2012 – 2013
Formative Evaluation

21st Century Community Learning Centers

Report Prepared By
Center for Assessment, Strategic Planning, Evaluation and Research (CASPER)
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ESTABLISHING A HIGH-QUALITY AFTERSCHOOL INITIATIVE

BREVARD COUNTY ART EXPLORERS

Brevard County Art Explorers, in its third year of a five-year grant, provides services to more than 325 students attending five South Brevard (Melbourne/Palm Bay) Title 1 elementary schools: Palm Bay, Port Malabar, Riviera, Roy Allen, and University Park. The project, along with its returning partners – the Brevard Cultural Alliance, Health First Pro-Health & Fitness, Melbourne Police Athletic League, and Brevard Public Schools Adult and Community Education School Age Child Care Department – and with new partner, Brevard Zoo, has continued to offer experiential learning opportunities as well as daily learning activities in reading, mathematics, and science through Project Based Learning to the attending students.

All five schools have a high concentration of low-income families. The target population includes students who have reading, math, and science comprehension deficits and/or are academically below grade level (Level 1 or Level 2 on FCAT), as well as those who are in need of behavior modification, students who are homeless, migrant, and/or latchkey. Schools identify, and equitably serve, all students in the target population. Students with special needs are no exception. The program complies with all identified special needs, individual education plans, individual academic plans, and 504’s.

Along with program partners, Brevard County Art Explorers provides a vast array of services to its students and their families. Indeed, the program provides enhanced learning opportunities in reading, math, and science, facilitated by certified teachers aided by paraprofessionals. The Brevard Zoo Education Program provides experiential activities based on STEM (Science, Technology, Engineering, and Math) lessons both at the school and on location at the zoo. The Brevard Cultural Alliance provides Artists-in-Residence weekly at each school during the Performing Arts project to work with the students in creating their project. Health First Pro-Health & Fitness provides weekly nutrition classes and exercise activities that improve physical fitness and promote a healthy lifestyle. Melbourne PAL provides character education activities. Paraprofessionals and teachers provide enrichment activities in physical fitness and nutrition, character education, fine arts and music, and technology at each school. Additionally, parents and adult family members have the opportunity to participate in activities such as parent workshops, student showcases, and Family Science, Fitness, and Art Nights at each school. The intended outcome of Brevard County Art Explorers is to strengthen academic skills in reading, math, and science, promote a healthy lifestyle, promote social skills, strengthen community awareness, and provide a strong family literacy foundation.
THE 21ST CCLC INITIATIVE

The purpose of this formative evaluation is to review the progress of Brevard County Art Explorers in implementing a high-quality 21st Century Community Learning Center (CCLC) program. The 21st CCLC initiative, as outlined in federal law under the “No Child Left Behind Act” of 2001, 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 United States Department of Education:

The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, 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 State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, 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 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. All 21st CCLC programs must operate for at least 36 weeks at a minimum of four (4) days and 12 hours per week. Regardless of the age of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services, to include (1) project-based, academic remediation in reading, math,
and science, (2) personal enrichment activities that support the project-based and regular-day academic lessons, and (3) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be fun, creative, engaging, and enhance the lessons provided during the regular school day. In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours.

**THE NEED FOR AFTER SCHOOL PROGRAMMING**

Overall, 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 out-of-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 quality out-of-school programs address four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests; (2) improved behavior and social skills; (3) provision of 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) instillation of personal inspiration, thus improving students’ feelings of self-worth, self-concept, self-confidence, self-esteem, self-perceptions of ability, and motivation to succeed in life and school.

**SPECIFIC NEEDS: BREVARD COUNTY ART EXPLORERS**

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 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.

All five schools served by Brevard County Art Explorers have a high concentration of low-income families. The target population includes students who have reading, math,
and science comprehension deficits and/or are academically below grade level (Level 1 or Level 2 on FCAT), as well as those who are in need of behavior modification, students who are homeless, migrant, and/or latchkey. Schools identify, and equitably serve, all students in the target population. Students with special needs are no exception. The program complies with all identified special needs, individual education plans, individual academic plans, and 504’s.

**Defining “Afterschool”**

It is important at this point 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 within this formative evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.
ENHANCING QUALITY THROUGH
FORMATIVE EVALUATION

GENERAL 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 activities).

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.

THE FORMATIVE EVALUATION PROCESS

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded after school enrichment programs in both public and private settings. However, as after school enrichment programs move toward greater recognition and
become a more institutionalized social function, 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 (Caspari et al., 2002).

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 after school 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 (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003).

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 after school 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 a thorough evaluation to include assessment of parent participation in and parent perceptions about the after school 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 after school 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.

For the purposes of the formative evaluation, only a limited number of variables are assessed and reported. The primary focus is on (1) a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, etc.), (2) actual versus proposed operation (e.g., days of operation, attendance), (3) a review of each objective (e.g., data collected, progress), and (4) recommendations for addressing any identified challenges. To enhance the quality and effectiveness of the 21st CCLC programs, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions.
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. Based on analyses of evaluation data of the 21st CCLC Program and other afterschool programs, the FDOE requires that centers be open at least two hours a day and at least four days a week. To best serve the children of working families, centers must establish consistent and dependable hours of operation. Each center in Florida is required to be open for a minimum of:

- Thirty-six (36) weeks of student services per project year (including Summer);
- Four (4) after school and/or summer days per week of service (minimum);
- Twelve (12) after school hours per week for every student during the school year. Student services are those wherein the vast majority of enrolled students are able to participate and can receive all activities identified in the approved proposal. Each student in the program must be afforded 12 full hours of programming (e.g., a program cannot serve boys on Monday and girls on Tuesday);
- Two (2) hours per day (minimum) for After School programming;
- One (1) hour per day (minimum) for Before School services, if proposed; and
- Four (4) hours per day (minimum) for Weekends, Holidays, Summer, if proposed.

The No Child Left Behind Act of 2001 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, after school, 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 teacher 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), as these times may be the most suitable for serving these populations.

ACADEMIC YEAR OPERATION

Brevard County Art Explorers began providing 21st CCLC academic-year services on August 8, 2012, within the required starting date established by the Florida Department of Education (i.e., within two weeks of the start of the school year). The
program plans to end academic year operation on May 22, 2013, for a total of 181 days of academic year operation (180 days of afterschool and one day of weekend/holiday). The 21st CCLC program was approved by the FDOE to operate an afterschool component for 3.5 hours per day, from 2:30pm to 6:00pm, five days per week (Monday – Friday), for 180 total days during the academic year. In addition to afterschool programming, Brevard County Art Explorers proposed to provide 21st CCLC services for one day (September 10, 2012) on weekends and holidays, operating 10.5 hours per day (7:00am – 5:30pm). Ultimately, Brevard County Art Explorers is operating as proposed. All programming is open to any eligible 21st CCLC students, as detailed in the following section of this formative evaluation. 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 1: 2012-2013 Academic Year Operation (Through December 31, 2012)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total number of days site was open</th>
<th>Typical number of days per week site was open</th>
<th>Typical number of hours/week site was open</th>
<th>TOTAL number of days site operated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Bay Elementary</td>
<td>90</td>
<td>5 n/a</td>
<td>17.5 0</td>
<td>n/a n/a 89 1</td>
</tr>
<tr>
<td>Port Malabar Elementary</td>
<td>90</td>
<td>5 n/a</td>
<td>17.5 0</td>
<td>n/a n/a 89 1</td>
</tr>
<tr>
<td>Riviera Elementary</td>
<td>90</td>
<td>5 n/a</td>
<td>17.5 0</td>
<td>n/a n/a 89 1</td>
</tr>
<tr>
<td>Roy Allen Elementary</td>
<td>90</td>
<td>5 n/a</td>
<td>17.5 0</td>
<td>n/a n/a 89 1</td>
</tr>
<tr>
<td>University Park Elementary</td>
<td>90</td>
<td>5 n/a</td>
<td>17.5 0</td>
<td>n/a n/a 89 1</td>
</tr>
</tbody>
</table>

*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.

**Program Leadership and Staffing**

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services, 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.

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The 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, all academic-based 21st CCLC projects and programming are provided by teachers certified by the FDOE. Personal enrichment activities are provided by certified teachers, qualified non-certified instructors, and/or a combination of staff members. Regardless of the activity, the teachers and instructors are qualified to provide the specific activities and have been trained in the federal and state 21st CCLC initiative, as well as the specific model proposed by Brevard County Art Explorers. The program is well-staffed and is capable of maintaining the proposed ratios of students-to-teachers in both academic and personal enrichment activities.

**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. 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. As required by the FDOE, Brevard County Art Explorers provides a free, daily, nutritious snack 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.

Student safety is a priority at all Brevard County Art Explorers sites. Best practices in safety are achieved through compliance with all components of the District’s School Age Child Care Gold Key Safety program, which includes procedures for safety and behavior issues and for conducting emergency drills. Monitoring for compliance is ongoing and is an intrinsic element of the Gold Key Quality Assessment.

Brevard County Art Explorers meets or exceeds compliance requirements for safety and security, including the Jessica Lunsford Act. District personnel and personnel providing partner services at the schools are required to submit to fingerprinting and level two background checks. Volunteers are required to submit an application through the VIPS (Volunteers in Public Schools) system and can become “listed volunteers,” who are always supervised while with children, or “registered volunteers,” who go through fingerprinting and level two background checks, and can work without direct supervision. Staff members are required to complete District Safety Training annually, and enhancement of safety procedures is addressed on a regular basis. At least one staff member with current certification in First Aid/CPR/AED operation is present during all hours of program operation. All employees are hired through the district and have required district certification.

<<<<---------------------->>>
**STUDENT ATTENDANCE AND DEMOGRAPHICS**

**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 Brevard County Art Explorers 21st CCLC activities during the operations 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. Recipients must 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), or living within the district-defined service areas of such schools.

**Students with Special Needs:** In accordance with State and Federal laws, Florida’s children with special needs 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**

All five schools have a high concentration of low-income families. The target population includes students who have reading, math, and science comprehension deficits and/or are academically below grade level (Level 1 or Level 2 on FCAT), as well as those who are in need of behavior modification, students who are homeless, migrant, and/or latchkey. Schools identify, and equitably serve, all students in the target population. Students with special needs are no exception. The program complies with all identified special needs, individual education plans, individual academic plans, and 504’s.

**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 four months of operation, Brevard County Art Explorers 21st CCLC program had enrolled a total of 438 students by December 20, 2012. Table 2 provides a breakdown of student enrollment by site.

**Table 2: Student Enrollment by Site (Through December 31, 2012)**

<table>
<thead>
<tr>
<th>Site</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Bay Elementary</td>
<td>107</td>
</tr>
<tr>
<td>Port Malabar Elementary</td>
<td>81</td>
</tr>
<tr>
<td>Riviera Elementary</td>
<td>87</td>
</tr>
<tr>
<td>Roy Allen Elementary</td>
<td>81</td>
</tr>
<tr>
<td>University Park Elementary</td>
<td>82</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>438</strong></td>
</tr>
</tbody>
</table>
**Student Attendance**

For the purposes of the formative evaluation, it is 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 enrolled in the program (or even the percentage regularly participating). 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. 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 each of the five 21st CCLC sites under Brevard County Art Explorers are provided in Table 3. As shown in Table 3, the program is currently achieving 91.7% of their proposed afterschool average daily attendance, suggesting that the program is meeting the expectations of the FDOE based on the approved grant proposal. Regardless of the grant application, the proportion of average daily attendance to enrollment is 68.0%, such that a significant portion of enrolled students appear to also be attending relatively regularly. This will be particularly important when analyzing data for the summative report, as it appears the program will have a substantial number of “regular participants” that have attended most days of program operation, thus suggesting the program will have success meeting the established and approved program objectives.

**Table 3: Average Daily Student Attendance (Through December 31, 2012)**

<table>
<thead>
<tr>
<th></th>
<th>Summer 2012 (n/a)</th>
<th>Academic Year 2012-2013 (438 Total Enrolled)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After School</td>
<td>Before School</td>
</tr>
<tr>
<td>Palm Bay Elementary</td>
<td>n/a</td>
<td>61 (65) 93.8%</td>
</tr>
<tr>
<td>Port Malabar Elementary</td>
<td>n/a</td>
<td>63 (65) 96.9%</td>
</tr>
<tr>
<td>Riviera Elementary</td>
<td>n/a</td>
<td>60 (65) 92.3%</td>
</tr>
</tbody>
</table>
As with most educational programs that supplement the regular school day, initial operational days generally have lower attendance than later days of program operation. This distinction becomes important when looking at average daily attendance. Also, as expected, the average daily attendance has fluctuated at certain points in the year, largely due to the fact that many 21st Century Community Learning Center (CCLC) students were engaged in other family or social activities during certain time periods (e.g., prior to and immediately after holidays). Table 4 reflects the average monthly attendance for the afterschool program for each site by month, with the percentage of proposed average daily attendance indicated in parentheses.

**Table 4: Afterschool Monthly Student Attendance by Site**

<table>
<thead>
<tr>
<th>Month</th>
<th>Palm Bay</th>
<th>Port Malabar</th>
<th>Riviera</th>
<th>Roy Allen</th>
<th>University Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>55 (85%)</td>
<td>61 (94%)</td>
<td>60 (92%)</td>
<td>44 (67%)</td>
<td>52 (81%)</td>
</tr>
<tr>
<td>September</td>
<td>62 (96%)</td>
<td>65 (100%)</td>
<td>60 (93%)</td>
<td>63 (97%)</td>
<td>61 (94%)</td>
</tr>
<tr>
<td>October</td>
<td>61 (94%)</td>
<td>63 (96%)</td>
<td>59 (90%)</td>
<td>61 (94%)</td>
<td>58 (89%)</td>
</tr>
<tr>
<td>November</td>
<td>60 (93%)</td>
<td>62 (95%)</td>
<td>59 (91%)</td>
<td>62 (95%)</td>
<td>57 (87%)</td>
</tr>
<tr>
<td>December</td>
<td>59 (91%)</td>
<td>60 (92%)</td>
<td>58 (88%)</td>
<td>63 (97%)</td>
<td>56 (86%)</td>
</tr>
</tbody>
</table>

**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 Century Community Learning Center (CCLC) programming, Brevard County Art Explorers submitted data on characteristics of all student participants served thus far during the 2012-2013 program operational year.
Student Grade Levels

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 Brevard County Art Explorers 21st CCLC program, the program provided a distribution of student grade levels served thus far during the program year. Of the 438 students enrolled in the 21st CCLC program, school grade levels were reported for all of those students. As shown in Table 5 and Figure 1, the participating student population was composed entirely of elementary school students (Grades K-6; N=438).

Table 5: Student Grade Levels: All Student Participants

<table>
<thead>
<tr>
<th>438 Students</th>
<th>Grade In School*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PK</td>
</tr>
<tr>
<td>Palm Bay Elementary</td>
<td>-</td>
</tr>
<tr>
<td>Port Malabar Elementary</td>
<td>-</td>
</tr>
<tr>
<td>Riviera Elementary</td>
<td>-</td>
</tr>
<tr>
<td>Roy Allen Elementary</td>
<td>-</td>
</tr>
<tr>
<td>University Park Elem.</td>
<td>-</td>
</tr>
</tbody>
</table>

* Grade levels are exclusive, as students can only be recorded in one grade level. Not all students may have had grade levels reported.

Figure 1: Distribution of Student Participants by School Grade Level (N=438)
Student Gender Distribution

In addition to student grade levels, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Of the 438 students served during the present program year, gender was reported for all of those students. As shown in Figure 2, 52.1% (228 students) of student attendees were male, while 47.9% (210 students) were identified as female. As such, it appears the program has achieved relative gender equity and is providing services that are equally attracting students of both genders.

Figure 2: Distribution of Student Participants by Gender (N=438)
OBJECTIVE PROGRESS: ACADEMIC ENRICHMENT

Within the state of Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be delivered by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science. While Brevard County Art Explorers is required to have written lesson plans for all academic activities, the activities provided during the 21st CCLC program should not mirror the regular day school. Instead, programs are encouraged to design activities that reinforce topics taught during the regular school day. Florida programs are given some level of flexibility in the dosage of academic activities to provide during any specific week of operation (required one hour per day), though the activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services throughout the five-year term of the grant.

NEED-BASED ACADEMIC OBJECTIVES

Brevard County Art Explorers has developed individual objectives based on an assessment of student, parent, family, and community needs. Each annual objective 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.

- 65% of regularly participating students (minimum 30 days attendance) will maintain or improve their reading comprehension as demonstrated by such measures as report card grades and/or FCAT scores.

- 65% of regularly participating students (minimum 30 days attendance) will maintain or improve writing skills as demonstrated by such measures as report card grades and/or FCAT scores.

- 65% of regularly participating students (minimum 30 days attendance) will maintain or improve mathematical problem solving skills as demonstrated by such measures as report card grades and/or FCAT scores.
65% of regularly participating students (minimum 30 days attendance) will maintain or improve their understanding of scientific concepts as demonstrated by such measures as report card grades.

**ACADEMIC ACTIVITIES PROVIDED**

With established need-based objectives, Brevard County Art Explorers developed and implemented activities aligned to at least one of the approved 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 single objectives and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities). 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. The specific proposed activities are outlined in the approved grant application, and the program is striving to adhere to those specified activities, with the addition of some project-based learning activities that support the approved objectives. The specific activities provided by the program will be detailed in the summative report, as project-based activities tend to be “living” and can change as the project progresses.

**PROGRESS TOWARDS ACADEMIC OBJECTIVES**

The program has collected a variety of baseline and some formative data for 21st CCLC students, including FCAT scores from 2011-2012, program assessments, and first and second quarter report card grades. Each of these data are important for establishing service delivery and are the first step towards ensuring the 21st CCLC program is tailored to student needs. For the purposes of this formative report, quarterly report card grades in reading, writing, math, and science will be examined.

**Report Card 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. Given the requirement to develop uniform performance measures for each federal program, the US Department of Education (USED) identified a series of specific indicators for the 21st CCLC program. In addition to performance on standardized tests (which will be reported and analyzed in the summative evaluation report), the USED chose improvement in grades in core academic subjects as one of the primary GPRA indicators for 21st CCLC.

Brevard County Art Explorers collected first and second quarter data on student course grades in each of the following subject areas: reading, writing, math, and science. As shown in Figures 3 through 6, Brevard County Art Explorers was able to collect
academic course data for each subject for each of the core academic areas for each site. Figure 3 indicates the number of students who decreased, increased, maintained, and for whom there was not data available at each site in reading. Figure 4 indicates the number of students who decreased, increased, maintained, and for whom there was not data available at each site in writing. Figure 5 indicates the number of students who decreased, increased, maintained, and for whom there was not data available at each site in math. Figure 6 indicates the number of students who decreased, increased, maintained, and for whom there was not data available at each site in science.

Figure 3: Reading Performance by Site

As indicated in Figure 3, reading scores were available for the majority of students. Furthermore, an overwhelming majority of students maintained or increased their scores at each site, indicating that the program is on track to meet its reading objective.
As indicated in Figure 4, writing scores were available for the majority of students. Furthermore, an overwhelming majority of students maintained or increased their scores at each site, indicating that the program is on track to meet its writing objective.
As indicated in Figure 5, math scores were available for the majority of students. Furthermore, an overwhelming majority of students maintained or increased their scores at each site, indicating that the program is on track to meet its math objective.

**Figure 6: Science Performance by Site**

As indicated in Figure 6, science scores were available for the majority of students. Furthermore, an overwhelming majority of students maintained or increased their scores at each site, indicating that the program is on track to meet its science objective.
OBJECTIVE PROGRESS: PERSONAL ENRICHMENT SERVICES

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program of participating students and help these students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESEA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: Physical Education and recreation activities; Dropout Prevention and Character Education activities; Tutoring and mentoring services; Educational arts and music activities; Entrepreneurial education programs; Programs for limited English proficient students; Telecommunications and technology education programs; Expanded library service hours; and/or Drug and violence prevention and/or counseling activities. Brevard County Art Explorers was required to propose activities within at least four (4) of the personal enrichment categories to assist targeted 21st CCLC students in meeting Florida’s Common Core Standards and/or Florida’s Next Generation Sunshine State Standards.

NEED-BASED OBJECTIVES

In addition to academic-focused objectives and activities, Brevard County Art Explorers developed the following need-based objectives for personal enrichment activities.

- 65% of regularly participating students (minimum 30 days attendance) will maintain or increase their level of strength and/or flexibility as demonstrated by such measures as pre-, mid-, post-assessments (e.g., teacher created assessments, curriculum-based assessment/tools).

- 65% of regularly participating students (minimum 30 days attendance) will exhibit improvement in attendance at school as demonstrated by such measures as school attendance records.
• 65% of regularly participating students (minimum 30 days attendance) will maintain or increase their knowledge of technology as demonstrated by completion of a technology-based product for each quarterly project.

• 65% of regularly participating students (minimum 30 days attendance) will maintain or increase their knowledge of performing and/or visual arts as demonstrated by completion of an arts-based product for each quarterly project.

**Activities Provided**

With established need-based objectives for personal enrichment activities, Brevard County Art Explorers 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. The specific proposed enrichment activities are outlined in the approved grant application, and the program is striving to adhere to those specified activities, with the addition of some project-based and problem-based learning activities that support the approved personal enrichment objectives. The specific activities provided by the program will be detailed in the summative report, as project-based and problem-based activities tend to be “living” and can significantly change as the project progresses.

**Progress Towards Objectives**

**Fitness – Strength and Flexibility**

Brevard County Art Explorers has collected pre-assessment and mid-assessment data for students in regard to fitness levels by measuring both strength and flexibility. Figure 7 indicates the number of students who decreased, increased, maintained, and for whom there was no comparison data available at each site for the strength assessments. Figure 8 indicates the number of students who decreased, increased, maintained, and for whom there was no comparison data available at each site for the flexibility assessments.
As indicated in Figure 7, comparison scores were unavailable for the majority of students. This was due to the fact that only one strength assessment score was available for many of the students. As such, baseline data has been established, but comparisons cannot be made for the majority of students.
As indicated in Figure 8, comparison scores were unavailable for the majority of students. This was due to the fact that only one flexibility assessment score was available for many of the students. As such, baseline data has been established, but comparisons cannot be made for the majority of students.

School Attendance

As of this report, only school absence data for the first semester are available. While this allows the program to establish a baseline, no comparisons can be made. Table 6 provides a breakdown of school absences for students at each site.
As Table 6 indicates, school attendance data are available for the majority of students. Furthermore, 85.0% of those students for whom attendance data are available have missed at least one day of school and many of them have missed three or more days of school. While progress towards this objective cannot be measured at the time of this report, the program is able to identify the students with a history of absences and concentrate efforts on improving their attendance.

**Technology**

As of this report, only one set of rubric scores are available for technology projects for 307 students. While this allows the program to establish a baseline, no comparisons can be made. Table 7 provides a breakdown of technology scores for students at each site, with 5 being the highest score and 1 being the lowest.

As Table 7 indicates, 23 (7.5%) of those students for whom technology scores are available scored a 5 (the highest score), while 21 (6.8%) scored a 1 (the lowest score). Most scores fell somewhere in the middle of the range. While progress towards this
Performing and Visual Arts

As of this report, only one set of rubric scores are available for fine arts projects for 346 students. While this allows the program to establish a baseline, no comparisons can be made. Table 8 provides a breakdown of fine arts scores for students at each site, with 5 being the highest score and 1 being the lowest.

Table 8: Fine Arts Scores by Site (N=346)

<table>
<thead>
<tr>
<th>Site</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Bay</td>
<td>9</td>
<td>27</td>
<td>45</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Port Malabar</td>
<td>24</td>
<td>30</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Riviera</td>
<td>19</td>
<td>24</td>
<td>17</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Roy Allen</td>
<td>21</td>
<td>17</td>
<td>20</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>University Park</td>
<td>3</td>
<td>16</td>
<td>23</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>76</td>
<td>114</td>
<td>117</td>
<td>27</td>
<td>12</td>
</tr>
</tbody>
</table>

As Table 8 indicates, 76 (22.0%) of those students for whom fine arts scores are available scored a 5 (the highest score), while 12 (3.5%) scored a 1 (the lowest score). Most scores fell somewhere in the middle of the range. While progress towards this objective cannot be measured at the time of this report, the program is able to identify which students need the most help and the areas in which all students need the most improvement based on the rubric.
OBJECTIVE PROGRESS: ADULT FAMILY MEMBER SERVICES

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs must propose services designed to increase the involvement of adult family members in their child’s education (e.g., family reading nights, student performances and showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child’s learning (e.g., GED preparation, money management, parenting skills, etc.). While programs are provided flexibility with regard to the level of adult family member services they provide, the program must provide an adequate level of services to meet proposed objectives. Within Florida, most programs provide at least monthly adult programming. However, secondary to the difficulty in getting adults participating in these services, many programs limit these activities to special events (e.g., student plays) and general meetings. Programs may only provide services to adult family members of actively participating children.

NEED-BASED OBJECTIVES

Brevard County Art Explorers developed the following need-based objectives for providing services to adult family members of actively participating 21st CCLC students.

- 10% of adult family members of regularly participating students (minimum 30 days attendance) will participate in their child's education by attending one family event such as Parent/Family Orientation, Family Science Nights, Family Fitness Nights, student performances or showcases, and/or Family Zoo Day activities as measured by attendance logs.

- 10% of adult family members of regularly participating students (minimum 30 days attendance) will increase their knowledge of the skills needed to support their child's education by attending at least one family literacy and/or parenting workshop and showing improvement in understanding the necessary skills as measured by evaluations.

ACTIVITIES PROVIDED

In support of the approved needs-based objectives, Brevard County Art Explorers proposed several research-based and family-focused activities to help parents and adult
family members support the academic achievement of participating students. The specific adult family member activities are outlined in the approved grant application, and the program is striving to adhere to those specified activities. The final slate of family member activities provided by the program will be detailed in the summative report, as most programs in Florida find implementing a comprehensive adult family member program difficult and needing constant modification to attract family member participation. As such, the summative evaluation will provide both an overview of the final slate of activities provided by the 21st CCLC program, as well as an indication of which provided activities were the most successful.

**PROGRESS TOWARDS OBJECTIVES**

As of this report, the program has already achieved 10% of adult family members of regularly participating students participating in their child's education by attending one family event. Indeed, the program’s initial parent orientation event attracted a total of 94 adult family members, while 56 attended the program’s Lights On Afterschool events in October.

In addition to the aforementioned family events, the program has also hosted family literacy workshops at each site. Each Brevard County Art Explorers site has hosted at least two of the following workshops: Adult Literacy Science Fair, Adult Literacy Homework Help, and/or Adult Literacy Health & Nutrition. At each of the workshops, parents were asked to complete surveys to indicate whether or not they learned skills during the workshop. While limited survey data are available from these workshops, feedback was generally positive when provided. For example, 14 of the 20 adults who attended the Adult Literacy Science Fair at the Riviera Elementary site indicated that they increased learning based on the workshop, and 10 of the 15 adults at the Adult Literacy Homework Help workshop at the Roy Allen Elementary site indicated gains. Based on the available data, the program is on track for achieving the adult literacy objective.
RECOMMENDATIONS

Overall, Brevard County Art Explorers has made good progress towards implementing the primary activities and services of the 21st CCLC program and has begun making progress towards achieving the approved grant objectives. However, because of the unique challenges associated with developing a strong and diverse 21st CCLC program, results presented in this formative 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 future efforts toward enhancing the program and furthering progress towards stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing this 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 those areas where the program is planning or should plan to focus additional attention over the remainder of the operational year.

MAXIMIZE USE OF STATE & NATIONAL AFTERSCHOOL RESOURCES

As a standard recommendation for all 21st CCLC programs in Florida, the 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 incoming 21st CCLC State Administrative Project (The Children’s Forum). 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 state and national resources are located at 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 a national 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/).
COLLECT DATA FOR BASELINE AND CONTINUOUS IMPROVEMENT

In the approved grant application, the program proposed to collect data from a number of measures beyond those required by the Florida Department of Education. As of this formative evaluation, some assessments had not yet been established as a standard practice in the program. In some instances, teachers and instructors are collecting the information necessary to assess student progress towards lessons and units, but they are using the data for immediate differentiated intervention planning and the data are not being recorded into a database for use in program-wide continuous assessment and evaluation. In other instances, the data are simply not being collected on student progress within the various activities. The program is encouraged to identify and utilize the variety of assessments and data sources identified in the approved project application to measure progress towards the approved objectives.
If you are interested in learning more about the 21st Century Community Learning Center Initiative at Brevard County Art Explorers:

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http://sacc.brevardschools.org/21CCLC/ArtExplorers
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. Lani Lingo, 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.