After being retained during the 2018-2019 school year, he will be promoted to the 4th grade next year with supports in place ready to continually help him. Teachers and program staff rally behind him and recognize how hard he is working, despite his issues at home. He received ‘Most Improved’ certificates in both reading and math this year.

21st CCLC staff agree that with the uncertainty he experiences at home, Quez’s participation in the program has allowed him to stay focused. Quez agrees, noting that the electives offered and time with his friends in the program have helped his behavioral and academic improvement.

OBJECTIVE ASSESSMENT ACTIVITIES

All objectives were assessed with similar activities. First, all programs were physically visited by the evaluator at least once during the course of the summer and academic year. This on-site visit included a thorough review of program operations, data collection methods, and data integrity (including a check as to whether recorded data matched the hard-copy assessments maintained by the program). Site visits also provided a more subjective evaluation of program activities to inform both formative and summative recommendations for improvement. Second, in addition to site visits, data were reviewed at least three times during the course of the year, including baseline, mid-year, and end-of-year. During these periods, data were reviewed for completeness, accuracy, and validity. At two points in the year, data were analyzed to determine progress towards the established objectives - first at mid-year and then at the end of the academic year. The information provided in the objective assessment and outcomes section provides the results of the end-of-year analysis. Finally, this summative report provides the culminating objective assessment activity, with the results outlined throughout this report based on all data provided by the program.

PROGRESS TOWARDS OBJECTIVES: DETERMINATION

The Florida Department of Education (FLDOE) and the United States Department of Education (USED) requires all 21st CCLC programs to indicate progress towards attaining each of the individualized objectives and associated metrics. In order to assess



objective progress, the FLDOE established a “star system” that provides an indication of whether the program met the stated objectives. Programs that meet or exceed an established benchmark is provided “5 Stars” for that metric, with lower performance receiving lower numbers of stars depending on overall performance. Ratings for each metric and objective are provided in the overview and analysis below.

Program Objective 1: 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

- **Content Area:** Academic - English Language Arts/Writing
- **Objective Grade Level:** Elementary School
- **Benchmark:** 80%
- **Measure and Data Collected:** Report Card Grades
- **Data Collection Timeline:** Academic grades for quarters 1, 2, and 4
- **Success Criteria:** Maintain an A/B grade or improve from a grade of C to A/B or a grade of D/F to A/B/C (or grading scale equivalents). For E-S-G-N-U grading scale, maintain an E/S grade or improve from a grade of G to E/S or a grade of N/U to E/S/G (or grading scale equivalents)
- **Number of Participants Measured:** 159
- **Number of Participants Meeting Success Criteria:** 90 (56.6%)
- **Objective Progress Rating: 3 Stars (Meaningful Progress)**
- **Programmatic Recommendations and Rationale** (Written by Program): We will enhance communication between the program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students’ needs are addressed with the reading and writing components of the program. We will ensure curriculum remediation activities for all students are provided in the form of targeted Florida Standard Stems in Literary and Informational text from Spectrum Focus lessons (these were enhanced after mid-year reporting and will be continued starting next academic year). We will maintain training of all instructors on Spectrum Focus lessons aligned to the student’s areas of high deficiency. We will ensure daily differentiated instructional groups remain

grouped for most effective targeted instruction. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.

- **Rationale:** The Big Ideas Educational Services 21st CCLC program reported reading grades on a total of 159 regularly participating students that attended at least one day during the 2018-2019 academic year. A total of 90 out of 159 regularly participating students with comparison grades (56.6%) demonstrated improved knowledge based on their reading-grade performance from the first-available grading period to the final grading period of the 2018-2019 academic year (e.g., from Q1 to Q4, Q2 to Q4, or Q3 to Q4).
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education. As one of the only metrics for 21st CCLC programs under the Government Performance and Results Act, such data help demonstrate the progress of 21st CCLC programs across the country. Overall, the Big Ideas Educational Services 21st CCLC program reported reading grades on a total of 159 regularly participating students that attended at least one day during the academic year - 100.0% of the 159 students attending the program during of the 2018-2019 academic year.

Program Objective 2: 45% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.

- **Content Area:** Academic - English Language Arts/Writing
- **Objective Grade Level:** Elementary School
- **Benchmark:** 45%
- **Measure and Data Collected:** State Assessment (E.G. FSA)
- **Data Collection Timeline:** Current academic year
- **Success Criteria:** Attain an Achievement Level 3 (satisfactory) or higher
- **Number of Participants Measured:** 71
- **Number of Participants Meeting Success Criteria:** 37 (52.1%)
- **Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)**



- ***Programmatic Recommendations and Rationale*** (Written by Program): We will enhance communication between the program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students' needs are addressed with the reading and writing components of the program. We will ensure curriculum remediation activities for all students are provided in the form of targeted Florida Standard Stems in Literary and Informational text from Spectrum Focus lessons (these were enhanced after mid-year reporting and will be continued starting next academic year). We will maintain training of all instructors on Spectrum Focus lessons aligned to the student's areas of high deficiency. We will ensure daily differentiated instructional groups remain grouped for most effective targeted instruction. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.
- ***Rationale:*** As indicated by data submitted by the program, a total of 49 elementary-school students were in grade levels where the FSA reading could have been taken in the prior year and 71 were in elementary school grade levels where the FSA reading could have been taken in the current year. While some students may not have taken the FSA reading due to special accommodations (e.g., alternative assessment) or because they were not in Florida long enough to take the FSA reading, the program was able to collect data on a total of 49 elementary-school students from the prior year (100% of those eligible) and 71 elementary-school students from the current year (100% of those eligible). In looking at current year and prior year FSA Reading data, a total of 37 elementary-school students received a 'proficient' score on the FSA reading during the current year (N=37), representing 52% of those students on whom such data were available.
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed.
- ***Rationale:*** The program collected current year FSA Reading scores on a total of 71 regularly participating elementary school students, which represents 100% of the 71 regularly participating elementary school students who were in grade levels eligible to take the FSA Reading in the current year.

Program Objective 3: 80% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

- **Content Area:** Academic - Mathematics
- **Objective Grade Level:** Elementary School
- **Benchmark:** 80%
- **Measure and Data Collected:** Report Card Grades
- **Data Collection Timeline:** Academic grades for quarters 1, 2, and 4
- **Success Criteria:** Maintain an A/B grade or improve from a grade of C to A/B or a grade of D/F to A/B/C (or grading scale equivalents). For E-S-G-N-U grading scale, maintain an E/S grade or improve from a grade of G to E/S or a grade of N/U to E/S/G (or grading scale equivalents)
- **Number of Participants Measured:** 159
- **Number of Participants Meeting Success Criteria:** 92 (57.9%)
- **Objective Progress Rating: 3 Stars (Meaningful Progress)**
- **Programmatic Recommendations and Rationale** (Written by Program): We will enhance communication between program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students' needs are addressed with the mathematics components of the program. We will maintain increased focus on mathematics through curriculum remediation activities for all students in the form of Spectrum Focus Extended Lessons. We will maintain training of all instructors on Spectrum Focus lessons aligned to the student's areas of high deficiency. We will ensure daily differentiated instructional groups remain grouped for most effective targeted instruction. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.
- **Rationale:** The Big Ideas Educational Services 21st CCLC program reported mathematics grades on a total of 159 regularly participating students that attended at least one day during the 2018-2019 academic year. A total of 92 out of 159 regularly participating students with comparison grades (57.9%) demonstrated improved knowledge based on their mathematics-grade performance from the first-available grading period to the final grading period of the 2018-2019 academic year (e.g., from Q1 to Q4, Q2 to Q4, or Q3 to Q4).
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.



- **Rationale:** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education. As one of the only metrics for 21st CCLC programs under the Government Performance and Results Act, such data help demonstrate the progress of 21st CCLC programs across the country. Overall, the Big Ideas Educational Services 21st CCLC program reported mathematics grades on a total of 159 regularly participating students that attended at least one day during the academic year - 100.0% of the 159 students attending the program during of the 2018-2019 academic year.

Program Objective 4: 45% of regularly participating students will achieve a satisfactory level or above on mathematics.

- **Content Area:** Academic - Mathematics
- **Objective Grade Level:** Elementary School
- **Benchmark:** 45%
- **Measure and Data Collected:** State Assessment (E.G. FSA)
- **Data Collection Timeline:** Current academic year
- **Success Criteria:** Attain an Achievement Level 3 (satisfactory) or higher
- **Number of Participants Measured:** 71
- **Number of Participants Meeting Success Criteria:** 41 (57.7%)
- **Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)**
- **Programmatic Recommendations and Rationale** (Written by Program): We will enhance communication between program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students' needs are addressed with the mathematics components of the program. We will maintain increased focus on mathematics through curriculum remediation activities for all students in the form of Spectrum Focus Extended Lessons. We will maintain training of all instructors on Spectrum Focus lessons aligned to the student's areas of high deficiency. We will ensure daily differentiated instructional groups remain grouped for most effective targeted instruction. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.

- **Rationale:** As indicated by data submitted by the program, a total of 49 elementary-school students were in grade levels where the FSA mathematics could have been taken in the prior year and 71 were in elementary school grade levels where the FSA mathematics could have been taken in the current year. While some students may not have taken the FSA mathematics due to special accommodations (e.g., alternative assessment) or because they were not in Florida long enough to take the FSA mathematics, the program was able to collect data on a total of 49 elementary-school students from the prior year (100% of those eligible) and 71 elementary-school students from the current year (100% of those eligible). A total of 41 elementary-school students received a 'proficient' score on the FSA mathematics during the current year (N=41), representing 57.75% of those students on whom such data were available.
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The program collected current year FSA Math scores on a total of 71 regularly participating elementary school students, which represents 100% of the 71 regularly participating elementary school students who were in grade levels eligible to take the FSA Math in the current year.

Program Objective 5: 80% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

- **Content Area:** Academic - Science
- **Objective Grade Level:** Elementary School
- **Benchmark:** 80%
- **Measure and Data Collected:** Report Card Grades
- **Data Collection Timeline:** Academic grades for quarters 1, 2, and 4
- **Success Criteria:** Maintain an A/B grade or improve from a grade of C to A/B or a grade of D/F to A/B/C (or grading scale equivalents). For E-S-G-N-U grading scale, maintain an E/S grade or improve from a grade of G to E/S or a grade of N/U to E/S/G (or grading scale equivalents)
- **Number of Participants Measured:** 159



- **Number of Participants Meeting Success Criteria:** 106 (66.7%)
- **Objective Progress Rating: 3 Stars (Meaningful Progress)**
- **Programmatic Recommendations and Rationale** (Written by Program): We will maintain enhanced communication between program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students' needs are addressed with the science-based components of the program. We will maintain enhanced communication with Snapology (robotics company providing innovative, creative, and problem-solving activities for all students in the form of a Robotic Science-based curriculum). We will maintain training of all instructors of Snapology to provide weekly project-based activities aligned to Florida standards. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.
- **Rationale:** The Big Ideas Educational Services 21st CCLC program reported science grades on a total of 159 regularly participating students that attended at least one day during the 2018-2019 academic year. A total of 106 out of 159 regularly participating students with comparison grades (66.7%) demonstrated improved knowledge based on their science-grade performance from the first-available grading period to the final grading period of the 2018-2019 academic year (e.g., from Q1 to Q4, Q2 to Q4, or Q3 to Q4).
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education. As one of the only metrics for 21st CCLC programs under the Government Performance and Results Act, such data help demonstrate the progress of 21st CCLC programs across the country. Overall, the Big Ideas Educational Services 21st CCLC program reported science grades on a total of 159 regularly participating students that attended at least one day during the academic year - 100.0% of the 159 students attending the program during of the 2018-2019 academic year.

Program Objective 6: 45% of regularly participating students will achieve a satisfactory level or above on science.

- **Content Area:** Academic - Science

- **Objective Grade Level:** Elementary School
- **Benchmark:** 45%
- **Measure and Data Collected:** State Assessment (E.G. FSA)
- **Data Collection Timeline:** Current academic year
- **Success Criteria:** Attain an Achievement Level 3 (satisfactory) or higher
- **Number of Participants Measured:** 29
- **Number of Participants Meeting Success Criteria:** 13 (44.8%)
- **Objective Progress Rating: 4 Stars (Approaching Benchmark)**
- **Programmatic Recommendations and Rationale** (Written by Program): We will maintain enhanced communication between program director, coordinator, school-day coaches, and day-school administrators to help ensure specific students' needs are addressed with the science-based components of the program. We will maintain enhanced communication with Snapology (robotics company providing innovative, creative, and problem-solving activities for all students in the form of a Robotic Science-based curriculum). We will maintain training of all instructors of Snapology to provide weekly project-based activities aligned to Florida standards. We will ensure ongoing monthly informal progress monitoring, as established following the mid-year reporting.
- **Rationale:** As indicated by data submitted by the program, a total of 29 students were in elementary school grade levels where the Statewide Science Assessment (SSA) could have been taken in the current year. While some students may not have taken the SSA due to a variety of reasons, the program was able to collect SSA Science data on a total of 29 elementary-school students from the current year (100% of those eligible). It is important to note that the SSA is only given in the 5th grade and 8th grade, such that students are highly unlikely to have two years of data (unless they were retained in unusual circumstances). Regardless, in looking at current year data, a total of 13 elementary school students received a 'proficient' score on the FCAT Science during the current year, representing 44.83% of those students on whom such data were available.
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The program collected current year Statewide Science Assessment (SSA) scores on a total of 29 regularly participating elementary school students,



which represents 100% of the 29 regularly participating elementary school students who were in grade levels eligible to take the SSA in the current year.

Program Objective 7: 80% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.

- **Content Area:** Personal Enrichment - Arts & Culture
- **Objective Grade Level:** Elementary School
- **Benchmark:** 80%
- **Measure and Data Collected:** Pre, Mid-, Post-Assessment
- **Data Collection Timeline:** Pre, Mid, Post Assessments
- **Success Criteria:** Pre-Mid-Post in Fall-Winter-Spring (Aug. / Jan.) -- Performance is compared with only ONE comparison in this order of preference and based on available data: (1) Pre-Post (Fall/Spring), (2) Mid-Post ONLY if no Fall pre-test, or (3) Pre-Mid ONLY if no Spring post-test. Students achieving this objective will either: (1) maintain their level of performance/knowledge, or (2) improve their level of performance/knowledge using the most preferred comparison set of scores available. Students who decrease in their performance/knowledge score are considered to have not met this objective, and students maintaining a "zero" are NOT considered to have met this metric.
- **Number of Participants Measured:** 137
- **Number of Participants Meeting Success Criteria:** 106 (77.4%)
- **Objective Progress Rating:** 4 Stars (Approaching Benchmark)
- **Programmatic Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The program collected performance-based pre-mid-post assessments in arts and culture from a total of 137 out of 213 elementary school students (64.3%) during the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). Of these 137 students, a total of 106 elementary school students (77.4%) demonstrated achievement of this performance-based objective on the arts and culture pre-mid-post assessments provided during the course of the program year (e.g., summer pre-post or academic-year pre-mid).

- As per the FLDOE instructions (07-22-19), 17 students who had pre-mid testing, but left the program, were excluded from analysis. The standards of success were not changed (which allowed for the inclusion of these students). As instructed by the FLDOE, these students will be included in the summative report for depth and full year analysis.
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): We will ensure all students receive a baseline assessment immediately upon entering the program, and we will continue providing assessments according to the timeline established by the evaluation plan. After mid-year reporting, the director, coordinator and site managers developed a testing schedule, and we will ensure this schedule is maintained in the next program year, which will increase the number of students with comparison scores. We will ensure any student who is absent on test day will take a make-up test the first day he or she is present at the program. Also, any new student will be administered all testing points within the first week of programming. As part of the enhanced plan for next year, the site manager will report any delays and omissions of data to the program director for follow-up.
- ***Rationale:*** The FLDOE requires all 21st CCLC programs to have comparable assessments at the end-of-year reporting period, such as a pre-post, mid-post, or pre-mid assessment pairing. For the performance-based arts and culture metric, 137 of 213 regularly participating elementary-school students (64.3%) had necessary data for at least one pre-mid-post comparison at the end of the 2018-2019 program year. Ongoing analysis of these data is important to support a continuous improvement model.

Program Objective 8: 75% of regularly participating students will improve their aerobic fitness as measured by pre-post assessment.

- ***Content Area:*** Personal Enrichment - Health & Nutrition
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 75%
- ***Measure and Data Collected:*** Pre, Mid-, Post-Assessment
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments



- **Success Criteria:** Pre-Mid-Post in Fall-Winter-Spring (Aug. / Jan.) -- Performance is compared with only ONE comparison in this order of preference and based on available data: (1) Pre-Post (Fall/Spring), (2) Mid-Post ONLY if no Fall pre-test, or (3) Pre-Mid ONLY if no Spring post-test. Students achieving this objective will either: (1) maintain their level of performance/knowledge, or (2) improve their level of performance/knowledge using the most preferred comparison set of scores available. Students who decrease in their performance/knowledge score are considered to have not met this objective, and students maintaining a "zero" are NOT considered to have met this metric.
- **Number of Participants Measured:** 191
- **Number of Participants Meeting Success Criteria:** 147 (77.0%)
- **Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)**
- **Programmatic Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The program collected performance-based pre-mid-post assessments in physical fitness from a total of 191 out of 213 elementary school students (89.7%) during the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). Of these 191 students, a total of 147 elementary school students (77%) demonstrated achievement of this performance-based objective on the physical fitness pre-mid-post assessments provided during the course of the program year.
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): We will ensure all students receive a baseline assessment immediately upon entering the program, and we will continue providing assessments according to the timeline established by the evaluation plan. After mid-year reporting, the director, coordinator and site managers developed a testing schedule, and we will ensure this schedule is maintained in the next program year, which will increase the number of students with comparison scores. We will ensure any student who is absent on test day will take a make-up test the first day he or she is present at the program. Also, any new student will be administered all testing points within the first week of programming. As part of the enhanced plan for next year, the site manager will report any delays and omissions of data to the program director for follow-up.

- **Rationale:** The FLDOE requires all 21st CCLC programs to have comparable assessments at the end-of-year reporting period, such as a pre-post, mid-post, or pre-mid assessment pairing. For the performance-based physical fitness metric, 191 of 213 regularly participating elementary-school students (89.7%) had necessary data for at least one pre-mid-post comparison at the end of the 2018-2019 program year. Ongoing analysis of these data is important to support a continuous improvement model.

Program Objective 9: 80% of regularly participating students will increase their engagement in career exploration as measured by pre-post assessment.

- **Content Area:** Dropout Prevention & College/Career Readiness
- **Objective Grade Level:** Elementary School
- **Benchmark:** 80%
- **Measure and Data Collected:** Pre, Mid-, Post-Assessment
- **Data Collection Timeline:** Pre, Mid, Post Assessments
- **Success Criteria:** Pre-Mid-Post in Fall-Winter-Spring (Aug. / Jan.) -- Performance is compared with only ONE comparison in this order of preference and based on available data: (1) Pre-Post (Fall/Spring), (2) Mid-Post ONLY if no Fall pre-test, or (3) Pre-Mid ONLY if no Spring post-test. Students achieving this objective will either: (1) maintain their level of performance/knowledge, or (2) improve their level of performance/knowledge using the most preferred comparison set of scores available. Students who decrease in their performance/knowledge score are considered to have not met this objective, and students maintaining a "zero" are NOT considered to have met this metric.
- **Number of Participants Measured:** 136
- **Number of Participants Meeting Success Criteria:** 110 (80.9%)
- **Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)**
- **Programmatic Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The program collected engagement-based pre-mid-post assessments in career exploration from a total of 136 out of 213 elementary school students (63.8%) during the 2018-2019 program year (Summer 2018 and 2018-2019)



Academic Year). Of these 136 students, a total of 110 elementary school students (80.9%) demonstrated achievement of this engagement-based objective on the career exploration pre-mid-post assessments provided during the course of the program year.

- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): We will ensure all students receive a baseline assessment immediately upon entering the program, and we will continue providing assessments according to the timeline established by the evaluation plan. After mid-year reporting, the director, coordinator and site managers developed a testing schedule, and we will ensure this schedule is maintained in the next program year, which will increase the number of students with comparison scores. We will ensure any student who is absent on test day will take a make-up test the first day he or she is present at the program. Also, any new student will be administered all testing points within the first week of programming. As part of the enhanced plan for next year, the site manager will report any delays and omissions of data to the program director for follow-up.
- ***Rationale:*** The FLDOE requires all 21st CCLC programs to have comparable assessments at the end-of-year reporting period, such as a pre-post, mid-post, or pre-mid assessment pairing. For the engagement-based career exploration metric, 136 of 213 regularly participating elementary-school students (63.8%) had necessary data for at least one pre-mid-post comparison at the end of the 2018-2019 program year. Ongoing analysis of these data is important to support a continuous improvement model.

Program Objective 10: 75% of the adult family members of regularly participating students will improve their parenting skills as measured by pre-post assessment.

- ***Content Area:*** Adult Family Member Performance
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 75%
- ***Measure and Data Collected:*** Pre, Mid-, Post-Assessment
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments

- **Success Criteria:** Adult family members are assessed anonymously with the Adult Literacy Performance Survey (ALPS) after each literacy event. Success is measured by the proportion of all parents completing the survey indicating they 'agree' or 'strongly agree' with the items from the ALPS pertaining to whether the information provided at the adult family member services (1) would be useful in helping their family and child(ren) (Question 3); (2) would change how they parent their children (Question 4); and/or (3) would increase their involvement in their child's education (Question 6). Those endorsing all three questions as 'neutral', 'disagree', and/or 'strongly disagree' are considered to have not met this metric.
- **Number of Participants Measured:** 321
- **Number of Participants Meeting Success Criteria:** 311 (96.9%)
- **Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)**
- **Programmatic Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The 21st CCLC program collected adult performance data using the Adult Literacy Performance Survey (ALPS), which was to be administered to all attending parents at the conclusion of each adult literacy event throughout the 2018-2019 program year. The program was able to collect a total of 321 completed ALPS, which are anonymous and are not connected to individual students. In looking at all 321 ALPS completed during the 2018-2019 program year, a total of 311 surveys (96.9%) indicated progress towards this metric. More specifically, data reported by the program indicated that 95.0% of adults felt the information provided was useful in helping their family and child(ren); 96.0% of adults felt the information provided would increase their involvement in their child's education; and 96.0% of adults felt the literacy event helped them understand the importance of education.
- **Data Collection and Evaluation Recommendations and Rationale** (Written by Program): No changes needed.
- **Rationale:** The ALPS was collected after each event, as well as sign-in sheets and logs to track parent attendance.



Section 11

LESSONS LEARNED AND RECOMMENDATIONS

Overall, the Big Ideas Educational Services 21st CCLC Program has fully implemented the project-based learning plans, academic enrichment, and personal enrichment activities proposed in the approved grant application. Big Ideas Educational Services progressed towards all program objectives that could be assessed during the program year, as based on the objective-rating system developed by the Florida Department of Education. More specifically, the Big Ideas Educational Services 21st CCLC program met or exceeded the proposed benchmarks in five out of ten objectives (50.0%) and made significant progress or approached the benchmark in five objectives (50.0%). Because of the unique challenges associated with developing a strong and diverse 21st CCLC program, results presented in this summative report should be viewed as reflecting a “work in progress” for the current program year, rather than a final outcome. It is believed that the findings and recommendations within this report will help guide the future efforts of Big Ideas Educational Services toward enhancing the program and furthering progress towards stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing the Big Ideas Educational Services 21st CCLC program are provided. These are not considered “weaknesses,” as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, this section serves to document ‘growth edges,’ or those areas where the program is planning or should plan to focus additional attention during the next operational year.

It is important that Big Ideas Educational Services review the entire report, as some recommendations are made within individual sections, but are not repeated under this section. Unlike the recommendations made in the prior sections, the following recommendations are more critical and/or require more guidance than was possible in the prior sections. All recommendations are carefully considered and are only included if they will either help the program make greater impact on students and/or will bring the program into compliance with the rules, regulations, and/or requirements of the Florida Department of Education and the US Department of Education.

LESSONS LEARNED

The Big Ideas Educational Services 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site level. Big Ideas Educational Services worked to develop and implement a strong program – staffing the project with motivated teachers and staff members who engaged the students and piqued student interest in the topics being taught. The following provides the program’s most salient ‘lessons learned’, as evidenced by program interviews and evaluation site visits.

Lesson Learned: Focus on High Quality Staffing

The Big Ideas Educational Services 21st CCLC program learned that the most effective and efficient afterschool program starts with the highest quality of staffing. Indeed, Big Ideas Educational Services is commended for the outstanding staff hired to implement the 21st CCLC program. Unlike many afterschool programs operating in highly impoverished areas, Big Ideas Educational Services has an outstanding commitment from community members in the area surrounding the program. The needs of this area are undeniable, but the community is focused on addressing these needs and supporting the children, even if they cannot always support themselves. For this reason, and others, the program was effective in attracting some highly committed, experienced, and energetic staff members to help implement the 21st CCLC program. Ultimately, Big Ideas Educational Services was staffed by a high-quality staff, which allowed the program to provide individualized and effective programming to the students.

Lesson Learned: Establish Tradition and Presence

The Big Ideas Educational Services 21st CCLC program learned that one of the most effective methods for gaining community support is to have a strong community presence and a proven tradition of services focused on the children and their families. The program focused on what students needed and built upon relationships with the families. This provided Big Ideas Educational Services with the community presence needed to build a strong staff to support the 21st CCLC program.

Lesson Learned: Develop Strong Curriculum and Activities

The Big Ideas Educational Services 21st CCLC Program learned that a good curriculum can help with the effective implementation of a structured afterschool program, particularly when the program relies upon the assistance of certified teachers. The teachers used by the program are amazing, but they are also amazing in their own



classrooms (this is why they were hired to work with 21st CCLC). Unfortunately, this means they are also sometimes overworked and overburdened with the demands of the regular school day, such that they do not have time to devote to writing new project-based learning plans and lesson plans every day or week. The Big Ideas Educational Services 21st CCLC program learned that providing a high-quality curriculum to these teachers, designed for implementation afterschool, can truly strengthen the program and improved the quality of life for the teachers and staff. The teachers are able to ‘tweak’ the curriculum to the needs of the students and their interests, but they did not have to ‘reinvent the wheel’ every day to be effective in the program.

Lesson Learned: Develop Relationships for School Level Data

The Big Ideas Educational Services 21st CCLC program learned the importance of formal partnerships and agreements with the school district to obtain necessary data on 21st CCLC student participants. The data included more than just grades and state standardized test scores, with the district providing a bulk of the demographic, outcome, and metric data needed by the program. This not only significantly reduced the burden on the sites to collect such information from alternative sources (e.g., directly from report cards or from individual schools), but also significantly reduced any potential for errors in the transcription of the outcome data. This partnership has also provided an outstanding resource to help ensure students receive services that are more tailored to their individual needs.

Lesson Learned: Establish Communication with School Day Staff

The Big Ideas Educational Services 21st CCLC program learned that maintaining frequent and effective communication between school day staff and afterschool program staff is critical for the program to best serve the students, helping to ensure the students receive the best program based on their specific needs (e.g., behavioral supports, academic enrichment, homework assistance, etc.). Such communication can be simple telephone calls and/or emails with the school day teachers, face-to-face meetings with the teachers (and perhaps parents and/or students), formal notes to the teachers, and/or informal notes to the teachers. Communication is further enhanced by providing school day teachers a method to regularly communicate with the program about specific students. The teacher survey at the end of the year is not sufficient for such communication, as it happens too late in the year. Rather, the program learned that a more regular and informal method of communication was the most effective for this purpose.

Lesson Learned: Establish Enrollment Expectations

The Big Ideas Educational Services 21st CCLC program learned that more students must be enrolled than the number proposed for average daily attendance, as some students may be absent from school, have other family or personal business afterschool, be engaged in other afterschool programming, leave the district, or otherwise not come to the program on a regular basis. Regardless of whether the program is meeting or exceeding proposed enrollment, the agency is commended for efforts to ensure the overall program is exceeding proposed daily attendance numbers. More specifically, the program strived towards enrolling more students than needed to meet the proposed daily attendance, realizing this was necessary if the program was to meet the proposed daily attendance. While most programs are not designed to allow for over-enrollment and excess attendance, the Big Ideas Educational Services 21st CCLC staffing model allowed for some additional students beyond the proposed daily attendance without impacting the student-to-staff ratio.

RECOMMENDATIONS FOR IMPROVEMENT

Maximize Use of Afterschool Resources

As a standard recommendation for all 21st CCLC programs in Florida, the Big Ideas Educational Services 21st CCLC Program is encouraged to read and utilize the variety of resources provided by the Florida Department of Education at <http://www.fldoe.org/curriculum/21century/> and the 21st CCLC State Administrative Project (FLDOE/USF). Resources provided by these entities are specifically tailored to help Florida's 21st CCLC programs and include such topics as curricula, activities, funding opportunities, staff trainings, and assistance with evaluation and data requirements. The website also provides links to a number of additional resources for out-of-school programs, such as <http://free.ed.gov/> (a free curriculum resource provided by the United States Department of Education). Additional resources are located at the CASPER resources website (Center for Assessment, Strategic Planning, Evaluation and Research; www.casperfl.com). The program is also encouraged to continue exploring additional opportunities for professional development directly related to afterschool programming, curriculum, and instruction. For instance, staff members could attend the Florida Afterschool Conference and share knowledge with other staff. In addition, free online professional development resources are readily available, such as the SEDL National Center for Quality Afterschool (<http://www.sedl.org/afterschool/>), the Florida After School Alliance (FASA) (<http://www.floridaafterschool.org/>), and the Florida Afterschool Network (FAN) (<http://www.myfan.org/>).



Increase Focus on Integrated Reading Activities

The Big Ideas Educational Services 21st CCLC Program is encouraged to increase the focus provided to curriculum-based and standards-aligned English Language Arts (ELA) activities (e.g., reading, writing, fluency, etc.). The program already provides a relatively strong reading and writing component within the program - with many activities and projects incorporating a number of reading and writing activities. However, as the program is not fully achieving the ELA objectives approved by the Florida Department of Education, additional focus may help the program progress further towards the stated objectives. Any such added focus should be specifically designed to address the needs of participating students in the specific topic addressed in the objectives. The program may consider additional direct-instruction enhancements, alternative methods for providing ELA instruction, integrating additional reading into the project-based learning plans, and/or creating targeted interventions for those students demonstrating the greatest struggle with reading. The targeted activities could take the form of special projects or enhancements to the current projects only for those students with the greatest difficulties using a differentiated instruction model. It is important to balance any additional ELA, reading, and writing activities with the other program activities, as focusing more on one area necessarily reduces focus on other areas. It is not recommended that the program refocus provided activities to mirror the school day (which would likely increase the observed changes to grades, but goes against the FLDOE requirements for project-based activities). Big Ideas Educational Services is reminded that the most critical element of 21st CCLC across the nation is reading and mathematics (as these are the federal GPRA indicators for 21st CCLC), such that academic activities should always be the most paramount focus of the program. If additional time is needed for academic activities to meet this recommendation, the Big Ideas Educational Services 21st CCLC program should first take time from personal enrichment activities.

Increase Focus on Integrated Mathematics Activities

The Big Ideas Educational Services 21st CCLC program is encouraged to consider additional focus on mathematics to better impact the math achievement levels of participating students. The program is providing mathematics activities through several project-based learning plans, but the program did not fully meet the approved objective benchmarks for the 21st CCLC mathematics objectives. As such, in order to meet the proposed objectives, the program may need to provide additional focus on mathematics. This may involve additional time on direct-instruction math activities for those students at the lowest performance levels, integration of additional remediation activities for all students, enhanced mathematics components within existing projects, or development of



mathematics-focused projects (generally for older students). The program is cautioned about integrating mathematics activities or components where they do not naturally 'fit' into project-based learning plans (e.g., some projects are science-focused and mathematics activities would be out-of-place), as students are generally very sensitive to disjointed activities and may have reduced motivation or engagement. Rather, the program should integrate mathematics where it fits into projects, or consider developing projects that have a focused mathematics component (e.g., students could create and play their own math-based board games, older students can use measurement and architecture to make a blueprint of the school, etc.) Regardless of the how the Big Ideas Educational Services 21st CCLC Program increases focus, is important for the program to carefully weigh additional mathematics focus with time for the other academic objectives, as focus in one area necessarily decreases focus in another. It is certainly not recommended that the program refocus activities to mirror the school day.

Enhance Administration of Multi-Point Assessments

The Big Ideas Educational Services 21st CCLC program did not fully collect the multi-point assessment data originally proposed from all participating students. The program should develop a comprehensive plan and detailed timeline for collecting multi-point assessment data from the vast majority of students, which may include use of paper-pencil assessments, group-based assessment administration, or online data collection systems. There are two primary types of multi-point assessments used by 21st CCLC program across Florida: (1) pre-post assessments and (2) pre-mid-post assessments. For pre-post assessments, the program is encouraged to implement this assessment on the following timeline: (1) Summer Pre-Test (June); (2) Summer Post-Test (July); (3) Fall Baseline (August-September); (4) Fall Post-Test (December-January); (5) Spring Pre-Test (December-January); and (6) Spring Year-End Post-Test (April-May). For pre-mid-post assessments, the program is encouraged to consider the following timeline: (1) Summer Pre-Test (June); (2) Summer Post-Test (July); (3) Fall Pre-Test (August-September); (4) Winter Mid-Test (December-January); and (5) Spring Year-End Post-Test (April-May). This timeline would result in a sufficient number of multi-point assessment pairs during the course of the year on most students (students that enter the program late in the season should not be given the pre-test, unless they will receive the majority of the programming designed to impact the tested knowledge – generally considered to be 4 weeks). The pre-mid-post assessment method is not considered to be the best method for knowledge-based objectives, but can be implemented for skills-based and continuous assessments (e.g., engagement inventories, fitness measures, oral reading fluency skills, etc.). The use of pre-mid-post assessments for knowledge-based



objectives is strongly discouraged, as it can be difficult to demonstrate impact of the program and students may have a harder time remembering information from across the entire year. It is important for all multi-point assessments to be focused on information specific to the academic and/or personal enrichment lessons. The multi-point assessments must be sensitive to prevent floor and ceiling effects (not too hard and not too easy). Without multi-point assessment data on all students and all objectives, the program is unable to accurately determine the effectiveness of the Big Ideas Educational Services 21st CCLC program on student knowledge and skills. It is also important that the multi-point assessments are collected often enough to allow for a progress assessment at mid-year and the end-of-year, as required by the Florida Department of Education. While other metrics, such as grades, provide some insight into program impact, they are often confounded with other variables and are less reliable to show the impact specifically related to the Big Ideas Educational Services 21st CCLC program.

Enhance Documentation of Program Partnerships

One of the goals of the 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period. The Program has engaged several partners to support the program, including the District and individual schools. While the program provided a list of partners supporting 21st CCLC, the list seemed incomplete and the program may not have accurately estimated the value of the contributions throughout the year. It is important that the program maintain documentation as to which partners are supporting the 21st CCLC program directly or indirectly and how the support is utilized. Of most importance is the estimated valuation of the partnership and any services or support provided. This should be a reasonable estimate, but does not need to be exact. Ideally, when possible, the program should obtain a partnership letter or partnership form from each partner where they indicate the estimated value of services provided in support of the 21st CCLC Program. Every partner directly or indirectly supporting the 21st CCLC program and activities should be included and added as they become engaged with the program and/or school. The program is encouraged to ensure accuracy of the partnership documentation process and ensure partners are added to a database throughout the year, such that none are forgotten when needing to submit to the federal reporting system. Each individual volunteer should be considered a partner, as well as any vendor providing a discount on necessary services.

<<-----End of Report----->>





If you are interested in learning more about the
21st Century Community Learning Center Initiative at
Big Ideas Educational Services:

Mary Harrell
info@BigIdeasEd.com
(305) 624-2616



REPORT PREPARED BY:



CENTER FOR ASSESSMENT, STRATEGIC PLANNING, EVALUATION AND RESEARCH
4110 NORTHWEST 64TH STREET ♦ GAINESVILLE, FLORIDA 32606

The 21st Century Community Learning Centers (21st CCLC) initiative is conducted with support from a grant from the Bureau of Family and Community Outreach (BFCO) within the Florida Department of Education. The overall direction of the initiative is provided by Ms. Kimberly Berry, State Director of the Florida 21st CCLC Program. Any questions regarding this report may be directed to the Center for Assessment, Strategic Planning, Evaluation and Research and contact@casperfl.com.



Report Prepared By
**Center for Assessment, Strategic Planning,
Evaluation and Research (CASPER)**

**“Education is the most powerful weapon
which you can use to change the world.”
— Nelson Mandela**

