Osceola County School District

Cypress ES / Thacker ES / Flora Ridge ES

Cohort 17

2018 2019 Summative Evaluation

21st Century Community Learning Centers

August 15, 2019


Florida's 21st CCLC
Soaring Beyond Expectations

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Section 1

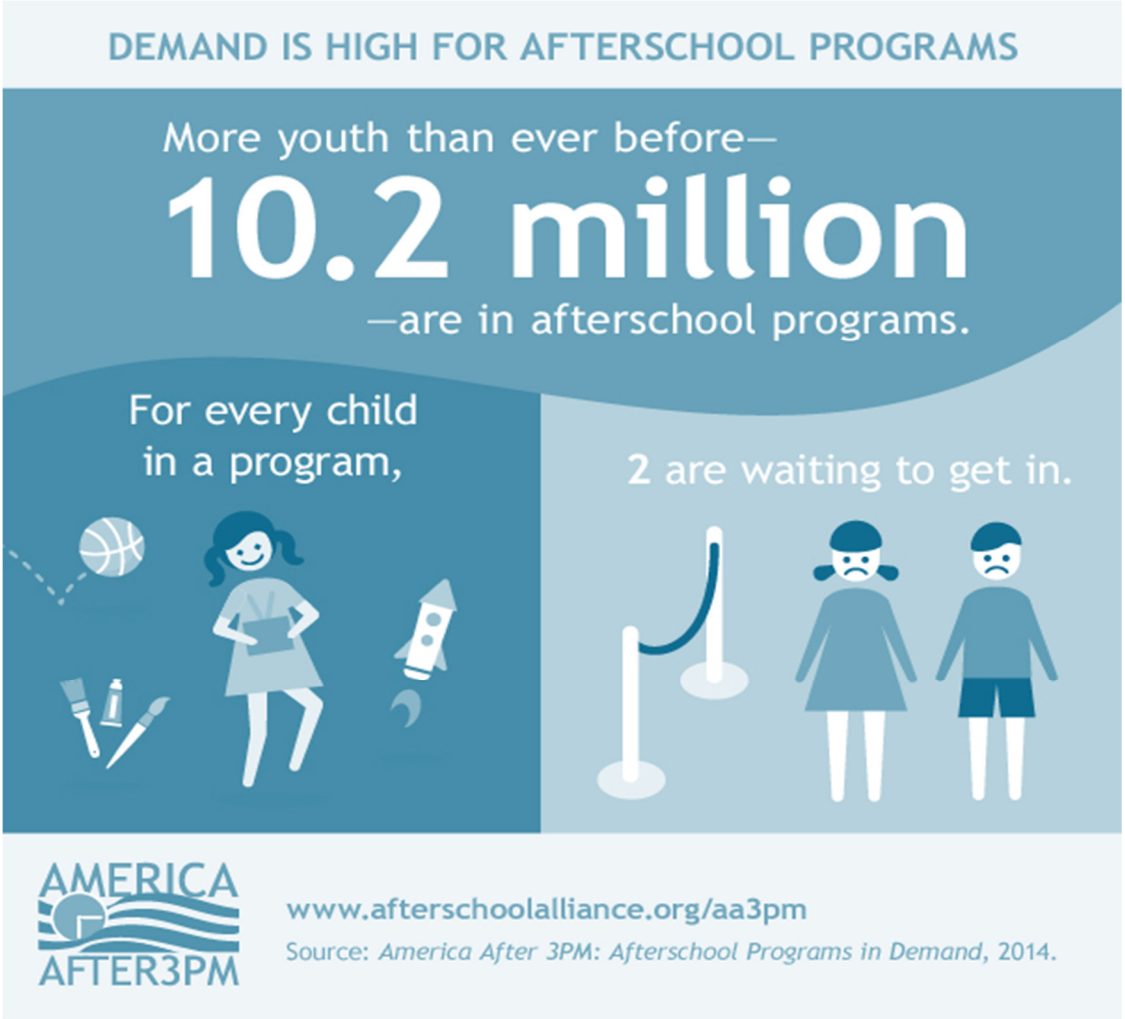
The Need for Quality Afterschool Programming

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.

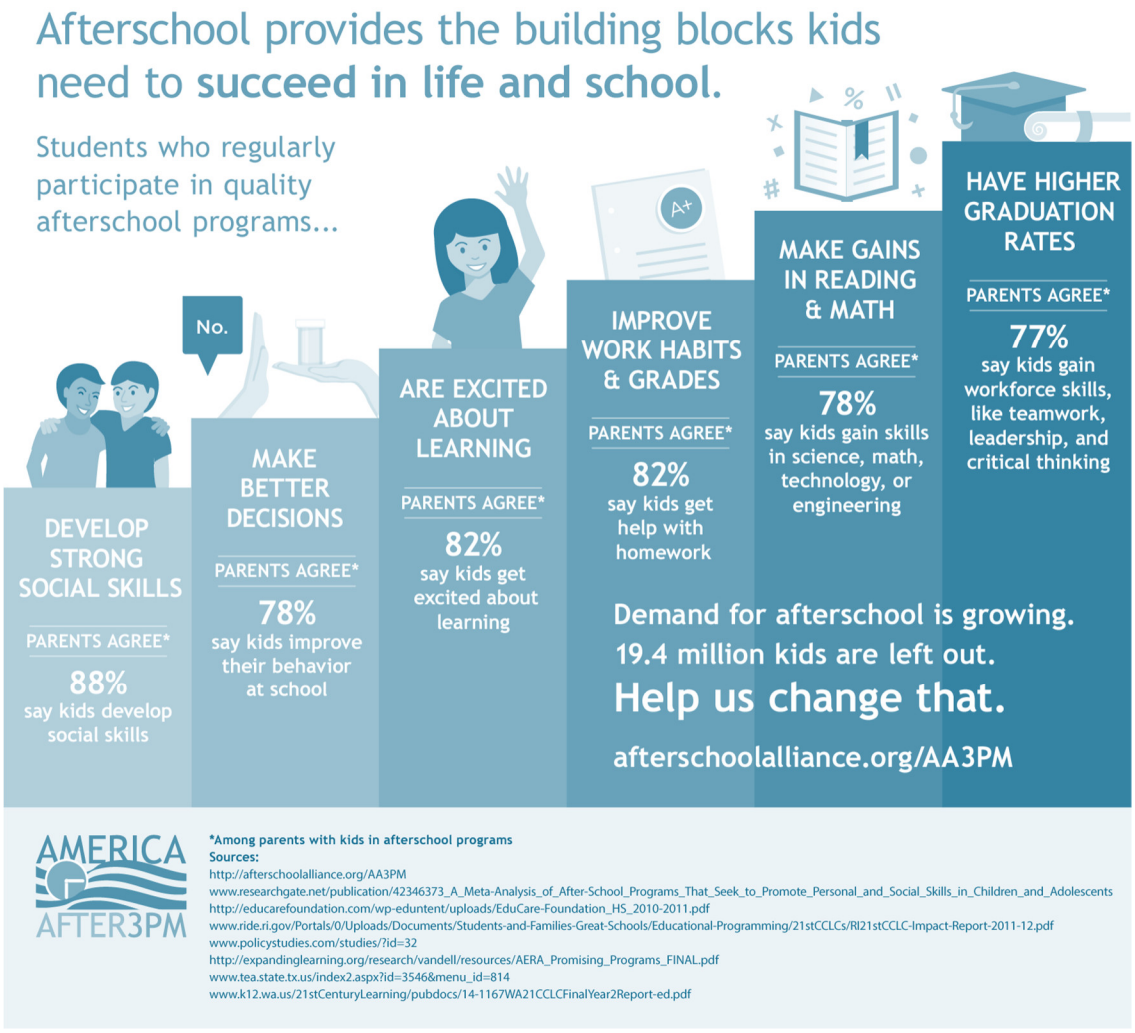
Such supervision gaps are critical to a child's social, emotional, and academic development, as research has clearly and consistently demonstrated that inadequate or non-existent care occurring during after-school hours can lead to a vast array of negative outcomes. For instance, when compared to children 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.



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 sub-groups 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).

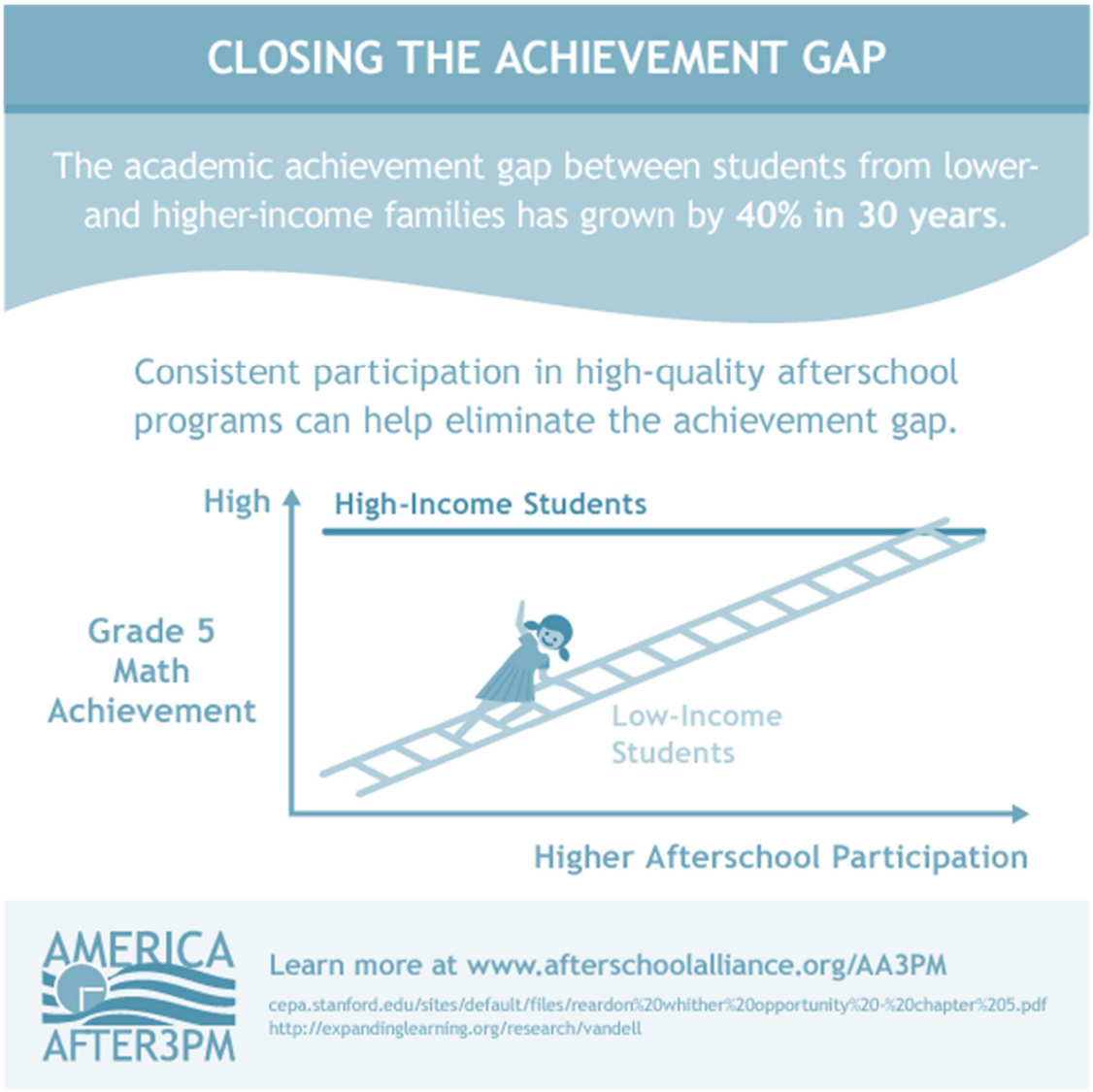
The impact of such achievement gaps between Florida and other states, as well as within Florida among specific student populations, cannot be understated. Research shows that many elementary school students lose interest in and understanding of STEM subjects prior to reaching middle and high school grades. 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 though 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.



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.

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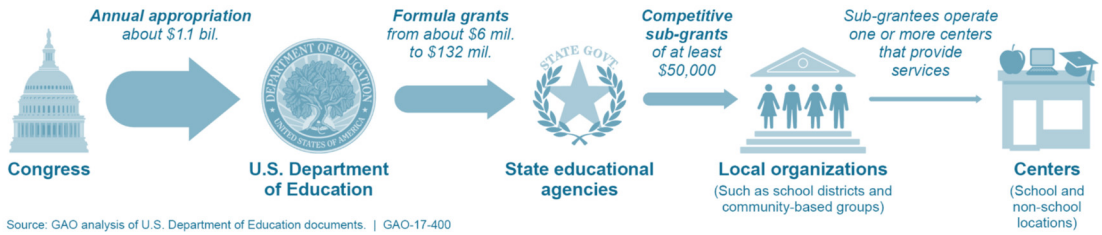
Section 2

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.

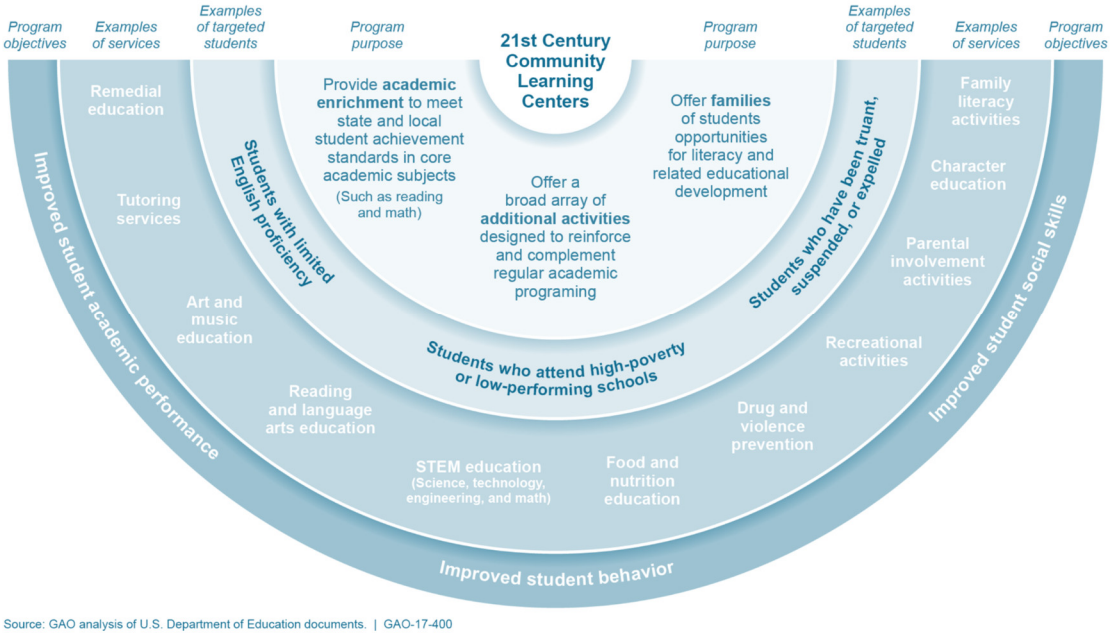
While the FLDOE allows some flexibility in operations, particularly for programs serving middle school and high school students, there are some expectations and best-practices established by the Florida Department of Education, the Florida After School Alliance (FASA), and the Florida Afterschool Network (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



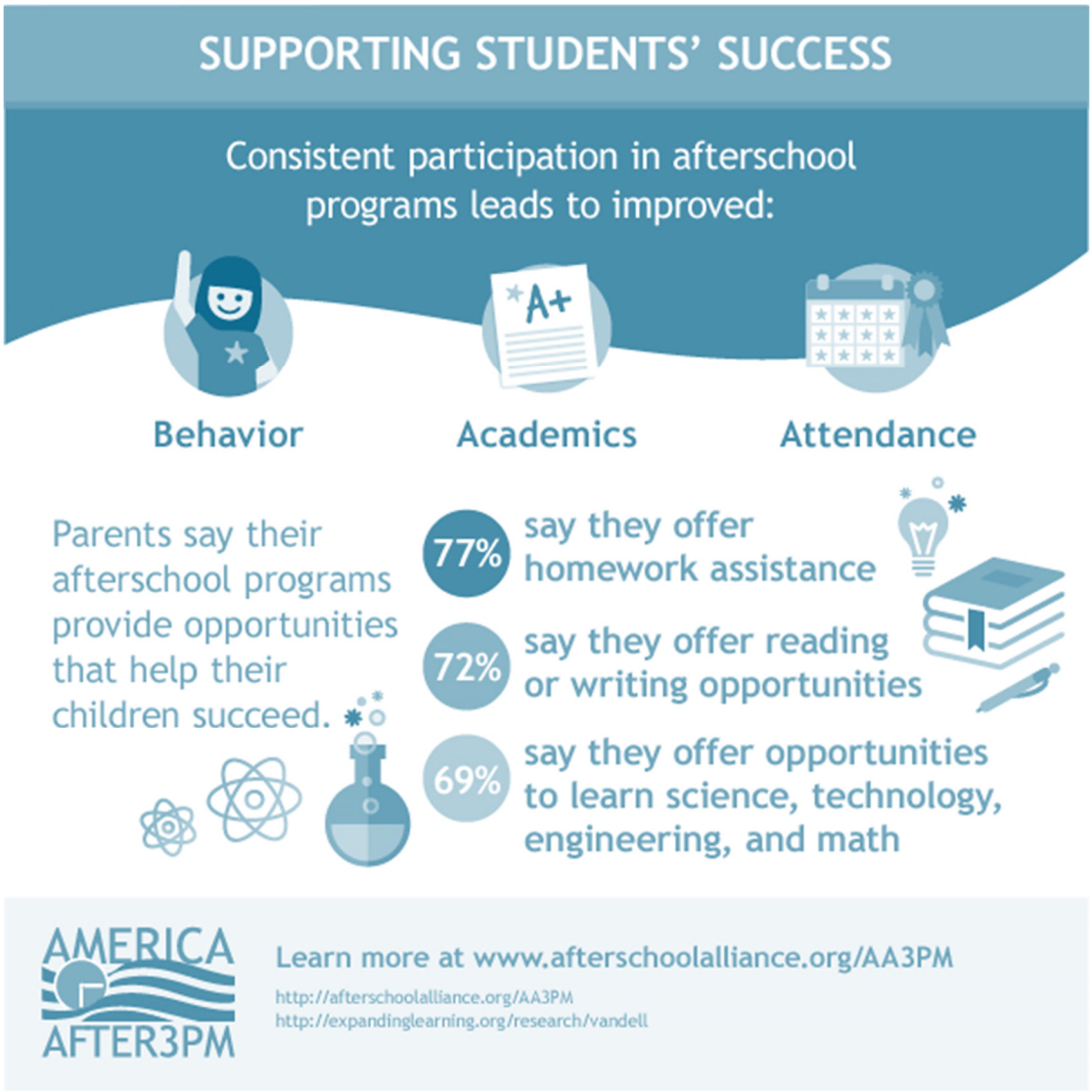
Source: GAO analysis of U.S. Department of Education documents. | GAO-17-400

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.



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.).

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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 & Vallercamp, 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'.

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Section 4

Overview and History of a High-Quality 21st CCLC Program

The Osceola CSD 21st CCLC Program History

The Osceola County School District (CES/FRES/TAES) 21st CCLC program has been in operations under the current grant for one years, having successfully navigated the competitive grant process for the 2018-2019 program year. Having only started this grant in the 2018-2019 program year, the Osceola CSD (CES/FRES/TAES) 21st CCLC program worked to provide all services for which it was funded in the first year and implemented activities designed to progress towards approved goals and objectives (discussed later in this report). As per the grant application, the School District of Osceola County is dedicated to its mission to provide students with "education which inspires all to their highest potential." Reaching this foundational goal requires focusing increased resources and enhanced attention on each child and their families. As such, the District's 21st CCLC initiative was specifically designed to expand student academic enrichment and personal enrichment opportunities within Title I schools in Osceola County. The project was developed with the assistance of school principals and community leaders to address student and family needs, while also providing a safe learning environment during the primary hours with increased risk for juvenile delinquency and inappropriate child behaviors. The program fills significant community gaps by providing committed and dedicated programming and faculty to enhance learning at these schools where students clearly face hardship. The 21st CCLC program (locally entitled "S.P.I.R.I.T. - Students Participating In Recreation and Instruction Together!") targets services to at-risk (high opportunity) students, providing them an effective supplemental program focused on academic achievement and school success. Students engage in project-based activities, integrated academic enrichment in core subjects, art integration, and physical education.

History of Experience in Afterschool Services

Managing Public/Federal Funding: Capacity to manage 21st CCLC is evident in the District's expansive history of developing, implementing, and monitoring grant projects

funded through federal, state, and private sources. Awards over the last ten years total millions of dollars and include 21st CCLC and the following federal program examples: Carol M. White Physical Education Program (PEP), Emergency Response and Crisis Management Program, Race to the Top (Florida LEA), Safe Schools/Healthy Students (SS/HS) Initiative, Smaller Learning Communities (SLC) Program, and Teaching American History Program. District experience grew dramatically with its SS/HS project, an extensive positive youth development effort that spanned 2007-2012. The grant facilitated creation and implementation of an integrated, community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development. District finance officers employ fiscal management methods that integrate sound business practices. The District's commitment to wisely using its resources has resulted in minimal overhead and low per-student costs ($7,251 per FTE). It has also repeatedly earned the Certificate of Achievement for Excellence in Financial Reporting, the highest form of governmental accounting and financial reporting recognition. The Government Finance Officers Association bestowed this award for the District's comprehensive annual financial reports for the fiscal years, which end June 30th, of 2010, 2011, 2012, 2013, and 2014.

Administrative Capabilities & Management Systems/Policies: To maintain budgetary compliance and accountability, the School Board follows procedures established by Florida Statutes and State Board of Education Rules in creating budget balances for governmental funds. Budgets are prepared, public hearings are held, and original budgets are adopted annually for all governmental fund types in accordance with procedures and time intervals prescribed by applicable laws and rules. Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instruction, pupil personnel services, and school administration) and may be amended by resolution at any School Board meeting prior to the due date for the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for governmental funds. Budgetary information is integrated into the accounting system and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at fiscal year-end and outstanding encumbrances are honored from the next year's appropriations. Programs, systems and initiatives are in place to ensure all stakeholders the opportunity to meet the challenge of rigorous standards and achievement goals. Integral components of data collection, management and analysis include tools like Focus. The District's Total Education Resources Management System (TERMS) enables the storage, organization, and query of critical data.

Monitoring & Audit Activities: State law requires that all local governments publish, after the close of each fiscal year, a complete set of financial statements presented in conformity with generally accepted accounting principles (GAAP) and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. Pursuant to that requirement, the District routinely issues a comprehensive annual financial report (CAFR) for each fiscal year ending June 30th. The firm of Moore, Stephens, Lovelace, P.A. audited district financial statements in both 2014 and 2015. The independent auditors concluded that the District's basic financial statements were fairly presented in conformity with GAAP. The firm conducted its audit of compliance in accordance with the generally accepted auditing standards, standards applicable to financial audits contained in Government Auditing Standards, and OMB Circular A-133. The independent audit further determined that the District complied, in all material respects, with requirements that could have a direct and material effect on major federal programs.

Leadership Qualifications & Organizational Structure: The organizational chart shows that the 21st CCLC Program operates under the supervision of the Assistant Superintendent for Middle School Curriculum and Instruction, who holds a Master's degree in Educational Leadership and has several years of successful instruction and administration experience. The district-level 21st CCLC Project Specialist provide support to the targeted schools' day-to-day operations. This individual possesses related knowledge and skills, holds a Bachelor's degree or higher, and demonstrate significant pertinent experience. Responsibilities include managing and implementing the educational program and budget described in the approved application, serving as liaison with stakeholders, keeping records and submitting all required reports, and providing ongoing communication and technical assistance. Each school employs a dedicated site coordinator who is responsible for the school's daily operations and services delivery. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. A certified teacher supervises and provides all academic activities. In cooperation with the schools' highly-qualified educators, certified support staff members, and administrative/leadership teams, the Project Specialist and Site Coordinators work toward achieving all approved 21st CCLC objectives.

Experience Providing Related Services: The District is well-versed in all aspects of the 21st CCLC Program. It received an initial award in 2002 followed by grants in 2003, 2006, 2009, 2011, 2012, 2014, and 2016. All approved programs incorporate a large, well-rounded scope of activities aligned with Florida Standards. They have demonstrated

success in raising academic performance, improving attendance, and reducing disciplinary referrals at 19 school sites. State-level authorities have provided useful feedback through desktop and on-site monitoring. The two areas cited for improvement over the last two years were the 21st CCLC Advisory Board and Adult Family Activities. The District is currently implementing recommendations to improve advisory board participation and documentation and adult activity quality, consistency, and attendance.

PROACTIVE PLANNING: OSCEOLA CSD (CES/FRES/TAES)

The focus of the Osceola County School District (CES/FRES/TAES) 21st CCLC Program during the initial weeks and months after learning of the tentative award of a new 21st CCLC program was to plan the successful implementation of a high-quality program prior to enrolling students. This implementation planning process helped ensure that students, when enrolled, 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 Osceola CSD (CES/FRES/TAES) 21st CCLC Program and the schools and communities where services are located, as well as relationships with the founding 21st CCLC partners, allowed for a relatively efficient and effective implementation, with services starting on January 31, 2019. Indeed the 21st CCLC program started well within the required timeframe established by the Florida Department of Education.

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 Osceola CSD (CES/FRES/TAES) 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program leveraged and enhanced their strong community presence, while also focusing on hiring necessary staff to implement the highest quality program for future student participants. In addition, the Osceola CSD (CES/FRES/TAES) 21st CCLC Program created a comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the program.

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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 Osceola County School District (CES/FRES/TAES) 21st CCLC program includes a part-time site coordinator at each site (a certified teacher on special assignment), two district-level program directors (one funded in-part by this grant) with responsibilities directly to the 21st CCLC program, and outstanding district-level administrators and staff members providing direct support to the 21st CCLC program.

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The Osceola County School District (CES/FRES/TAES) 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 Osceola CSD (CES/FRES/TAES) 21st CCLC program far surpasses). Personal enrichment activities are provided by certified teachers, qualified non-certified instructors (e.g., paraprofessionals), and/or a combination of staff members.

Regardless of the activity, as shown in Tables 5-1 to 5-4, 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program. Tables 5-1 to 5-4 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 5-4 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 Osceola CSD (CES/FRES/TAES) 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)

Cypress Elementary	**2018 Summer**		**2018-2019 Academic Year**	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	--	--	11	--
Other Non-Teaching School Day Staff	--	--	6	--
Sub-Contracted Staff Member	--	--	--	--
Other Staffing	--	--	1	--
Total Staff	0	0	18	0
Total Staff Paid by Other Funds	--	--	2	--
Total Staff Replaced within 21st CCLC	--	--	--	--

** 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)

Thacker Elementary	**2018 Summer**		**2018-2019 Academic Year**	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	--	--	15	--
Other Non-Teaching School Day Staff	--	--	8	--
Sub-Contracted Staff Member	--	--	--	--
Other Staffing	--	--	--	--
Total Staff	0	0	23	0
Total Staff Paid by Other Funds	--	--	--	--
Total Staff Replaced within 21st CCLC	--	--	3	--

** 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 (Site 3)

Flora Ridge Elementary	**2018 Summer**		**2018-2019 Academic Year**	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	--	--	14	--
Other Non-Teaching School Day Staff	--	--	3	--
Sub-Contracted Staff Member	--	--	--	--
Other Staffing	--	--	1	--
Total Staff	0	0	18	0
Total Staff Paid by Other Funds	--	--	--	--
Total Staff Replaced within 21st CCLC	--	--	4	--

** 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 Member Regular Responsibilities (All Sites)

All Sites	2018 Summer		2018-2019 Academic Year	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Administrator	--	--	--	--
College Student	--	--	--	--
Community Member	--	--	--	--
High School Student	--	--	--	--
Parent	--	--	--	--
School Day Teacher	--	--	40	--
Other Non-Teaching School Day Staff	--	--	17	--
Sub-Contracted Staff Member	--	--	--	--
Other Staffing	--	--	2	--
Total Staff	--	--	59	--
Total Staff Paid by Other Funds	--	--	2	--
Total Staff Replaced within 21st CCLC	--	--	7	--

** 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 5-5: Staff Gender Distribution (2018-2019)

	Cypress ES		*Thacker ES*		*Flora Ridge ES*	
	Sum	*AY*	*Sum*	*AY*	*Sum*	*AY*
Male Staff	0	4	0	0	0	1
Female Staff	0	14	0	23	0	17
Total Staff	0	18	0	23	0	18

** 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 5-6 provides a breakdown of educational levels of staff within the Osceola County School District (CES/FRES/TAES) 21st CCLC program, as reported by the program. As shown, most staff had an associate's degree or higher, with the majority having at least a Bachelor's degree. It is important to note that the program utilizes a strong staffing model with paraprofessionals hired to assist teachers in the program, as well as to assist with homework and personal enrichment activities. This does not suggest these assistants are unqualified or incapable

of providing the services assigned. Overall, the staff members appear sufficiently well-educated and capable of providing the proposed 21st CCLC activities and services for which they have been assigned (e.g., teachers have bachelor's degrees or higher).

Table 5-6: Staff Distribution by Highest Education Level

	2018 Summer		2018-2019 Academic Year	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Doctorate	--	--	2	--
Professional Degree	--	--	--	--
Master's Degree	--	--	15	--
Bachelor's Degree	--	--	29	--
Associates Degree	--	--	8	--
Technical Degree	--	--	1	--
High School Diploma/GED	--	--	4	--
Middle School	--	--	--	--
Total Staff	--	--	59	--

** 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

59 AY Staff Members
40 AY Certified Teachers (67.8%)
2 AY Paid By Other Funds (3.39%)

Staff Turnover:
7 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 7 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 Osceola CSD (CES/FRES/TAES) 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.

Student-to-Staff Ratios

The Osceola County School District 21st CCLC Program works to keep ratios both within the limits established by the Florida Afterschool Network Gold Standards and the approved grant application. Understanding the importance of extraordinarily competent and motivated staff, targeted schools carefully recruit their 21st CCLC site coordinator(s), teachers, and paraprofessionals in numbers that ensure appropriate staff ratios. All staff are well-versed in verbal and written communication, and have demonstrated comfort in working with students, parents, teachers, and community members. For academic enrichment and project-based learning, the program strives to keep the ratio at 10 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. Overall, submitted data suggest that the program is adhering to both the approved grant application and Florida's gold standards for out-of-school programming.

As per the 21st CCLC program director: "21st CCLC staff include, highly-qualified paraprofessionals, teachers, math coach, and media specialist. Our students have benefited from the expertise of this staff because they are in constant contact with students on a daily basis. They know the students, their weaknesses and strengths at both their academic levels as well as their social needs. Some of the teachers are even homeroom teachers during the day to some of the students or even provide small group interventions targeting specific academic needs. These skills, are put into place during our 21st CCLC afterschool program every day. Our amazing teachers and staff also share their level of expertise in non-academic areas such as gardening, scrapbooking, dance, and sports among others. We believe this makes our program extremely unique as we consider everyone in our program a family."

CERTIFIED TEACHERS

The Florida Department of Education required that the Osceola County School District (CES/FRES/TAES) 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 40 certified teachers for use primarily during the English Language Arts, mathematics, science, and homework assistance components of the 21st CCLC program. Overall, the Osceola County School District (CES/FRES/TAES) 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 Osceola County School District (CES/FRES/TAES) 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: 12/11/2018
Topic(s): 21st CCLC Overview for Administrators and Site Coordinators
Sites Attending: Cypress, Flora Ridge & Thacker
Staff Present: 15
Type of Staff Attending: Principals, Assistant Principals, District Administrators, & Site Coordinators
(certified teachers)

Date: 1/7/2019 & 1/10/2019
Topic(s): 21st Regional Training
Sites Attending: Cypress, Flora Ridge & Thacker
Staff Present: 8
Type of Staff Attending: District Staff & Site Coordinators (certified teachers)

Date: 1/26/2019
Topic(s): 21st CCLC Site Coordinators' Training
Sites Attending: Cypress, Flora Ridge & Thacker
Staff Present: 11
Type of Staff Attending District Staff & Site Coordinators (certified teachers)

Date: 2/26/2019
Topic(s): 21st CCLC Project Based Learning & Budget
Sites Attending: Cypress, Flora Ridge & Thacker
Staff Present: 11
Type of Staff Attending: District Staff & Site Coordinators (certified teachers)

Date: Ongoing from March to May 2019
Topic(s): Enhancing the 21st CCLC Program: Best Practices for Success
Sites Attending: Cypress, Flora Ridge & Thacker
Staff Present: 2 each site per visit
Type of Staff Attending: District Staff & Site Coordinators (certified teachers)

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Section 6

Partnerships and Progress Towards Sustainability

One of the goals of the Osceola County School District (CES/FRES/TAES) 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 five years (if eligible to continue receiving funding and providing services to the targeted populations). Afterwards, programs are required to demonstrate how the program will become self-sustaining 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 any 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 are 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 is 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program in such efforts. The Osceola CSD (CES/FRES/TAES) 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
Osceola County Schools	SD	No	$15,000	--	Support
Cypress Elementary	SD	No	$5,000	--	Facilities
Flora Ridge Elementary	SD	No	$2,500	--	Facilities
Thacker Avenue Elementary	SD	No	$2,500	--	Facilities
Cinthia Garcia	OTH	No	$1,000	--	Staffing
Martha Carbo	OTH	No	$500	--	Staffing
Ashlee Massey	OTH	No	$500	--	Staffing
TOTAL			$27,000	**--**	

**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 (LIB), 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 Osceola County School District (CES/FRES/TAES) 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 of utilized correctly. For the Osceola CSD (CES/FRES/TAES) 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 Osceola CSD (CES/FRES/TAES) 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 Osceola County School District 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 newsletters distributed each quarter of the school year, flyers sent home with students and passed out during car pickup, 'all call' telephone calls from the school to parents (through IRIS), information during adult family members events, and face-to-face parent meetings. The program was also able to utilize the school websites for dissemination of information to parents, while also maintaining a separate 21st CCLC website at the district level. The project website was developed to showcase activities, projects, best practices, calendar of events, announcements, successes, links to partner sites and resources, program contacts – all of which was made available to parents, schools, community and business partners, the advisory council, and the School Board. The website was updated on a monthly basis by the District website development team. 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.

21st CCLC Website:

http://www.osceolaschools.net/parent_resources/21st_century_after-_school_program/

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Section 7

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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program is currently in the first year of operations, such that the program did not operate under this grant during the Summer of 2018. Generally, summer operations are reported to the US Department of Education (USED) as part of the following operational year (e.g., summer 2018 is reported along with academic year 2018-2019). 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

(21APR). The program, however, has been approved to operate during the Summer of 2019, during which time the program will operate for 24 days. Details on program operations and activities provided during the summer of 2019 will be submitted to the Florida Department of Education by the Osceola CSD (CES/FRES/TAES) 21st CCLC program, and will be evaluated during the 2019-2020 reporting period, in keeping with the USED operational year.

2018-2019 Academic Year Operations

The Osceola County School District (CES/FRES/TAES) 21st CCLC Program is in the first 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. As such, the Osceola CSD (CES/FRES/TAES) 21st CCLC Program began providing 21st CCLC academic-year services on January 31, 2019, within the required starting date established by the FLDOE (i.e., within 45 days of obtaining the grant award letter from the FDOE and/or another date approved by the FLDOE). The program ended academic year operation on May 30, 2019, for a total of 62 days of academic year operation.

Within the approved application, the Osceola CSD (CES/FRES/TAES) 21st CCLC program was approved by the FLDOE to operate an afterschool component during the regular school year with slightly different hours and days of services across sites due to the specific needs of targeted student populations. In general, the afterschool component was proposed to operate for 3 hours per day, 5 days per week, for 62 days during the course of the school year. Due to the late award letter during this first year of operation, the FLDOE has relaxed the requirement that programs meet the proposed number of days, so long as they operate the remainder of the year as proposed. Ultimately, the Osceola County School District (CES/FRES/TAES) 21st CCLC Program is operating the 21st CCLC as proposed for afterschool operations.

Table 7-1 provides a summary of the overall academic year operations of the Osceola County School District (CES/FRES/TAES) 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 7-1: 2018-2019 Academic Year Operations

	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*
Cypress ES	16	62	4	--	--	12	--	--	--	62	--
Thacker ES	16	62	4	--	--	12	--	--	--	62	--
Flora Ridge ES	16	60	4	--	--	10	--	--	--	60	--

**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 Osceola County School District (CES/FRES/TAES) 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.

> *Centers: The classes occur indoors in the cafeteria, library, computer lab, classrooms, etc. and outside in the garden/covered PE area. Snacks will be served in the cafeteria, and parents will pick up students in the Media Center. Each school serves 600-800 students during the regular school day, meaning the facilities are more than adequate to safely accommodate the proposed number of targeted 21st CCLC students. The sites follow regular school day procedures, such as the School Board Rules and Code of Student Conduct, to ensure student safety. Students would comply with the same rules when traveling to and from classes, such as walking in pairs and following positive behavior supports expectations. School facilities comply with local, state, and federal regulations, including the Americans with Disability Act, to ensure accessibility.*
>
> *Safety: The District considers safety of students participating in the 21st CCLC program as the highest priority. All employees will wear their employee badge and assume responsibility for student safety. During the afterschool program, students, staff, and parents will follow the same procedures that are used during the school day. Staff will supervise students at all times during classroom activities and hallway transitions. At the program's end, staff will escort students to the Media Center where*

they will be checked out by their parents. Before releasing a child, the site coordinator will check the parent's driver's license to ensure it matches the identification in FOCUS (district database system). Students will check in at the cafeteria to wait for pick up by their first rotation staff member. Parent information will be collected at the start of the program and parents may then indicate if an alternative family or friend may pick up their child. A site coordinator will be present on campus when 21st CCLC runs. And a school administrator will be accessible to provide support and help maintain student safety.

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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 Osceola County School District (CES/FRES/TAES) 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 program targeted services to at-risk students at the identified Title I schools where services are located. The administrative and instructional staff at each school continued to share responsibility for recruiting and retaining students. School personnel identified the lowest-performing students and encouraged them to participate in the afterschool program during teacher/parent conferences. Each school's website contained valuable program information with a downloadable application to make the process more convenient for interested parents and students. Program information was made available during school hours, parent nights, Open House sessions, and other related school events. Site and school staff worked closely with parents to support family needs and offer quality high-interest programming.

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, and despite starting later in the year (wherein many parents had already committed their students to other available programs), the Osceola County School District (CES/FRES/TAES) 21st CCLC Program had already enrolled a total of 82 students (33.47% 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 did not enroll a sufficient number of students to allow for the proposed average daily attendance to be met by the end of the program year. The Osceola County School District (CES/FRES/TAES) 21st CCLC Program provided a total of 30,771 student service hours during the 2018-2019 operational year.

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

Month	Cypress ES	Thacker ES	Flora Ridge ES	Total
January	40	42	--	82
February	46	45	73	164
March	8	5	8	21
April	6	2	8	16
May	--	--	2	2
June	--	--	--	0
TOTAL	100	94	91	285
% Total Students	35.1%	33.0%	31.9%	---
% Proposed	133.3%	110.6%	107.1%	116.3%

Note: The 21st CCLC program began operations in January, 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 Osceola County School District (CES/FRES/TAES) 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 Osceola CSD (CES/FRES/TAES) 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program was somewhat successful in retaining student participants – achieving a 70.9% 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 moderate 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
Cypress ES	0	100	0	100	0	73	0	73
Thacker ES	0	94	0	94	0	74	0	74
Flora Ridge ES	0	91	0	91	0	55	0	55
TOTAL	0	285	0	285	0	202	0	202

Note: The program did not operate in Summer 2018.

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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program are provided in Table 8-3.

Table 8-3: Average Daily Student Attendance

	Summer 2018	Academic Year 2018-2019			
		After School	Before School	Weekend/ Holidays	Overall
Cypress ES	--	67 (75) 89.3%	--	--	89.3%
Thacker ES	--	61 (85) 71.8%	--	--	71.8%
Flora Ridge ES	--	51 (85) 60%	--	--	60%
ALL SITES	--	179 (245) 73.1%	--	--	73.1%

** 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program proposed to serve an average of 245 students per day of afterschool operation during the 2018-2019 operational year. As shown in Table 8-3, the program achieved an overall average of

73.1% of their proposed average daily attendance. Overall, as demonstrated by submitted data and outlined in Table 8-3, the Florida Department of Education may consider the program at 'high-risk' of not meeting the proposed and funded level of services in terms of student attendance within the afterschool component. The program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. The program is encouraged to explore the site-level attendance analysis presented in Table 8-3, as the Florida Department of Education may utilize individual site attendance to determine compliance with the approved grant proposal, particularly if the average attendance across all sites places the program in the 'high-risk' category. The program may face funding reductions and/or other punitive ramifications from the Florida Department of Education due to the lower-than-expected attendance of 21st CCLC students. 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 Osceola County School District (CES/FRES/TAES) 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 30,771 student service hours during the 2018-2019 project operational year. Based on the approved annual budget amount, this equates to approximately $17.01 per student service hour, higher than the average program in Florida funded at approximately $4.50 per hour.

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

	Avg. Days / Month (Avg. Hrs / Day)				Students/Day				Total Student Hours
Month	*Summer 2018*	*After School*	*Before School*	*Wknd / Hol*	*Summer 2018*	*After School*	*Before School*	*Wknd / Hol*	
January	--	1 (2.8)	--	--	--	82	--	--	225
February	--	14.7 (2.8)	--	--	--	166	--	--	6,834
March	--	12 (2.8)	--	--	--	199	--	--	6,718
April	--	18 (2.8)	--	--	--	192	--	--	9,723
May	--	16 (2.8)	--	--	--	161	--	--	7,272
June	--	0 (2.8)	--	--	--	--	--	--	--
TOTAL	--	61.7 (2.8)	--	--	--	800	--	--	30,771

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

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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 Osceola County School District (CES/FRES/TAES) 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 Osceola County School District (CES/FRES/TAES) 21st CCLC Program, the program provided data on the school grade levels of those students served during the 2018-2019 program year. Of the 285 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
Cypress ES	--	5	23	25	25	22	--
Thacker ES	--	--	17	23	25	29	--
Flora Ridge	5	11	10	21	14	30	--
ALL SITES	5	16	50	69	64	81	--
% Total	1.8%	5.6%	17.5%	24.2%	22.5%	28.4%	--

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.

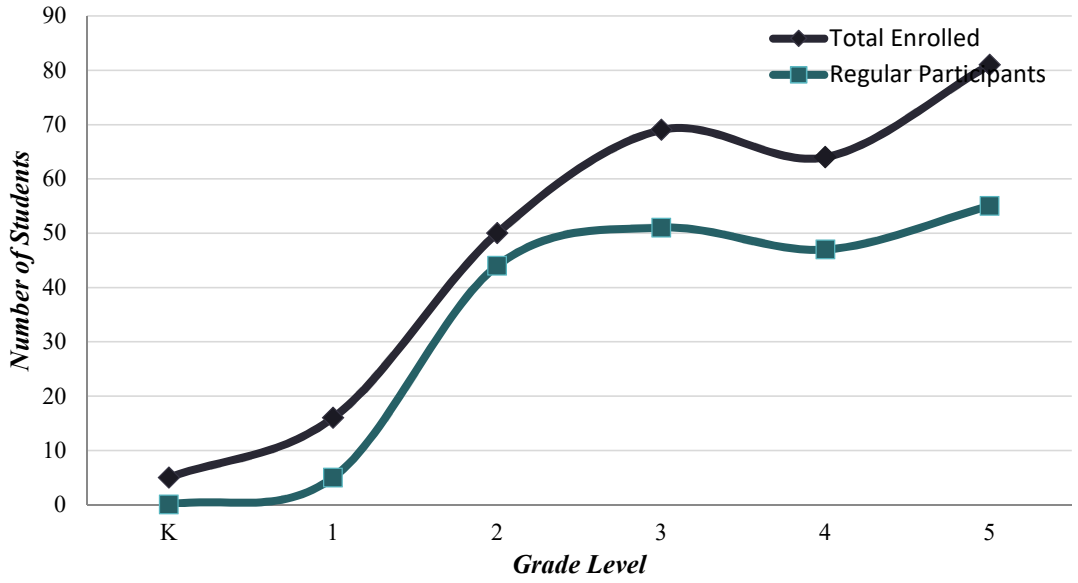
Similar to the distribution of all student participants, the distribution of regular student participants (those attending at least 30 days of programming) is presented in Table 9-2. As shown, of the 202 students regularly participating in the 21st CCLC program, school grade levels were reported for 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 grades proposed.

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

	K	1	2	3	4	5	Unk
Cypress ES	--	--	21	22	19	11	--
Thacker ES	--	--	15	19	18	22	--
Flora Ridge	--	5	8	10	10	22	--
ALL SITES	0	5	44	51	47	55	--
% Total	0.0%	2.5%	21.8%	25.2%	23.3%	27.2%	--

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.

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 Osceola County School District (CES/FRES/TAES) 21st CCLC

Program also submitted racial and ethnic data about those students participating in the program. Of the 285 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 programing) had a similar distribution when looking at the 202 regularly participating students on whom such data was submitted (100% of the 202 regular participants in this program), as shown in Table 9-4. As such, it appears that the Osceola County School District (CES/FRES/TAES) 21st CCLC Program was successful in retaining students across all racial and ethnic groups. The ability of the Osceola CSD (CES/FRES/TAES) to attract and retain students from all races is a testament to both the programming provided and the commitment of the students and families enrolled in the program.

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

		Total Student Participants						
Site Name	N	American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	UNK
Cypress ES	100	--	--	7 (7%)	82 (82%)	5 (5%)	6 (6%)	0
Thacker ES	94	--	1 (1.1%)	16 (17%)	--	77 (81.9%)	--	0
Flora Ridge	91	--	1 (1.1%)	5 (5.5%)	56 (61.5%)	29 (31.9%)	--	0
ALL SITES	285	--	2 (0.7%)	28 (9.8%)	138 (48.4%)	111 (38.9%)	6 (2.1%)	0

** Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules.*

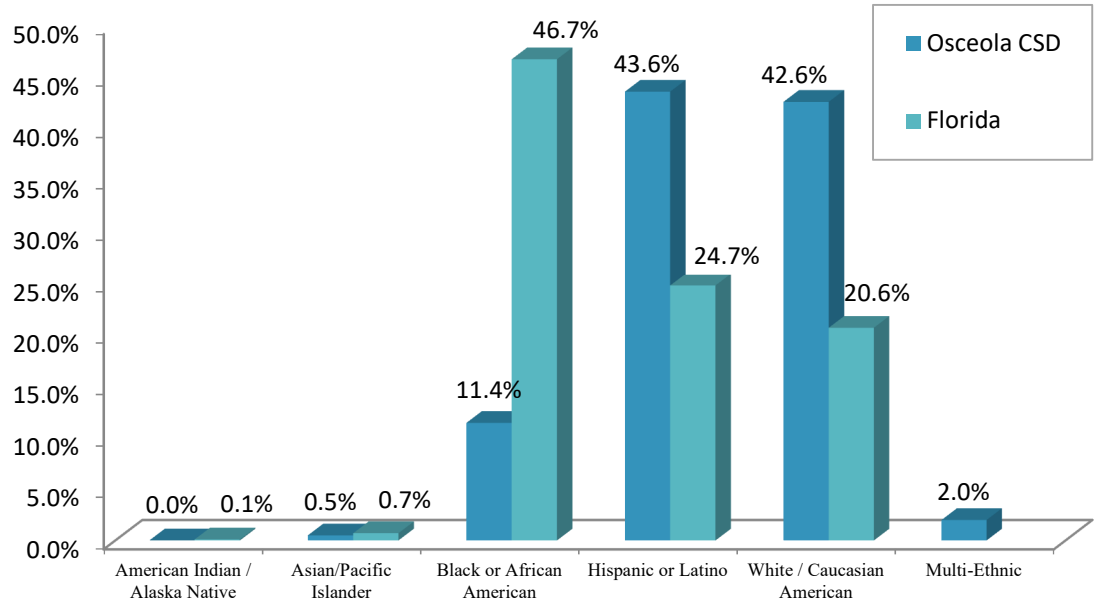
Table 9-4: Student Race and Ethnicity: Regular Participants (30+ Days)

		Total Student Participants						
Site Name	N	American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	UNK
Cypress ES	73	--	--	6 (8.2%)	59 (80.8%)	4 (5.5%)	4 (5.5%)	0
Thacker ES	74	--	1 (1.4%)	14 (18.9%)	--	59 (79.7%)	--	0
Flora Ridge	55	--	--	3 (5.5%)	29 (52.7%)	23 (41.8%)	--	0
ALL SITES	202	--	1 (0.5%)	23 (11.4%)	88 (43.6%)	86 (42.6%)	4 (2%)	0

** Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules.*

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 Osceola County School District (CES/FRES/TAES) 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 targeted 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 285 students served during the 2018-2019 program year, gender was reported for 285 students (100%). Looking at those students on whom gender was reported, as shown in Table 9-5, 44.2% of student attendees were identified as male, while 55.8% were identified as female. Of the 202 regularly participating students (i.e., attending at least 30 days of programming), gender data were reported on 202 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 42.6% male students and 57.4% 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

	Total Student Population				Regular Student Participants			
Site Name	N	Male	Female	Unk	N	Male	Female	Unk
Cypress ES	100	47 (47%)	53 (53%)	0	73	33 (45.2%)	40 (54.8%)	0
Thacker ES	94	35 (37.2%)	59 (62.8%)	0	74	27 (36.5%)	47 (63.5%)	0
Flora Ridge	91	44 (48.4%)	47 (51.6%)	0	55	26 (47.3%)	29 (52.7%)	0
ALL SITES	285	126 (44.2%)	159 (55.8%)	0	202	86 (42.6%)	116 (57.4%)	0

[1]Note: Percent shown is the proportion of students on whom gender was reported. Those with unknown genders are not included in the displayed proportions.

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 Osceola County School District (CES/FRES/TAES) 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 285 students served during the 2018-2019 program year, data on special services were reported for 285 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 of program operations). As shown in Table 9-7, the distribution of regularly participating students in the Osceola CSD (CES/FRES/TAES) 21st CCLC Program within the identified special services were approximately equal to the distributions for all students. Overall, data show that the Osceola CSD (CES/FRES/TAES) 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, 100% 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 9-6: 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
Cypress ES	50 (50%)	50 (50%)	0	28 (28%)	72 (72%)	0	100 (100%)	--	0
Thacker ES	50 (53.2%)	44 (46.8%)	0	19 (20.2%)	75 (79.8%)	0	94 (100%)	--	0
Flora Ridge	28 (30.8%)	63 (69.2%)	0	9 (9.9%)	82 (90.1%)	0	91 (100%)	--	0
ALL SITES	128 (44.9%)	157 (55.1%)	0	56 (19.6%)	229 (80.4%)	0	285 (100%)	--	0

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

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
Cypress ES	38 (52.1%)	35 (47.9%)	0	22 (30.1%)	51 (69.9%)	0	73 (100%)	--	0
Thacker ES	40 (54.1%)	34 (45.9%)	0	12 (16.2%)	62 (83.8%)	0	74 (100%)	--	0
Flora Ridge	22 (40%)	33 (60%)	0	7 (12.7%)	48 (87.3%)	0	55 (100%)	--	0
ALL SITES	100 (49.5%)	102 (50.5%)	0	41 (20.3%)	161 (79.7%)	0	202 (100%)	--	0

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

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 Osceola County School District (CES/FRES/TAES) 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 Osceola CSD (CES/FRES/TAES) 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 Osceola CSD (CES/FRES/TAES) 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)

		Age of Students (in Years)							
Site Name	N	0-5	6	7	8	9	10	11	12
Cypress ES	100	--	1	17	25	14	28	13	2
Thacker ES	94	--	--	9	21	18	30	14	2
Flora Ridge	91	5	9	8	17	18	17	13	4
ALL SITES	285	5	10	34	63	50	75	40	8
	--	1.8%	3.5%	11.9%	22.1%	17.5%	26.3%	14.0%	2.8%

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

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

		Age of Students (in Years)							
Site Name	N	0-5	6	7	8	9	10	11	12
Cypress ES	73	--	--	11	23	12	22	5	--
Thacker ES	74	--	--	8	18	15	23	8	2
Flora Ridge	55	--	5	6	10	9	15	7	3
ALL SITES	202	0	5	25	51	36	60	20	5
	--	0.0%	2.5%	12.4%	25.2%	17.8%	29.7%	9.9%	2.5%

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

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Section 10

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 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. 55% 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. 60% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
3. 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
4. 70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
5. 70% of regularly participating students will maintain high performance or improve their decision-making behaviors as measured by pre-, mid-, post-assessment.
6. 70% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment.
7. 55% of adult family members of regularly participating students will maintain high performance or improve their literacy skills as measured by perceptual survey (parent).

Academic Activities

With established need-based objectives, the 21st CCLC program developed and implemented academic activities aligned to the approved 21st CCLC academic 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 project plans submitted by the 21st CCLC program. It is noted that the

program reported submitting lesson plans for informational purposes and approval by the Florida Department of Education and review by stakeholders.

Personal Enrichment Activities

The 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 problem-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as 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.

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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 21st CCLC Program, only the students regularly attending the 21st CCLC program (N=202) 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 Osceola CSD (CES, FRES, TES) 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 202 regularly participating students in the Osceola CSD (CES, FRES, TES) 21st CCLC Program during the 2018-2019 program year, only 108 were in grades that were administered FSA reading and mathematics assessments in the prior (2017-2018) academic year - with 6 students repeating the 3rd grade and 102 in the 4th or 5th grades during the 2018-2019 program year. Of these 108 students, 108 (100.0%) received FSA reading scores and 107 (99.1%) 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, the vast majority 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, 85.2% of the regularly participating students were below proficiency in reading/ELA (N=92 of 108) and 82.2% were below proficiency in mathematics (N=88 of 107). These proportions exceed Florida's proportions, demonstrating that the Osceola CSD (CES, FRES, TES) 21st CCLC Program was more successful than 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	108	70 (64.8%)	22 (20.4%)	14 (13%)	2 (1.9%)	0 (0%)
Mathematics Florida Standards Assessment	107	64 (59.8%)	24 (22.4%)	18 (16.8%)	1 (0.9%)	0 (0%)
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 Osceola CSD (CES, FRES, TES) 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, 153 students were eligible to take the standardized assessments in reading and mathematics (3rd grade or higher), while 55 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 153 regularly participating students (100% of eligible students) and FSA mathematics levels on 151 regularly participating students (98.7%). Moreover, the program submitted Statewide Science Assessment (SSA) scores on a total of 55 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, 79.7% were below proficient in Reading/ELA (N=122 of 153 regularly participating students with reading scores), 70.9% were below proficient in mathematics (N=107 of 151 with math scores), and 80% were below proficient in science (N=44 of 55 with science SSA scores). Moreover, 137 regularly participating students with any levels reported (89.5%) were below proficient in at least one of the core academic subjects. This demonstrates that the Osceola CSD (CES, FRES, TES) 21st CCLC program was successful in targeting students with the highest educational needs. It is important to note that the Osceola CSD (CES, FRES, TES) 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

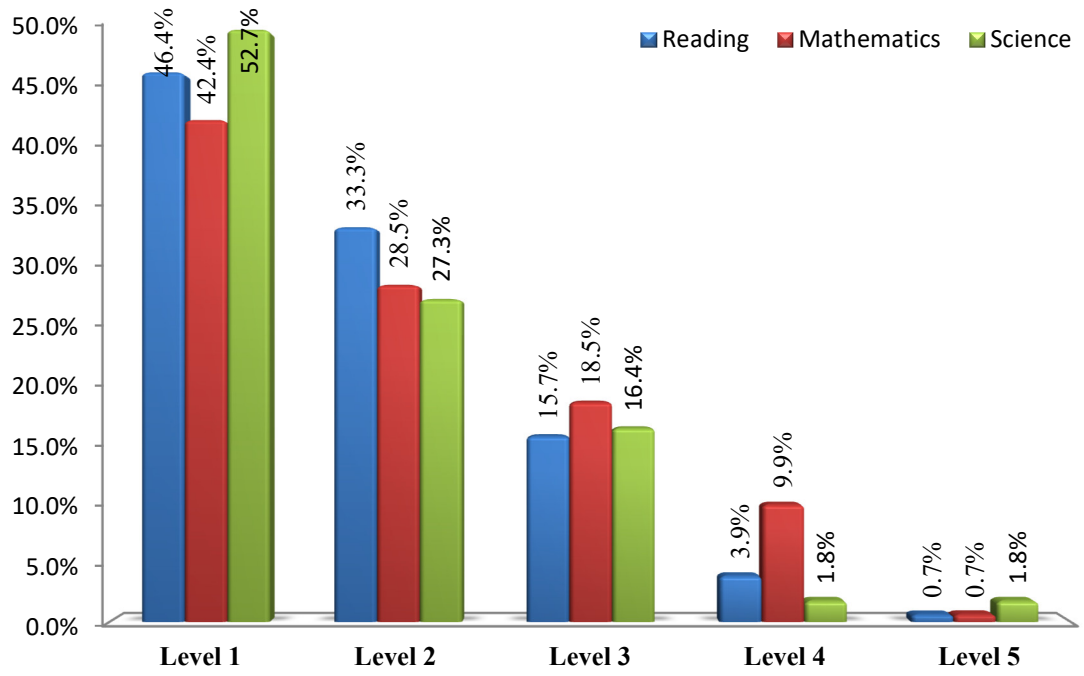
seem low, it should not be interpreted that the Osceola CSD (CES, FRES, TES) 21st CCLC program had little impact on these students.

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	153	71 (46.4%)	51 (33.3%)	24 (15.7%)	6 (3.9%)	1 (0.7%)
Mathematics Florida Standards Assessment	151	64 (42.4%)	43 (28.5%)	28 (18.5%)	15 (9.9%)	1 (0.7%)
Science FCAT 2.0	55	29 (52.7%)	15 (27.3%)	9 (16.4%)	1 (1.8%)	1 (1.8%)

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 Osceola CSD (CES, FRES, TES) 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 153 regularly participating students in the program with current year FSA reading levels, 51 (33.3%) 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 151 regular students with current year FSA math levels, 64 (42.4%) 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 Osceola CSD (CES, FRES, TES) 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 ½ 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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)

	Florida		*Nation*	
Change in Grade Status Reading / ELA	# 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.

Osceola CSD (CES, FRES, TES) Reading Progress: As shown in Table 10-4, the program reported reading grades on a total of 199 regularly participating students - 98.5% of the 202 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 3 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 120 out of 199 regularly participating students with comparison grades (60.3%) 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 144 regularly participating students demonstrated improved knowledge and skills in reading (72.4% 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 Osceola CSD (CES, FRES, TES) 21st CCLC program.

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

	Reading Grades *Grade-Change Only FLDOE Method*		Reading Grades *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	120	60.3%	144	72.4%
Did Not Meet	79	39.7%	55	27.6%
Total	199	--	199	--

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)

	Florida		***Nation***	
Change in Grade Status Mathematics	# 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.

Osceola CSD (CES, FRES, TES) Mathematics Progress: As shown in Table 10-6, the program reported mathematics grades on a total of 199 regularly participating students - 98.5% of the 202 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 3 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 113 out of 199 regularly participating students with comparison grades (56.8%) 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 161 regularly participating students demonstrated improved knowledge and skills in mathematics (80.9% 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 Osceola CSD (CES, FRES, TES) 21st CCLC program.

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

	Math Grades *Grade-Change Only FLDOE Method*		**Math Grades** *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	113	56.8%	161	80.9%
Did Not Meet	86	43.2%	38	19.1%
Total	199	--	199	--

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 199 regularly participating students - 98.5% of the 202 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 3 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.

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

	Science Grades *Grade-Change Only FLDOE Method*		**Science Grades** *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	128	64.3%	155	77.9%
Did Not Meet	71	35.7%	44	22.1%
Total	199	--	199	--

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.

Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 128 out of 199 regularly participating students with comparison grades (64.3%) 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 155 regularly participating students demonstrated improved knowledge and skills in science (77.9% 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 Osceola CSD (CES, FRES, TES) 21st CCLC program.

Objective Progress: Pre-Post Assessments

Several activities within the Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 21st CCLC program may have had 'non-regular' students with assessments, only the 202 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
Physical Fitness Performance	Pre-Mid-Post	110 (82.1%)	24 (17.9%)	134
Decision Making Skills Knowledge	Pre-Post	128 (78.5%)	35 (21.5%)	163

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:

Physical Fitness Performance: The Osceola CSD (CES, FRES, TES) 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in physical fitness from a total of 134 out of 202 regularly participating elementary school students (66.3%) 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 134 students, a total of 110 regularly participating elementary school students (82.1%) 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.

Decision Making Skills Knowledge: The Osceola CSD (CES, FRES, TES) 21st CCLC Program collected knowledge-based pre-post assessments in decision making skills from a total of 163 out of 202 regularly participating elementary school students (80.7%)

during the course of the 2018-2019 program year (Summer 2018 and 2018-2019 Academic Year). Of these 163 students, a total of 128 regularly participating elementary school students (78.5%) demonstrated achievement of this knowledge-based objective on at least one of the decision making skills pre-post assessments provided during the course of the program year.

OBJECTIVE PROGRESS: ADULT FAMILY MEMBERS ATTENDANCE

The Osceola CSD (CES, FRES, TES) 21st CCLC program collected attendance data at each of the family literacy events provided during the 2018-2019 program year - connecting adult family member attendance to each student enrolled in the program. According to data submitted, the program was able to attract participation of adult family members of 132 of the 202 regularly participating elementary school students (65.3%). In looking at all 285 students that attended the program at least one day during the 2018-2019 program year, a total of 164 elementary school students (57.5%) had adult family members attend at least one literacy event. If continuing, the Osceola CSD (CES, FRES, TES) 21st CCLC Program is encouraged to continue providing literacy events and adult activities to help improve parent and adult family member participation, knowledge, skills, and abilities.

STAKEHOLDER SURVEYS: STATEWIDE PARENT SURVEY

The Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 202 surveys were distributed (representing the total number of regular student participants) and 138 were returned partially or fully completed – representing a 68.3% 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 68.3% 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, 96.3% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with none of the 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.

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

Satisfaction Item	Satisfied	Neutral	Unsatisfied
Overall Satisfaction with Program As Whole	96.3%	3.7%	0.0%
Staff Warmth and Friendliness	96.3%	2.2%	1.5%
Staff Ability to Relate to my Child	96.3%	3.7%	0.0%
Staff Ability to Relate and Reach out to Parents	92.0%	6.6%	1.5%
Variety of Activities Offered to my Child	94.2%	5.1%	0.7%
Child(ren)'s Happiness with Program	94.9%	3.7%	1.5%
Child Improved in Completing Homework	85.5%	7.2%	3.6%
Child Improved in Academic Performance	81.2%	12.3%	4.3%
Child Improved in Getting Along with Others	87.7%	6.5%	3.6%
Child: Improved Staying out of Trouble	89.7%	4.4%	2.9%
Confidence that Child is in Safe Environment	96.4%	3.6%	0.0%
Helped Parent be More Involved in Child's Education	91.9%	6.7%	1.5%
	Yes	Maybe	No
Participated in the Adult Family Member Events?	35.3%	--	64.7%
Have Adult Family Member Events been beneficial?	86.3%	--	13.7%
Would you sign your child up for this program again?	84.8%	2.2%	13.0%

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.

While the Osceola CSD (CES, FRES, TES) 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 84.8% of respondents indicated they would sign up their child(ren) again next year if the program is offered, and 86.3% 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 Osceola CSD (CES, FRES, TES) 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

- 96.3% of parents reported being satisfied with the 21st CCLC program as a whole, with 96.3% of parents being 'very satisfied' or 'satisfied' with the warmth and friendliness of the 21st CCLC staff members.
- 96.3% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate to their child(ren).
- 94.2% 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 96.4% reported satisfaction with the 21st CCLC program providing a safe environment for activities.
- 84.8% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and only 12.7% stated their children would be in another afterschool program if the 21st CCCL program was not available.

Parent Involvement in Student Education

- 92.0% 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.
- 91.9% 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, 35.3% reported engaging in at least one of the adult famly member

events with the program, with 86.3% of these adults indicating they found the family member services to be beneficial.

Parent-Perceived Student Impacts

- 81.2% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 85.5% were satisfied with their child(ren)'s improvement in completing their homework.
- 87.7% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 89.7% reported satisfaction with their child(ren)'s improvements in staying out of trouble.

Stakeholder Surveys: Adult Literacy Performance

In addition to the statewide parent survey, the Osceola CSD (CES, FRES, TES) 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 programing, such as computer literacy, financial literacy, or parenting literacy. The ALPS assesses self-reported impact on knowledge and conative 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 192 surveys received following adult literacy trainings and events, 96.9% 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 192 surveys received following adult literacy trainings and events, 97.4% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.
- Of the 192 surveys received following adult literacy trainings and events, 97.9% 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.	192	186 (96.9%)	6 (3.1%)	0 (0.0%)
… has taught me something new.	192	184 (95.8%)	7 (3.6%)	1 (0.5%)
… will be useful in helping my family and child(ren).	192	188 (97.9%)	4 (2.1%)	0 (0.0%)
… will change how I parent my child(ren).	191	169 (88.5%)	17 (8.9%)	5 (2.6%)
… provided resources to help my child(ren) succeed.	192	189 (98.4%)	2 (1.0%)	1 (0.5%)
… will increase involvement in my child's education.	192	187 (97.4%)	5 (2.6%)	0 (0.0%)
… helped me understand the importance of education.	192	187 (97.4%)	5 (2.6%)	0 (0.0%)

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 Osceola CSD (CES, FRES, TES) 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 162 students (80.2% of the 202 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, 96.3% enjoyed the activities in the program and 95.6% 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 Osceola CSD (CES, FRES, TES) 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

- 94.4% of students reported the 21st CCLC program definitely or somewhat helped them with their homework.
- 92.4% of students reported the 21st CCLC program definitely or somewhat helped them improve their course grades.

Behavior

- 89.9% of students reported the 21st CCLC program definitely or somewhat helped them get along better with others.
- 95.0% of students reported the 21st CCLC program definitely or somewhat helped them learn to solve problems in positive ways.

- 98.8% of students reported the 21st CCLC program definitely or somewhat helped them understand that following rules is important.

Overall Satisfaction

- 96.3% of students reported the 21st CCLC program definitely or somewhat provided enjoyable activities.
- 99.4% of students reported the 21st CCLC program definitely or somewhat had adults who cared about them.
- 95.6% 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?	80.9%	15.4%	3.7%
	Did the program have adults who care about you?	88.8%	10.6%	0.6%
	Did you feel safe at your afterschool program?	84.9%	10.7%	4.4%
Academics	Did the program help you with your homework?	76.3%	18.1%	5.6%
	Did the program help you improve your grades?	70.1%	22.3%	7.6%
Behavior	Did the program help you get along well with others?	59.1%	30.8%	10.1%
	Did the program help you solve problems in a positive way?	63.8%	31.3%	5.0%
	Did the program help you understand that following rules is important?	86.9%	11.9%	1.3%

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 Osceola CSD (CES, FRES, TES) 21st CCLC program than are school grades and standardized achievement tests. The teacher survey used by Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 21st CCLC program was successful in obtaining a strong number of completed 21st CCLC end-of-year teacher surveys. More specifically, the program was able to obtain 112 completed teacher surveys, which is equivalent to 55.4% of the 202 students regularly participating in the 21st CCLC

program (attending at least 30 days of programming). It is noted that an additional 35 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 Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 72.8% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 83.8% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 75.3% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 76.6% of students paid more attention and participated more in class; 62.8% volunteered more in class; and 68.6% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 73.0% of students needing to improve were more attentive in class and 76.1% came to school more motivated to learn.
- Of students needing to improve behaviors, teachers reported that 66.7% improved their in-class behavior and 63.3% improved in getting along with other students (i.e., positive interactions).
- 75.8% 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 63.5% 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	17.9%	92	72.8%	23.9%	3.3%
CHW	17.0%	93	75.3%	20.4%	4.3%
PIC	16.1%	94	76.6%	20.2%	3.2%
VOL	22.5%	86	62.8%	37.2%	0.0%
ATT	37.5%	70	68.6%	28.6%	2.9%
BAC	19.8%	89	73.0%	20.2%	6.7%
BEH	30.4%	78	66.7%	24.4%	9.0%
ACP	5.4%	105	83.8%	13.3%	2.9%
MOT	20.7%	88	76.1%	23.9%	0.0%
ALN	29.5%	79	63.3%	31.6%	5.1%
SEF	14.4%	95	75.8%	23.2%	1.1%
INV	24.1%	85	63.5%	35.3%	1.2%

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 Century Program through the School District of Osceola County 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 Century Program, the Florida Department of Education 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. 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. Rather, this 'student snapshot' provides a single example of an

individual student. The 21st CCLC program requested for two snapshots to be included in the summative report, thus providing a better understanding of how this program impacts families and children.

Student Snapshot 1

For the purposes of this snapshot, the student will be referred to as "Daniel," a nickname chosen by his teacher. Daniel is a 10-year-old, Hispanic boy who was enrolled in the 5th grade during the 2018-2019 school year. Daniel's elementary school experience has been a behavioral challenge for him. Due to traumatic childhood events, he lacks social-emotional coping skills and often argues with peers and teachers. He is prone to violence and has been known to destroy furniture, along with student work. When school resource officers are called to help diffuse the situation, Daniel ignores all directives. On top of all of this, Daniel is overweight and admits this affects his self-esteem.

The 21st CCLC program at Cypress Elementary began in February 2019. Daniel was one of the first students to enroll and is always enthusiastic when he walks in the door. Daniel attends daily and stays for the duration of the afternoon. Daniel's number one goal when he entered the program was to lose weight. His weight loss, impacted by his daily participation in physical activity, has increased his self-esteem. Daniel has made significant behavioral improvements in all areas, as well as academic improvements in core subjects.

Daniel's teachers, both 21st CCLC and school day, expressed their gratitude for Daniel's improvement in his general demeanor. Prior to Daniel's enrollment in the 21st CCLC program, he was viewed as a very disrespectful, aggressive, depressed and negative person by students and staff. Daniel is now considered to be a model student and is now mentoring younger students with low self-esteem and behavioral issues.

Daniel expressed that the respect the 21st CCLC staff has given him, and the extra effort they make to understand and care for him, has made a huge impact on him. The lessons learned from the 21st CCLC staff has improved his relationships with his parents and peers and has given him a new perspective on life.

Student Snapshot 2

For the purposes of this snapshot, the student is referred to as "Marie," a name chosen by the coordinators. Marie is a very timid 10-year-old. She came to the United States in February 2018 from Venezuela, knowing very little English. Marie lives in a low-income neighborhood and qualifies for free breakfast and lunch. Marie struggled in class and

would often sit in silence, afraid to participate. Her teacher saw the 21st CCLC program as an opportunity for Marie to receive support than what she was getting during the school day. In the beginning, she was afraid to speak, with constant worry in her eyes.

While enrolled in the program, she was exposed to more conversational English. During homework help, she was able to practice reading on her level without fear of being made fun of. Rotating between groups allowed her to make even more connections between Spanish and English. As her confidence grew and she made connections to the adults and other students in the program, the shy student began to smile. Her favorite PBL was creating a garden. She researched different vegetables, learned the proper soil and conditions for growing the plants, and calculated the necessary area for the garden.

She has made tremendous progress in both reading and in math. When she first arrived, she was on a 1st grade level in reading. Now she excelled to a 4th grade level, making a 481% growth gain. She began to improve in math as well. She began at a 4th grade level and improved 139%, to a 5th grade level. When asked, her classroom teacher agrees that the 21st CCLC program made a huge impact on Marie's academic achievement as well as her overall confidence. She is now better prepared for middle school. Having 12 extra hours of academic instruction a week has paid dividends towards her future endeavors!

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: 55% 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:*** 55%
- ***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 O-S-N-U grading scale, maintain an O/S grade or improve from a grade of N to O/S or a grade of U to O/S/N (or grading scale equivalents).
- ***Number of Participants Measured:*** 199
- ***Number of Participants Meeting Success Criteria:*** 120 (60.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): Continue providing integrated reading and writing activities within a project-based learning atmosphere. Increase focus on reading components by adding 30 minutes per week of additional reading time to help support student reading achievement. Incorporate additional high-interest reading books to further encourage reading among participating students.

- ***Rationale:*** The Osceola CSD (C17B - Cypress) 21st CCLC program reported reading grades on a total of 199 regularly participating elementary-school students that attended at least one day during the 2018-2019 academic year. Assessment of reading grades compared first, second, or third quarter reading grades (using second quarter only if the student did not have first-quarter grades, and using third-quarter only if the student did not have second quarter grades) and fourth quarter reading grades (the FLDOE requires students to have fourth quarter grades to be considered for analysis). Overall, using the required comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 120 out of 199 regularly participating elementary-school students with comparison grades (60.3%) 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). However, if including 'maintenance' of average grades as meeting the objective (which many would consider acceptable to demonstrate knowledge gain over the course of an academic year), then a total of 144 elementary-school students would have demonstrated maintenance or improvement (72.4% of the regularly participating students with comparison grades).
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue collecting student achievement data directly from the District dashboard of all student data. Continue providing the necessary data to the external evaluator for analysis and recommendations.
- ***Rationale:*** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education for elementary-school students. 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 Osceola CSD (C17B - Cypress) 21st CCLC program reported reading grades on a total of 199 regularly participating elementary-school students that attended at least one day during the academic year - 98.5% of the 202 elementary-school students attending the program during of the 2018-2019 academic year. Data submitted by the program included 3 students with missing reading grades (i.e., having grades from only one of two comparison grading periods) and no academic-year participating students without any reading grades reported.

Program Objective 2: 60% of 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:*** 60%
- ***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 O-S-N-U grading scale, maintain an O/S grade or improve from a grade of N to O/S or a grade of U to O/S/N (or grading scale equivalents).
- ***Number of Participants Measured:*** 199
- ***Number of Participants Meeting Success Criteria:*** 113 (57.0%)
- ***Objective Progress Rating: 4 Stars (Approaching Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): Continue providing integrated mathematics support services through homework help, as well as direct instruction activities within a project-based learning atmosphere. While there is no option to increase time on mathematics support activities, we will increase the rigor of provided mathematics activities by ensuring they align to the regular school day and the district's pacing guides. Math activities within projects will be better defined so students and teachers are better aware that they are working towards specific math standards and achievement. Add a specific ""check"" requirement for all students during homework time, where student's math assignments will be checked to ensure they are completed.
- ***Rationale:*** The Osceola CSD (C17B - Cypress) 21st CCLC program reported mathematics grades on a total of 199 regularly participating elementary-school students that attended at least one day during the 2018-2019 academic year. Assessment of mathematics grades compared first, second, or third quarter mathematics grades (using second quarter only if the student did not have first-quarter grades, and using third-quarter only if the student did not have second quarter grades) and fourth quarter mathematics grades (the FLDOE requires

students to have fourth quarter grades to be considered for analysis). Overall, using the required comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 113 out of 199 regularly participating elementary-school students with comparison grades (56.8%) 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). However, if including 'maintenance' of average grades as meeting the objective (which many would consider acceptable to demonstrate knowledge gain over the course of an academic year), then a total of 161 elementary-school students would have demonstrated maintenance or improvement (80.9% of the regularly participating students with comparison grades).

- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue collecting student achievement data directly from the District dashboard of all student data. Continue providing the necessary data to the external evaluator for analysis and recommendations.
- ***Rationale:*** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education for elementary-school students. 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 Osceola CSD (C17B - Cypress) 21st CCLC program reported mathematics grades on a total of 199 regularly participating elementary-school students that attended at least one day during the academic year - 98.5% of the 202 elementary-school students attending the program during of the 2018-2019 academic year. Data submitted by the program included 3 students with missing mathematics grades (i.e., having grades from only one of two comparison grading periods) and no academic-year participating students without any mathematics grades reported.

Program Objective 3: 55% of 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:*** 55%
- ***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 O-S-N-U grading scale, maintain an O/S grade or improve from a grade of N to O/S or a grade of U to O/S/N (or grading scale equivalents).
- ***Number of Participants Measured:*** 199
- ***Number of Participants Meeting Success Criteria:*** 128 (64.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): No changes needed. Continue providing the hands-on and engaging science projects through the project-based learning model.
- ***Rationale:*** The Osceola CSD (C17B - Cypress) 21st CCLC program reported science grades on a total of 199 regularly participating elementary-school students that attended at least one day during the 2018-2019 academic year. Assessment of science grades compared first, second, or third quarter science grades (using second quarter only if the student did not have first-quarter grades, and using third-quarter only if the student did not have second quarter grades) and fourth quarter science grades (the FLDOE requires students to have fourth quarter grades to be considered for analysis). Overall, using the required comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 128 out of 199 regularly participating elementary-school students with comparison grades (64.3%) 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). However, if including 'maintenance' of average grades as meeting the objective (which many would consider acceptable to demonstrate knowledge gain over the course of an academic year), then a total of 155 elementary-school students would have demonstrated maintenance or improvement (77.9% of the regularly participating students with comparison grades).
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue collecting student achievement data

directly from the District dashboard of all student data. Continue providing the necessary data to the external evaluator for analysis and recommendations.

- ***Rationale:*** Course grades are integral to both the FLDOE evaluation requirement and for reporting to the US Department of Education for elementary-school students. 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 Osceola CSD (C17B - Cypress) 21st CCLC program reported science grades on a total of 199 regularly participating elementary-school students that attended at least one day during the academic year - 98.5% of the 202 elementary-school students attending the program during of the 2018-2019 academic year. Data submitted by the program included 3 students with missing science grades (i.e., having grades from only one of two comparison grading periods) and no academic-year participating students without any science grades reported.

Program Objective 4: 70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.

- ***Content Area:*** Academic Benchmarks - Third Grade Promotion
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 70%
- ***Measure and Data Collected:*** State Assessment (E.G. FSA)
- ***Data Collection Timeline:*** December, End of school year
- ***Success Criteria:*** Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA). Students who are promoted under special circumstances (e.g., multiple retentions) but do not achieve a Level 2 on the FSA-ELA are NOT considered to have met this metric.
- ***Number of Participants Measured:*** 51
- ***Number of Participants Meeting Success Criteria:*** 27 (53.0%)
- ***Objective Progress Rating: 3 Stars (Meaningful Progress)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): Continue providing integrated reading and writing activities within a project-based learning atmosphere. Increase focus on reading components by adding 30

minutes per week of additional reading time to help support student reading achievement. Incorporate additional high-interest reading books to further encourage reading among participating students.

- ***Rationale:*** The program collected FSA Reading levels on a total of 51 of 51 regularly participating third-grade students who attended during the academic year. Of these 51 students, a total of 27 third graders achieved a Level 2 or higher on the FSA Reading, thus meeting this metric and making them eligible for promotion under Florida rules and regulations.
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue collecting student achievement data directly from the District dashboard of all student data. Continue providing the necessary data to the external evaluator for analysis and recommendations.
- ***Rationale:*** The program collected FSA Reading levels on a total of 51 of 51 regularly participating third-grade students who attended during the academic year (100.% of regularly participating third graders).

Program Objective 5: 70% of regularly participating students will maintain high performance or improve their decision-making behaviors as measured by pre-, mid-, post-assessment.

- ***Content Area:*** Personal Enrichment - Behavior & Problem-Solving
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 70%
- ***Measure and Data Collected:*** Pre, Mid-, Post-Assessment
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments
- ***Success Criteria:*** Pre-Post Summer (if provided), Pre-Post Fall (Aug. / Dec.) and Pre-Post Spring (Jan. / May) -- All available pre-post comparisons are considered at mid-year and at end-of-year, with students needing to demonstrate success in at least one comparison to be considered as meeting the metric. Students achieving this metric will either (1) maintain their level of knowledge/skills on at least one pre-post comparison (maintaining scores of zero are not counted as success) or (2) improve their level of knowledge/skills on at least one pre-post comparison. Students who decrease in their knowledge/skills score or maintain scores of zero do not meet this metric.

- ***Number of Participants Measured:*** 163
- ***Number of Participants Meeting Success Criteria:*** 128 (79.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): No changes needed. Continue providing character education programming at least once weekly, while also integrating character education lessons into the larger project-based learning environment (e.g., teamwork and cooperative learning).
- ***Rationale:*** The program collected knowledge-based pre-post assessments in decision making skills from a total of 163 out of 202 elementary-school students (80.7%) 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 one complete pre-post comparison set of scores. Of these 163 students, a total of 128 elementary-school students (78.5%) demonstrated achievement of this knowledge-based objective on at least one of the decision making skills pre-post assessments provided during the course of the program year. Achievement of this objective required an individual student to either maintain or improve their knowledge from pre-test to post-test for at least one pairing with which they were assessed (e.g., if the student improved in one pre-post pairing and declined in a second, they would still be considered to have improved for the purposes of this metric assessment). Students maintaining a score of zero (0) are not considered to have met this metric.
- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue to ensure all students receive baseline assessment within two weeks of them entering the program. Continue providing multi-point assessments on the schedule established by the evaluation plan, ensuring at least one comparison is available at mid-year and multiple comparisons are available at the end of the year.
- ***Rationale:*** The FLDOE requires all 21st CCLC programs to have comparable assessments at the end-of-year reporting period, such as a pre-post assessment pairing. For the knowledge-based decision making skills metric, 163 of 202 regularly participating elementary-school students (80.7%) had necessary data for at least one pre-post comparison at the end of the 2018-2019 program year. Ongoing analysis of these data is important to support a continuous improvement model. The lower rate of students with comparison scores is secondary to some

misunderstanding among the site coordinators regarding the requirements for data collection and student assessment.

Program Objective 6: 70% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment.

- ***Content Area:*** Personal Enrichment - Health & Nutrition
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 70%
- ***Measure and Data Collected:*** Pre, Mid-, Post-Assessment
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments
- ***Success Criteria:*** Pre-Post Summer (if provided), 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, (3) Pre-Mid ONLY if no Spring post-test, (4) pre-post summer ONLY if no Academic Year data. 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:*** 134
- ***Number of Participants Meeting Success Criteria:*** 110 (82.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): No changes needed. Continue providing daily physical fitness and personal wellness activities through research-based curriculum. Maintain the provision of health programming for 30 minutes per day.
- ***Rationale:*** The program collected performance-based pre-mid-post assessments in physical fitness from a total of 134 out of 202 elementary school students (66.3%) during 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 one complete pre-mid-post comparison set of scores. Of these 134 students, a total of 110 elementary school students (82.1%) demonstrated achievement of this performance-based objective on the physical fitness pre-mid-post assessments provided during the course of the program year (e.g., summer pre-post or academic-year pre-mid). Achievement of this objective requires an individual student to either maintain or improve their performance from (1) pre-to-post (if no mid-test), (2) pre-to-mid (if no post-test), (3) mid-to-post (if no pre-test), or (4) summer only (if no academic year comparison data). Students are only assessed with one comparison, as per FLDOE guidelines. Students maintaining a score of zero (0) across the two comparison scores selected are not considered to have met this metric.

- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue to ensure all students receive baseline assessment within two weeks of them entering the program. Continue providing multi-point assessments on the schedule established by the evaluation plan, ensuring at least one comparison is available at mid-year and multiple comparisons are available at the end of the year.
- ***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, 134 of 202 regularly participating elementary-school students (66.3%) 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. The lower rate of students with comparison scores is secondary to some misunderstanding among the site coordinators regarding the requirements for data collection and student assessment.

Program Objective 7: 55% of adult family members of regularly participating students will maintain high performance or improve their literacy skills as measured by perceptual survey (parent).

- ***Content Area:*** Adult Family Services - Family Literacy
- ***Objective Grade Level:*** Elementary School
- ***Benchmark:*** 55%

- ***Measure and Data Collected:*** Perceptual Survey (Parent)
- ***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); (2) would increase their involvement in their child's education; and/or (3) helped them understand the importance of education. Those endorsing all three questions as 'neutral', 'disagree', and/or 'strongly disagree' are considered to have not met this metric.
- ***Number of Participants Measured:*** 192
- ***Number of Participants Meeting Success Criteria:*** 190 (99.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale*** (Written by Program): No changes needed. Continue providing high-interest adult literacy events with a focus on improving the knowledge and skills of participating adults. Implement improved information dissemination materials to help ensure more parents and adult know about the planned adult literacy events and encourage their participation with the help of the school and business partners.
- ***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 ALPS is composed of seven questions aligned with the 21st CCLC program's focus on adult literacy and knowledge-building events, with each specific question being detailed in the corresponding section of the summative evaluation report. According to data submitted by the program at the end of the operational year, the program was able to collect a total of 192 completed ALPS, which are anonymous and are not connected to individual students. A single adult could complete multiple surveys over the course of several events, though would not complete more than one per event. In looking at all 192 ALPS completed during the 2018-2019 program year, a total of 190 surveys (99%) indicated progress towards this metric. More specifically, data reported by the program indicated that 97.9% of adults felt the information

provided was useful in helping their family and child(ren); 97.4% of adults felt the information provided would increase their involvement in their child's education; and 97.4% of adults felt the literacy event helped them understand the importance of education. The program collected attendance data at each of the family literacy events provided during the 2018-2019 program year - connecting adult family member attendance to each student enrolled in the program. According to data submitted, the program was able to attract participation of adult family members of 132 of the 202 regularly participating elementary-school students (65.3%). In looking at all 285 students that attended the program at least one day during the 2018-2019 program year, a total of 164 elementary-school students (57.5%) had adult family members attend at least one literacy event.

- ***Data Collection and Evaluation Recommendations and Rationale*** (Written by Program): No changes needed. Continue providing the ALPS after every adult literacy event.
- ***Rationale:*** All adults were provided the ALPS at the end of each literacy-based adult event.

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Section 11

Lessons Learned and Recommendations

Overall, the Osceola CSD (CES, FRES, TES) 21st CCLC Program has fully implemented the project-based learning plans, academic enrichment, and personal enrichment activities proposed in the approved grant application. Osceola County School District 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 Osceola CSD (CES, FRES, TES) 21st CCLC program met or exceeded the proposed benchmarks in five out of seven objectives (71.4%) and made significant progress or approached the benchmark in two objectives (28.6%). 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 Osceola County School District 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 Osceola CSD (CES, FRES, TES) 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 Osceola County School District 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 Osceola CSD (CES, FRES, TES) 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site level. Osceola County School District 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: Establish Tradition and Presence

The Osceola CSD (CES, FRES, TES) 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 Osceola County School District with the community presence needed to build a strong staff to support the 21st CCLC program.

Lesson Learned: Develop Strong Curriculum and Activities

The Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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.

RECOMMENDATIONS FOR IMPROVEMENT

Maximize Use of Afterschool Resources

As a standard recommendation for all 21st CCLC programs in Florida, the Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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). Osceola County School District 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 Osceola CSD (CES, FRES, TES) 21st CCLC program should first take time from personal enrichment activities.

Increase Focus on Integrated Mathematics Activities

The Osceola CSD (CES, FRES, TES) 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 Osceola CSD (CES, FRES, TES) 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 (which would likely increase the observed changes to grades, but goes against the FLDOE requirements for project-based activities).

Improve Adult Family Member Participation

Although Osceola CSD (CES, FRES, TES) 21st CCLC program strived to provide adult family member activities that would attract most of the adult family members of actively

participating 21st CCLC students, the number of students with adult family members engaged in 21st CCLC activities was lower than expected. While the desire may be 100% engagement, this is generally an unrealistic goal for any program, particularly those serving low-income populations where many parents work long hours or multiple jobs. Regardless, the Osceola CSD (CES, FRES, TES) 21st CCLC program is encouraged to strive towards as high of a rate as possible, and is encouraged to develop a plan for increased parent and adult family member participation in literacy events and adult activities. This should be a written plan and/or list of ideas for engaging adult family members and increasing involvement. These ideas could potentially include outreach efforts (e.g., flyers, newsletter, phone calls), parent interest survey completed when they pick up their children (e.g., survey for them to check off what they would be interested in attending and when), and adult literacy event enhancements (e.g., food, high-interest speakers, etc.). It is noted family member involvement is very challenging in this population, and becomes even more difficult as children become more independent.

Enhance Collection of Stakeholder Surveys

The Osceola CSD (CES, FRES, TES) 21st CCLC program is required to administer statewide stakeholder surveys distributed by the Florida Department of Education. While these surveys include more questions than necessary to evaluate the specific objectives for this program, the additional questions are used by the FLDOE to help evaluate the overall state of Florida. As such, these surveys are critical for the program to collect – both to support the evaluation of this program and the evaluation of the state. The program is reminded that failure to collect state-mandated surveys and/or provide requested data becomes an issue of non-compliance with the federal law governing 21st CCLC programs and, as such, the FLDOE is provided the authority to terminate the entire program due to such nun-compliance with state evaluation efforts. As such, the Osceola CSD (CES, FRES, TES) 21st CCLC program is encouraged to develop and implement a comprehensive plan for collecting the three statewide surveys at the end of the academic year (i.e., teacher survey, student survey, and parent survey). The FLDOE expects close to 100% response rate for both the student and teacher survey, with a lower expectation for parent surveys due to the additional complexities of collecting such data from parents in the targeted populations. Again, the program should be aware that the FLDOE can significantly reduce the program budget or terminate the program as a punitive ramification if these data are not collected as instructed. It is likely the FLDOE will require Osceola County School District to submit a corrective action detailing how these surveys will be fully collected for the 2019-2020 program year, such that developing the plan before being required by the FLDOE could be seen as a proactive

effort by the agency and mitigate ramifications of failing to collect these surveys from an adequate number of stakeholders in the 2018-2019 program year.

Implement Grant-Specific Training

The program currently embeds staff expectations, best practices, and procedures within the professional development trainings. However, it appears that there is no specific professional development where staff members are provided training on grant expectations, grant objectives, or any additional grant specific requirements. The program understands the importance of such grant-specific training and, moving forward, the program is encouraged to include grant-specific training for all staff members in initial professional development trainings. The program is encouraged to document when these elements are included in trainings, and ensure any new staff members are provided this same information upon being hired to work with the 21st CCLC program. The program is reminded that professional development trainings are not required to be in-person trainings, but can be 'take home' trainings, where the staff must complete a project off-site (e.g., read the grant, review the objectives, etc.). Off-site trainings must still be documented (e.g., affidavit that they completed the training course or reading).

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 21st CCLC Program has engaged several partners to support the 21st CCLC 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.

Focus Attention on Sustainability

One of the most complicated aspects of the 21st CCLC initiative revolves around the intent of the United States Department of Education and US Congress that 21st CCLC funding serve as supplemental 'seed funding' to establish a strong program that can be fully sustained at the end of the grant period. The federal law governing 21st CCLC programming requires all sub-grantees to establish a sustainability plan to continue programming, though few programs across the country are successful at full sustainability. Regardless, it is important that Florida programs work towards at least partial sustainability, which is usually done through partnerships and community support. Without developing a substantial number of partners dedicated to funding the 21st CCLC progarm after the end of the grant, it is unlikely that this program will be continued in the current form and quality. As such, the program is strongly encouraged to enhance efforts towards developing partnerships with an eye on sustainability.

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


THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FL
1887
Florida's 21st CCLC
Soaring Beyond Expectations

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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.

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"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela