



Brevard After School Academy: Mainland

Project No. 050-2440B-0CCC4

<http://sacc.brevardschools.org/21CCLC/SitePages/Welcome.aspx>

SUMMATIVE EVALUATION REPORT
Project Year 2019-2020



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COMMUNITY LEARNING CENTERS
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1.0 INTRODUCTION OF PROGRAM

Provide a narrative in the text box below that outlines the following:

- *this specific program's function and purpose*
- *the program's enhancement on the community and the students served*

**Note: Any information regarding 21st CCLC overall can be shared at the end of this report.*

Brevard Public Schools (BPS) provides highly needed afterschool programs designed to meet kindergarten through 6th grade students' individual needs at Dr. W. J. Creel Elementary, Croton Elementary, and Sherwood Elementary schools. The Brevard After School Academy (BASA): Mainland program identifies and proposes to serve approximately 185 students with the greatest barriers to individual student success in order to improve the outcomes of academic achievement and social emotional well-being at each site. Meaningful and rigorous academic and enrichment activities are provided as extensions to school day priorities. Workshops and services designed to demonstrate ways families can positively impact their child's academic success are provided for adult family members. BASA: Mainland activities associated with the eight proposed objectives promote optimal engagement of students and family members by improving or increasing: academic performance, behavior, problem solving, knowledge of healthy lifestyle choices, family/parental involvement, and engagement in visual/performing arts.

Students at the targeted schools lack experiences with positive interactions and opportunities to develop social skills in their daily activities. The 21st CCLC program bridges the gap for students whose families cannot afford to attend fee-based programs. Opportunities for active play, creative arts, social activities, and academic enrichment that promote attainment of basic skills and encourage critical thinking are scarce when disposable income does not exist. Without active learning and stimulating experiences that give meaning to the school curricula, these children, with such limited life experience, are at-risk of school failure and dropout, thereby putting their entire future in jeopardy. This program offers and supports the necessary and much-needed activities to achieve academic success.

2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment Total and Regularly Participating Students

Provide a narrative overview of student enrollment in the program in the text box below. This may include, but is not limited to:

- enrollment processes
- orientation(s)
- efforts to preserve enrollment
- daily attendance

**Note: Do not replicate the numbers shared in Table 1.*

All three schools served by Brevard After School Academy: Mainland 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, 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.

Parent Orientation is offered during the first month of program services. This is offered later in the afternoon to accommodate working parents' schedules, allowing for students to remain in the 21st CCLC program during the orientation/workshop. The Parent Orientation offers information to parents about the 21st CCLC program and guidelines for the program. The Parent Orientation also talks about the parent workshops that will be offered during the school year that will provide opportunities for parents to learn tools/resources that will help them better support their child's development and guide students to academic success. Engaging activities designed to capture interest have been well-planned, based on experience. These hands-on activities are student-driven, and students are vested in their work. Fun, highly engaging activities are effective strategies for recruitment and retention. If retention is impacting the program, staff, parent, and student surveys are used to identify additional support services needed to keep target students in the program.

Children arrive to the program directly after school, check in with the coordinator, have snack, and begin activities immediately after snack. Attendance is monitored daily, and when a student is absent for multiple days, coordinator will contact the family.

Table 1 Guidance

1. Separate both Total and Regularly Participating Students.
2. Subgroup totals should add to the total number of students enrolled or regularly participating (with the exception of Racial/Ethnic Group for which students may fall into multiple categories).

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2019 and 2019-2020 Academic Year

Center Name	Total Participating Enrollment <i>(Attending at least one day)</i>			Regularly Participating Enrollment <i>(Attending 30 days or more)</i>		
	Total	Summer 2019	Academic Year (19-20)	Total	Summer 2019	Academic Year (19-20)
Croton Elementary	87	0	87	76	0	76
Dr. W.J. Creel Elementary	94	0	94	78	0	78
Sherwood Elementary	67	0	67	54	0	54

2.2 Student Demographics

Provide a narrative overview of the students served by this program in the text box below. This may include, but is not limited to:

- student demographics
- daily attendance
- positive impact of students served
- student enrollment

*Note: Do not replicate the numbers shared in Tables 2-11.

The program has been successful in retaining students from all racial and ethnic groups. Indeed, 9.2% of the enrolled students during the 2019-2020 school year were Black or African American, 28.5% were Hispanic or Latino, 47.7% were White, 13.8% were Two or More Races, and less than 1% were Asian. Since 83.9% of students (208 of 248 students) enrolled during the school year were regular participants, the majority of students, regardless of race or ethnicity, remained in the program throughout the school year. The ability of the program to attract and retain students from all races is a testament to both the programming provided and the commitment of the students and families. The program has also achieved relative gender equity (47.6% male, 52.4% female) and is providing services that are equally attracting students of both genders. Moreover, it does not appear that activities are overly gender-biased, as the distribution of regular student participants (46.2% male, 53.8% female) is approximately equal to that of all student participants. Tables 2 through 11 provide an overview of the diverse student population.

Tables 2 – 11 Guidance:

- **Separate Total and Regularly Participating student enrollment by *Summer 2019 term* and *2019-2020 Academic Year*.**
 - Total Participating students are those that participated in the program for at least one day.
 - Regularly Participating students are those that participating in the program for at least 30 days or more.

- The sum of each category should equal the respective population being measured for that table (i.e. Total Participating or Regularly Participating).

Table 2. Summer 2019 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Summer 2019	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Center Name	Male	Female	Data Not Provided	Age Range	Male	Female	Data Not Provided	Age Range
Croton Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dr. W.J. Creel Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sherwood Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

Table 3. 2019-2020 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Academic Year 2019-2020	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Center Name	Male	Female	Data Not Provided	Age Range	Male	Female	Data Not Provided	Age Range
Croton Elementary	45	42	0	K-6	37	39	0	K-6
Dr. W.J. Creel Elementary	48	46	0	K-6	41	37	0	K-6
Sherwood Elementary	25	42	0	K-6	18	36	0	K-6

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

Table 4. Summer 2019 – Population Specifics: Total Participating Students

Summer 2019 All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No
Croton Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dr. W.J. Creel Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sherwood Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 5. 2019-2020 Academic Year – Population Specifics: Total Participating Students

Academic Year All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Croton Elementary	11	76	0	27	60	0	28	59	0
	Dr. W.J. Creel Elementary	4	90	0	1	93	0	75	19	0
	Sherwood Elementary	7	60	0	17	50	0	51	16	0

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 6. Summer 2019 – Population Specifics: Regularly Participating Students

Summer 2019 Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Croton Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Dr. W.J. Creel Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Sherwood Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 7. 2019-2020 Academic Year – Population Specifics: Regularly Participating Students

Academic Year Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Croton Elementary	11	65	0	23	53	0	24	52	0
	Dr. W.J. Creel Elementary	4	74	0	1	77	0	68	10	0
	Sherwood Elementary	5	49	0	14	40	0	44	10	0

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 8. Summer 2019 – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students								Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	
Summer 2019																	
Croton Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dr. W.J. Creel Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sherwood Elementary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 9. 2019-2020 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students								Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	
Academic Year 2019-2020																	
Croton Elementary	0	1	8	18	0	43	13	4	0	1	7	14	0	37	13	4	
Dr. W.J. Creel Elementary	0	0	11	36	0	38	7	2	0	0	7	30	0	34	6	1	
Sherwood Elementary	0	1	3	14	0	33	13	3	0	1	3	12	0	27	11	0	

* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 10. 2019-2020 Academic Year – Student Grade for Total Participating Students

Academic Year Only All Students Center Name	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Croton Elementary	0	6	24	8	14	17	8	10	0	0	0	0	0	0	87
Dr. W.J. Creel Elementary	0	12	16	19	15	10	16	6	0	0	0	0	0	0	94
Sherwood Elementary	0	0	15	17	10	7	9	9	0	0	0	0	0	0	67

* Grade levels are exclusive, as students can only be in one grade level.

Table 11. 2019-2020 Academic Year – Student Grade for Regularly Participating Students

Academic Year Only Regular Students (30+) Center Name	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Croton Elementary	0	5	23	7	10	14	7	10	0	0	0	0	0	0	76
Dr. W.J. Creel Elementary	0	6	12	15	14	10	15	6	0	0	0	0	0	0	78
Sherwood Elementary	0	0	10	16	10	4	6	8	0	0	0	0	0	0	54

* Grade levels are exclusive, as students can only be in one grade level.

3.0 PROGRAM OPERATIONS

Provide a brief narrative of the program's operation in the text box below. This narrative may:

- *include the typical and total time of operation for various reporting timeframes*
- *include a summary or enhance the information provided in the tables below*
- *address the types of activities chosen for programming*
- *describe how transitions between activities are planned and executed*

The Brevard After School Academy: Mainland program began providing 21st CCLC academic year services on August 12, 2019, within the required starting date established by the Florida Department of Education. The program ended academic year operation on March 13, 2020, following school closures due to the COVID-19 pandemic. The 21st CCLC program was approved by the FDOE to operate an afterschool component from 2:30pm to 6:00pm on Mondays through Thursdays and to operate from 1:15pm to 6:00pm on Fridays, for a total of 18.75 hours per week.

On-site safety begins before the students' arrival, with all activities and transitions being planned with safety in mind. Students travel from their daytime classes to the site according to the transition plan each school is required to provide to the district in their safety portfolio. Upon arrival at the site, student attendance is verified and all students accounted for within 15 minutes of the time the last student is released from class. Students are signed out by program personnel when going to academic, enrichment, and partner activities and are signed back in when the sessions are over. Headcounts are conducted several times a day. Parents pick up their children at the end of the daily program. Staff requires proper identification and a signature from a parent/guardian and/or a previously authorized person before a child is released. Emergency contact lists are kept for each student in the program.

Brevard After School Academy: Mainland is held on-site at the participating schools with access to the multi-purpose room (sufficient to accommodate more than 100 students), technology lab, various teacher classrooms (each sufficient to accommodate up to 30 students), and all outdoor recreation areas. BPS facilities meet all requirements for safety and handicap-accessible features complying with the Americans with Disabilities Act (ADA).

Students enter the program immediately after the school day, check in to the program attendance system, and have a USDA approved snack while supervised by activity leaders. Activity leader will then transition students into their daily academic and personal enrichment activities. PBL activities are influenced by overarching themes, which are connected to real world and specifically tied to our community, student interest, and the Florida Standard for ELA, Math, and Science. Projects offered within each theme are comprised of the essential elements of PBL, including significant content, a driving question,

the need to know, and a revision/reflection piece. Working through the projects, students will earn badges, as skills are practiced, and activities are accomplished. Badging reflects project completion, skills development, and content mastery in areas including: STEM, reading, arts and culture, and the discipline of responsibility. Students have goals to complete these activities to earn a badge. Students are also pulled by 21st CCLC teachers for remedial activities that will serve as an extension of the activities used during the school day, including reading, math, and science.

Complete the table below as indicated in the headers.

Table 12. Summer 2019 Operation

Center Name	Total number of weeks THIS center was open	Typical number of days per week THIS center was open	Typical number of hours per day THIS center was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS
<i>Croton Elementary</i>	n/a	n/a	n/a	n/a	n/a
<i>Dr. W.J. Creel Elementary</i>	n/a	n/a	n/a	n/a	n/a
<i>Sherwood Elementary</i>	n/a	n/a	n/a	n/a	n/a

Table 13. 2019-2020 Academic Year Operation

Center Name	Total # weeks THIS center was open	Typical # days per week THIS center was open	Typical # hours per day THIS center was open				Total # days THIS center was open			
			Before School	During School	After School	Weekend / Holiday	Before School	During School	After School	Weekend / Holiday
<i>Croton Elementary</i>	20	5	0	0	3.5	0	0	0	101	0
<i>Dr. W.J. Creel Elementary</i>	20	5	0	0	3.5	0	0	0	101	0
<i>Sherwood Elementary</i>	20	5	0	0	3.5	0	0	0	101	0

4.0 STAFF CHARACTERISTICS

Provide a brief narrative of the composition of staff at each center in the text box below. This narrative may include, but is not limited to:

- *staff demographics,*
- *ratio of students to staff, staff quality (training and certifications) and*
- *turnover*

The Brevard After School Academy: Mainland 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 qualified non-certified instructors. Regardless of the activity, the teachers and instructors appear to be adequately 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 Public Schools. The regular staff, comprised of two (2) male and 47 females, includes 12 individuals with master's degrees and 22 with bachelor's degrees. Sections 4.1 through 4.4 provide further information regarding staff demographics, ratios of students to staff, staff trainings, and staff turnover.

4.1 Staff Demographics

Report the data elements outlined in the table below. Provide a brief narrative describing the data. (A bulleted summary is acceptable.) **Note: This data must be reported for each center. Table 14 must be replicated if your program has more than one center.**

Table 14a. Regular Staff by Paid and Volunteer Status

Croton Elementary Staff Type*	Summer 2019		2019-2020 Academic Year	
	Paid¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	n/a	n/a	1	0
College Students	n/a	n/a	0	0
Community Members	n/a	n/a	0	10
High School Students	n/a	n/a	0	0
Parents	n/a	n/a	0	0
School Day Teachers (former & substitute)	n/a	n/a	7	0
Other Non-teaching School Day Staff	n/a	n/a	0	0
Sub-contracted Staff	n/a	n/a	0	0
Other**	n/a	n/a	4	0

¹ For all staff categories, only staff paid with 21st CCLC funds are reported herein.

* These categories represent the regular responsibilities of program staff during the regular school day.

** This category is for staff members that do not fit in specific categories provided.

Table 14b. Regular Staff by Paid and Volunteer Status

Dr. W.J. Creel Elementary Staff Type*	Summer 2019		2019-2020 Academic Year	
	Paid¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	n/a	n/a	1	0
College Students	n/a	n/a	0	0
Community Members	n/a	n/a	0	13
High School Students	n/a	n/a	0	0
Parents	n/a	n/a	0	0
School Day Teachers (former & substitute)	n/a	n/a	9	0
Other Non-teaching School Day Staff	n/a	n/a	0	0
Sub-contracted Staff	n/a	n/a	0	0
Other**	n/a	n/a	6	0

¹ For all staff categories, only staff paid with 21st CCLC funds are reported herein.

* These categories represent the regular responsibilities of program staff during the regular school day.

** This category is for staff members that do not fit in specific categories provided.

Table 14c. Regular Staff by Paid and Volunteer Status

Sherwood Elementary Staff Type*	Summer 2019		2019-2020 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	n/a	n/a	1	0
College Students	n/a	n/a	0	0
Community Members	n/a	n/a	0	8
High School Students	n/a	n/a	0	0
Parents	n/a	n/a	0	0
School Day Teachers (former & substitute)	n/a	n/a	5	0
Other Non-teaching School Day Staff	n/a	n/a	1	0
Sub-contracted Staff	n/a	n/a	0	0
Other**	n/a	n/a	5	0

¹ For all staff categories, only staff paid with 21st CCLC funds are reported herein.

* These categories represent the regular responsibilities of program staff during the regular school day.

** This category is for staff members that do not fit in specific categories provided.

4.1 Staff Demographics Narrative

The regular staff, comprised of two (2) male and 47 females, includes 12 individuals with master’s degrees and 22 with bachelor’s degrees. During the regular school day, three (3) of these individuals are center administrators/coordinators, 21 are school day teachers, one (1) is a non-teaching school day staff member, and 15 individuals are staff members who do not in the specific categories provided.

4.2 Students-to-Staff Ratio

Provide a narrative describing the ratio of students to staff at each center in the text box below. Explain how the ratio affects programming and instruction.

Tables 14a through 14c 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. Indeed, the enrichment activities are staffed at up to 1:25 (adult-to-students). This allows for activity leaders to manage the activities and be available to assist students. The academic activities can range from 1:1 to 1:10, as academic teachers will work with groups of two to 10 students, and activity leaders will work with approximately 10-20

students when completing personal enrichment activities. The ratio depends on the grade level and specific activities. The younger students have a smaller ratio to allow the teachers more time with each student. The lower ratio supports the academic objectives of the grant and permits the teachers to get to know the students and their individual academic needs. The needs are determined by site by the school day teachers, 21st CCLC teachers, and administration based on each school's areas of focus.

4.3 Staff Training

Provide a narrative description of the professional development and training provided to staff at each center in the text box below. Explain how this training affects the delivery of services for the program.

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, paraprofessionals, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Toward 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 Brevard After School Academy: Mainland 21st CCLC Project Manager and leadership provided staff development for those hired to provide 21st CCLC services. In addition to program and policy training, staff members have been provided more informal in-vivo trainings from the district leaders, including walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. A list of professional trainings dates and topics are provided below:

- October 23, 2019 – 21st CCLC Staff Training: Forms & Documentation (1 participant)
- December 2, 2019 – 21st CCLC Staff Training: Forms & Documentation (3 participants)
- December 11, 2019 – 21st CCLC Staff Training: Review of Documentation, Uploading, & Activities (3 participants)
- January 25, 2020 – Adult & Pediatric CPR/AED & First Aid (1 participant)

4.4 Staff Turnover

Provide a narrative addressing the data and information on staff turnover at each center in the text box below. Explain the circumstances leading to turnover and the program's efforts to mitigate turnover.

The program experienced limited staff turnover over the course of the 2019-2020 program year, with only two (2) staff members leaving the program and being replaced by new staff providing the same services. The program has been able to avoid turnover by hiring the right people, providing training for the staff, building loyalty, and encouraging teamwork. Since the program experienced limited turnover during the 2019-2020 program year, the program was able to maintain program quality and focus on objective achievement.

5.0 OUTCOMES

This section should outline each program objective, how those objectives are measured, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the program on the populations served.

Overall, the Brevard After School Academy: Mainland 21st CCLC program achieved some of its stated objectives for 2019-2020, while making progress toward the objectives it did not meet. Section 5.1 details each of the approved objectives, the associated activities, an overview of various data elements, the outcomes for each objective, and any programmatic and data collection changes the program plans to make for the 2020-2021 program year. Sections 5.2 through 5.4 cover stakeholder survey results, a snapshot of student success, and other outcomes.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

List the approved program objectives and the associated activities implemented to reinforce the content area along with the type of assessments used to measure the objective. Report the data elements outlined in the table below and provide a narrative describing the data presented. Be sure to include all approved objectives. For additional program objectives, add additional tables as needed. Include the following information:

- **Measures and Data Collected:** Provide a narrative description identifying in detail **ALL** specific measures and data sources used for the assessment of each objective (measures such as grades do not require detailed descriptions, though less standard measures and data sources require detailed descriptions). Indicate and define all variables examined using these measures and data sources.
- **Data Timeline:** Provide a detailed narrative of the data collection timeline for each of the measures and data sources identified. The narrative should reflect the data chain of custody from the moment the assessment score are collected to when the data is provided to the FDOE.
- **Data Quality:** Provide a narrative summary of the overall quality of data obtained for each program objective. If there are issues with data quality (e.g., a specific program center did not provide data, planned computer-based assessment system did not save data, etc.), provide a detailed plan for how to address quality issues in subsequent years.
- **Continuous Assessment:** Provide a detailed narrative account of how the data was used for continuous (formative) assessment of progress toward each objective. Include an account of when and how the data was analyzed for formative assessment and how findings were used to guide refinements to services.
- **Student Inclusion:** Provide a narrative indicating whether all students for whom each objective is relevant were assessed. If students were excluded, detail which students were excluded and the reason for the exclusion. Reasons for excluding groups of students statistically (e.g., statistical outliers) must include the exclusion decisions and statistical results supporting the exclusion.
- **Programmatic Changes and Rationale:** Describe and provide a rationale for any planned adjustments to 21st CCLC programming for the next grant year.
- **Data Collection Changes and Rationale:** Describe and provide a rationale for any planned adjustments to the data collection or evaluation plan for the next grant year.

The 2019-2020 school year was impacted by COVID-19. These objectives will be evaluated based on the comparison between the two available data points. The End-of-Year evaluation deliverable has been waived. If the program was able to collect post-assessment data, it should be addressed here.

*Programs are **NOT** permitted to change their objectives without specific written approval from the 21st CCLC Program Office.*

Table 15a. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 1)

Objective 1:	75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
Description of Activities:	Daily academic enrichment activities include enhanced learning opportunities, mentoring, remediation, and tutoring services that align to Florida Standards for ELA, Mathematics and Science. Activities also embed the 21 st Century Skills of critical thinking, communication, collaboration, and creativity. The academic learning opportunities in reading, math, and science are facilitated by certified teachers aided by activity leaders and provided in support of the regular school day. Academic activities are differentiated according to the needs of the student. Students also have time to complete homework with the assistance of certified teachers aided by activity leaders daily. Students may also be given opportunities for academic clubs as an alternative academic activity in the absence of homework not being assigned.
Description of Assessment:	The program collects academic grades for quarters 1, 2, and 4.
Measure and Data Collected:	Report Card Grades
Data Timeline:	The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports.
Data Quality:	There were no issues with data quality, as the measure used was report card grades. As a program operated at the targeted schools and run by the school district, we are able to acquire report card grades in order to measure this objective with few challenges.
Continuous Assessment:	The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports. The Academic Specialist, in coordinator with teachers, uses the data to determine students needing additional assistance related to each objective. The program's

	external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.		
Student Inclusion:	All students with two comparison data points were included in the measurement of this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
75%	146	96	65%
<p>Narrative <i>Based on the two available comparison data points, 65% of measured students maintained an A/B grade OR improved from a grade of C to B or above OR improved from a grade of D/F to C or above. As such, the program did not achieve the 75% benchmark.</i></p>			
<p>Proposed Programmatic Changes and Rationale <i>Planned Programmatic Changes: We will identify students who did not attain a grade to meet the standard of success for the objective, and we will provide them with additional assistance when necessary and appropriate. We will also collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.</i></p> <p><i>Rationale: Comparison report card grades indicate that 65% of students met benchmark. Compared with the objective assessment benchmark of 75%, this suggests that programming adjustments may be needed to achieve the benchmark next project year.</i></p>			
<p>Proposed Data Collection Changes and Rationale <i>Proposed Data Collection Changes: We will review report card performance for students who did not achieve the program objectives. Additionally, as identified in the "Planned Programmatic Changes" column, we will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Chain of Custody: The academic lead works with the school day staff to obtain student report cards. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.</i></p> <p><i>Rationale: We need additional data to effectively monitor student progress and tailor reading activities to student needs. The program is not proposing any changes to the described Data Collection Methodology at this time.</i></p>			

Table 15b. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 2)

Objective 2:	75% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
Description of Activities:	Daily academic enrichment activities include enhanced learning opportunities, mentoring, remediation, and tutoring services that align to Florida Standards for ELA, Mathematics and Science. Activities also embed the 21 st Century Skills of critical thinking, communication, collaboration, and creativity. The academic learning opportunities in reading, math, and science are facilitated by certified teachers aided by activity leaders and provided in support of the regular school day. Academic activities are differentiated according to the needs of the student. Students also have time to complete homework with the assistance of certified teachers aided by activity leaders daily. Students may also be given opportunities for academic clubs as an alternative academic activity in the absence of homework not being assigned.
Description of Assessment:	The program collects academic grades for quarters 1, 2, and 4.
Measure and Data Collected:	Report Card Grades
Data Timeline:	The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports.
Data Quality:	There were no issues with data quality, as the measure used was report card grades. As a program operated at the targeted schools and run by the school district, we are able to acquire report card grades in order to measure this objective with few challenges.
Continuous Assessment:	The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports. The Academic Specialist, in coordinator with teachers, uses the data to determine students needing additional assistance related to each objective. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.
Student Inclusion:	All students with two comparison data points were included in the measurement of this objective.

Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
75%	146	92	63%
<p>Narrative <i>Based on the two available comparison data points, 63% of measured students maintained an A/B grade OR improved from a grade of C to B or above OR improved from a grade of D/F to C or above. As such, the program did not meet the 75% benchmark.</i></p>			
<p>Proposed Programmatic Changes and Rationale <i>Proposed Programmatic Changes: We will identify students who did not attain a grade to meet the standard of success for the objective, and we will provide them with additional assistance when necessary and appropriate. We will also collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.</i></p> <p><i>Rationale: Comparison report card grades indicate that 63% of students met benchmark. Compared with the objective assessment benchmark of 75%, this suggests that programming adjustments may be needed to achieve the benchmark next project year.</i></p>			
<p>Proposed Data Collection Changes and Rationale <i>Proposed Data Collection Changes: We will review report card performance for students who did not achieve the program objectives. Additionally, as identified in the "Planned Programmatic Changes" column, we will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Chain of Custody: The academic lead works with the school day staff to obtain student report cards. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.</i></p> <p><i>Rationale: We need additional data to effectively monitor student progress and tailor reading activities to student needs. The program is not proposing any changes to the described Data Collection Methodology at this time.</i></p>			

Table 15c. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 3)

Objective 3:	75% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Description of Activities:	Daily academic enrichment activities include enhanced learning opportunities, mentoring, remediation, and tutoring services that align to Florida Standards for ELA, Mathematics and Science. Activities also embed the 21 st Century Skills of critical thinking, communication, collaboration, and creativity. The academic

	<p>learning opportunities in reading, math, and science are facilitated by certified teachers aided by activity leaders and provided in support of the regular school day. Academic activities are differentiated according to the needs of the student. Students also have time to complete homework with the assistance of certified teachers aided by activity leaders daily. Students may also be given opportunities for academic clubs as an alternative academic activity in the absence of homework not being assigned.</p>		
Description of Assessment:	<p>The program collects academic grades for quarters 1, 2, and 4.</p>		
Measure and Data Collected:	<p>Report Card Grades</p>		
Data Timeline:	<p>The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports.</p>		
Data Quality:	<p>There were no issues with data quality, as the measure used was report card grades. As a program operated at the targeted schools and run by the school district, we are able to acquire report card grades in order to measure this objective with few challenges.</p>		
Continuous Assessment:	<p>The program collects academic grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports. The Academic Specialist, in coordinator with teachers, uses the data to determine students needing additional assistance related to each objective. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.</p>		
Student Inclusion:	<p>All students with two comparison data points were included in the measurement of this objective.</p>		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
75%	146	116	79%
<p>Narrative <i>Based on the two available comparison data points, 79% of measured students maintained an A/B grade OR improved from a grade of C to B or above OR improved from a grade of D/F to C or above. As such, the program achieved the 75% benchmark.</i></p>			

Proposed Programmatic Changes and Rationale

No changes necessary. We met the benchmark.

Proposed Data Collection Changes and Rationale

No changes necessary. We met the benchmark.

Chain of Custody: The academic lead works with the school day staff to obtain student report cards. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.

The program is not proposing any changes to the described Data Collection Methodology at this time.

Table 15d. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 4)

Objective 4:	80% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
Description of Activities:	Daily academic enrichment activities include enhanced learning opportunities, mentoring, remediation, and tutoring services that align to Florida Standards for ELA, Mathematics and Science. Activities also embed the 21 st Century Skills of critical thinking, communication, collaboration, and creativity. The academic learning opportunities in reading, math, and science are facilitated by certified teachers aided by activity leaders and provided in support of the regular school day. Academic activities are differentiated according to the needs of the student. Students also have time to complete homework with the assistance of certified teachers aided by activity leaders daily. Students may also be given opportunities for academic clubs as an alternative academic activity in the absence of homework not being assigned.
Description of Assessment:	The program collects progress monitoring data to determine mid-year progress and FSA scores to measure this objective at the end of the year.
Measure and Data Collected:	Progress Monitoring Data, FSA Scores
Data Timeline:	The program collects progress monitoring data to determine mid-year progress and FSA scores to measure this objective at the end of the year. Data are collected at the mid-year and end-of-year points, compiled into a spreadsheet following the collection, and entered into EZReports once compiled.

<p>Data Quality:</p>	<p>There were no issues with data quality, as the measure used to determine mid-year progress was progress monitoring data. As a program operated at the school and run by the school district, we are able to acquire progress monitoring data in order to measure this objective with few challenges.</p> <p>FSA scores were unavailable for this objective for 2019-2020.</p> <p><i>“Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled.”</i> http://www.fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml)</p>		
<p>Continuous Assessment:</p>	<p>Data are collected at the mid-year and end-of-year points, compiled into a spreadsheet following the collection, and entered into EZReports once compiled.</p>		
<p>Student Inclusion:</p>	<p>All third grade students who took the FSA would have been included in the measurement of this objective had the test been administered.</p>		
<p>Benchmark</p>	<p>Number of Students Assessed</p>	<p>Number of Students Achieving Benchmark</p>	<p>Percentage</p>
<p>65%</p>	<p>34</p>	<p>26</p>	<p>76%</p>
<p>Narrative <i>Based on the available progress monitoring data, 76% of measured students were on track or making progress to meet standard of success at the mid-year. As such, the program did not achieve the 80% benchmark. Due to COVID-19, students did not take the FSA.</i></p>			
<p>Proposed Programmatic Changes and Rationale <i>Proposed Programmatic Changes: We will identify individual student deficiencies and increase teacher remediation opportunities. We will also collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to academic instructional time and/or focus.</i></p> <p><i>Rationale: Comparison data indicate that 76% of students were meeting the benchmark at the mid-year point. Compared with the objective assessment benchmark of 80%, this suggests that programming adjustments may be needed to achieve the benchmark next project year.</i></p>			
<p>Proposed Data Collection Changes and Rationale <i>Proposed Data Collection Changes: As identified in the "Proposed Programmatic Changes and Rationale" section above, we will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers</i> <i>Chain of Custody: Logs are turned in by students at the completion of each activity. Activity leaders document student achievement. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and</i></p>			

analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.

Rationale: The program is not proposing any changes to the described Data Collection Methodology at this time.

Table 15e. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 5)

Objective 5:	85% of regularly participating students will report their visual arts skills as measured by logs.		
Description of Activities:	Personal enrichment activities are provided by trained activity leaders. Personal enrichment activities are influenced by overarching themes that are connected to the real world and specifically tied to our community and student interest. The arts and cultural activities provided address the interests of students, their culture, and their community.		
Description of Assessment:	Logs are used to assess achievement of visual arts mini-projects (badges).		
Measure and Data Collected:	Logs		
Data Timeline:	Logs are turned in by students at the end of each of the three themes. Activity leaders document student achievement.		
Data Quality:	There were no issues with data quality.		
Continuous Assessment:	Logs are turned in by students at the end of each of three themes. Activity leaders document student achievement. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.		
Student Inclusion:	All students with two comparison data points were included in the measurement of this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
85%	147	104	70%

Narrative

Based on the two available comparison data points, 96% of measured students maintained a score of 4 or above OR increased from pre-assessment to post-assessment by 1 point. As such, the program achieved the 75% benchmark.

Proposed Programmatic Changes and Rationale

Proposed Programmatic Changes: We will identify individual student deficiencies and increase personal enrichment opportunities. We will continue with current personal enrichment activities with slight adjustments to rigor and scheduling as deemed necessary by program teachers and activity leaders.

Rationale: Comparison data indicate that 70% of students were meeting the benchmark at the mid-year point. Compared with the objective assessment benchmark of 85%, this suggests that programming adjustments may be needed to achieve the benchmark next project year.

Proposed Data Collection Changes and Rationale

Proposed Data Collection Changes: We will review individual performance for students who have not yet identified as making progress or on-track to meet the program objectives. Chain of Custody: Logs are turned in by students at the completion of each activity. Activity leaders document student achievement. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.

Rationale: We need additional data to effectively monitor student progress and tailor personal enrichment activities to student needs. The program is not proposing any changes to the described Data Collection Methodology at this time.

Table 15f. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 6)

Objective 6:	70% of regularly participating students will maintain high performance or improve their decision-making behaviors as measured by report card grades.
Description of Activities:	Personal enrichment activities are provided by trained activity leaders. Personal enrichment activities are influenced by overarching themes that are connected to the real world and specifically tied to our community and student interest. While themes are provided, mini projects within the themes are developed and driven by student interest and available resources. Students participate in social and emotional awareness activities supporting an understanding of the importance of building healthy relationships, problem solving and encouraging personal responsibility.
Description of Assessment:	The program collects conduct grades for quarters 1, 2, and 4.
Measure and Data Collected:	Report Card Grades

Data Timeline:	The program collects conduct grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports.
Data Quality:	There were no issues with data quality, as the measure used was report card grades. As a program operated at the targeted schools and run by the school district, we are able to acquire report card grades in order to measure this objective with few challenges.
Continuous Assessment:	The program collects conduct grades for quarters 1, 2, and 4. The Academic Specialist works with school day staff to obtain report cards. The data is then compiled into a spreadsheet and entered into EZReports. The Academic Specialist, in coordinator with teachers, uses the data to determine students needing additional assistance related to each objective. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.
Student Inclusion:	All students with two comparison data points were included in the measurement of this objective.

Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
70%	146	127	86%

Narrative
Based on the two available comparison data points, 86% of measured students maintained an A/B grade OR improved from a grade of C to B or above OR improved from a grade of D/F to C or above. As such, the program achieved the 70% benchmark.

Proposed Programmatic Changes and Rationale
No changes necessary. We met the benchmark.

Proposed Data Collection Changes and Rationale
No changes necessary. We met the benchmark.

Chain of Custody: The academic lead works with the school day staff to obtain student report cards. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.

Rationale: We need additional data to effectively monitor student progress and tailor personal enrichment activities to student needs. The program is not proposing any changes to the described Data Collection Methodology at this time.

Table 15g. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 7)

Objective 7:	85% of regularly participating students will report their emotional and social wellness as measured by logs.		
Description of Activities:	Personal enrichment activities are provided by trained activity leaders. Personal enrichment activities are influenced by overarching themes that are connected to the real world and specifically tied to our community and student interest. As part of addressing this objective, students participate in structured physical activities.		
Description of Assessment:	Logs are used to assess achievement of emotional and social wellness mini-projects (badges).		
Measure and Data Collected:	Logs		
Data Timeline:	Logs are turned in by students at the end of each of the three themes. Activity leaders document student achievement.		
Data Quality:	There were no issues with data quality.		
Continuous Assessment:	Logs are turned in by students at the end of each of three themes. Activity leaders document student achievement. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success.		
Student Inclusion:	All students with two comparison data points were included in the measurement of this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
85%	147	110	74%
Narrative Based on the two available comparison data points, 74% of measured students maintained a score of 4 or above OR increased from pre-assessment to post-assessment by 1 point. As such, the program did not achieve the 85% benchmark.			
Proposed Programmatic Changes and Rationale Proposed Programmatic Changes: We will identify individual student deficiencies and increase personal enrichment opportunities. We will continue with current personal enrichment activities with slight adjustments to rigor and scheduling as deemed necessary by program teachers and activity leaders			

Rationale: Comparison data indicate that 74% of students were meeting the benchmark at the mid-year point. Compared with the objective assessment benchmark of 85%, this suggests that programming adjustments may be needed to achieve the benchmark next project year.

Proposed Data Collection Changes and Rationale

Proposed Data Collection Changes: We will review individual performance for students who have not yet identified as making progress or on-track to meet the program objectives. Chain of Custody: Logs are turned in by students at the end of each of three themes. Activity leaders document student achievement. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of students meeting the standard of success

Rationale: We need additional data to effectively monitor student progress and tailor personal enrichment activities to student needs. The program is not proposing any changes to the described Data Collection Methodology at this time.

Table 15h. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 8)

Objective 8:	25% of regularly participating adult family members will increase their literacy skills as measured by perceptual survey (parent).
Description of Activities:	<p>Each program site offers a number of adult family member workshops. The adult workshop topics are specific to each school, based on the information gathered from the principal and parent surveys completed at the Parent Orientation conducted at the beginning of the school year. Adult Family Member Education activities are offered later in the afternoon to accommodate working parents' schedules, allowing students to remain in the 21st CCLC programs while adult family members attend educational activities.</p> <p>During the 2019-2020 program year, the program offered workshops on the indicated dates:</p> <p><u>Croton Elementary</u> 10/23/19 (14 Attendees) 11/20/19 (12 Attendees) 1/22/20 (15 Attendees) 2/25/20 (12 Attendees) 3/25/20 (0 Attendees – cancelled due to COVID-19) 4/15/20 (0 Attendees – cancelled due to COVID-19)</p> <p><u>Dr. W.J. Creel Elementary</u> 10/24/19 (7 Attendees) 11/20/19 (8 Attendees) 12/4/19 (12 Attendees) 1/15/20 (6 Attendees)</p>

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	2/24/20 (9 Attendees) 3/31/20 (0 Attendees – cancelled due to COVID-19) <u>Sherwood Elementary</u> 10/30/19 (7 Attendees) 11/20/19 (3 Attendees) 12/18/19 (5 Attendees) 1/29/20 (5 Attendees) 2/26/20 (6 Attendees) 3/25/20 (0 Attendees – cancelled due to COVID-19)		
Description of Assessment:	The program implements perceptual surveys for adult family members of participating students.		
Measure and Data Collected:	Perceptual Survey		
Data Timeline:	A retrospective survey is provided at the end of each family member workshop. This survey measures the family member's improvement in attitude and confidence toward their ability to be helpful with tasks that will enhance their child's education.		
Data Quality:	There were no issues with data quality.		
Continuous Assessment:	The instructional coach/Lead teacher delivers and collects a survey for each adult family member who participates in a workshop. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of participants meeting the standard of success.		
Student Inclusion:	All students whose adult family members attend workshops and complete surveys are included in the measurement of this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
25%	55	55	100%
Narrative Based on the two available comparison data points, 100% of measured adult family members achieved a score of 2 or above. As such, the program achieved the 25% benchmark.			
Proposed Programmatic Changes and Rationale No changes necessary. We met the benchmark.			

Proposed Data Collection Changes and Rationale

No changes necessary. We met the benchmark.

Chain of Custody: The instructional coach/Lead teacher delivers and collects a survey for each adult family member who participates in a workshop. The after school specialist then compiles the data into a spreadsheet and inputs the data into EZReports. The program's external evaluator reviews and analyzes the data, providing input regarding programmatic and data collection changes to increase the number of participants meeting the standard of success.

The program is not proposing any changes to the described Data Collection Methodology at this time.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys as a program. This summary does not need to be broken out by center.

STUDENT SURVEYS

During the 2019-2020 program year, Florida's 21st CCLC programs were required to conduct student surveys in order obtain information about student satisfaction with and perceptions of the 21st CCLC programming at the sites they attended. As such, the surveys were to be completed only by students who had participated in program activities at some point during the 2019-2020 program year.

The survey included several items, most of which required students to choose between "Definitely," "Somewhat," and "Not at all" for their responses. Brevard After School Academy: Mainland received 92 completed student surveys. Results from the administration of the Student Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 98.9% of 21st CCLC students indicated they enjoyed the activities in the afterschool program.
- 100% of 21st CCLC students indicated the afterschool program had adults who care about them.
- 100% of 21st CCLC students indicated they felt safe at their afterschool program.
- 100% of 21st CCLC students indicated the afterschool program helped them understand that following rules is important.

- 98.9% of 21st CCLC students indicated the afterschool program helped them solve problems in a positive way.

ADULT FAMILY MEMBER SURVEYS

During the 2019-2020 program year, Florida's 21st CCLC programs were required to conduct parent surveys in order to obtain information about parent satisfaction with and perceptions of the 21st CCLC program, as well as demographic information. As such, the surveys were to be completed only by parents of students who participated in program activities during the 2019-2020 program year.

The survey included several items, most of which required parents to choose between "Very Satisfied," "Satisfied," "Not sure," "Unsatisfied," "Very Unsatisfied," and "Not Applicable" for their responses. Brevard After School Academy: Mainland received 79 completed parent surveys. Results from the administration of the Parent Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 97.5% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the program as a whole.
- 97.5% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the staff's warmth and friendliness.
- 94.9% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the staff's ability to relate to and reach out to them as parents.
- 94.9% of parents of 21st CCLC students indicated they were satisfied or very satisfied with their child's happiness with the program.
- 96.2% of parents of 21st CCLC students indicated they were satisfied or very satisfied with their child's improvement in staying out of trouble.

TEACHER SURVEYS

During the 2019-2020 program year, Florida's 21st CCLC programs were required to provide teacher observational data showing impact of the afterschool program on regularly participating 21st CCLC students (as defined by attending at least 30 days during the program year). Given the unique position of out-of-school programs, teacher surveys were used to collect information about changes in each individual student's behavior during the program year. Surveys were distributed to school-day teachers for all students attending the program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. All 21st CCLC programs were instructed to distribute the surveys to school-day teachers

who have regular contact with the student, preferably a mathematics or English teacher. Although it was permissible to survey teachers who also served as 21st CCLC program staff, it was preferred to survey teachers who were not serving the program in this capacity.

The following represent some important findings based on 230 completed teacher surveys for the Brevard After School Academy: Mainland program:

- 75.2% of regularly participating 21st CCLC students either did not need to improve or were in need of improvement and demonstrated teacher-rated improvement in turning in homework on time.
- 66.8% of regularly participating 21st CCLC students either did not need to improve or were in need of improvement and demonstrated teacher-rated improvement in behaving well in class.
- 68.4% of regularly participating 21st CCLC students either did not need to improve or were in need of improvement and demonstrated teacher-rated improvement in coming to school motivated to learn.
- 69.3% of regularly participating 21st CCLC students either did not need to improve or were in need of improvement and demonstrated teacher-rated improvement in their parents' interest and/or involvement in the child's schooling.

5.3 Student Success Snapshot

Select a participating student that has demonstrated success on one or more of the program's objective assessments. In the text box below, create a brief narrative of

- the student's experiences with the 21st CCLC program,
- the student's progress and outcomes (based on data collected during the year and prior years if available) and
- how the program may have played a role in the student's success.

Be sure NOT to identify the student by name or through other student identifying information. If a picture is included, it should be angled in a way that the student's face is not identifiable.

Dr. W.J. Creel Elementary: Current 3rd grade male student. He has been in the program since kindergarten. When he was in 2nd grade, he began acting out in class during the day, and this behavior continued in the afterschool program. He would pick on the younger students, argue with group leaders, and refuse to do his homework. I talked with my coordinator, and we both agreed that we would try moving him up to the older group. This group followed more challenging and structured wellness activities. He played well with his older peers and enjoyed team sports. He began completing his homework in order to be allowed to participate in the afternoon activities. He excelled in the older, age-appropriate games. He even convinced his mother to sign him up for baseball. By observing this student's

difficulties and working together as a team, we were able to improve his outlook and performance in school. I wouldn't be surprised if we see his name on the back of an NBA jersey one day.

Mentoring from staff and other program adults provided valuable connections for this student to feel safe and engage in program activities. Skill building and homework help with the program's teachers provided this student the tools he needed for academic success. Also, the SEL and wellness activities promoted confidence and built his social skills.

Croton Elementary: This student has been in our program for two years. She is now in 6th grade. She is an emotional child who has had some hard areas in school and home and tends to lean toward the negative choices. She would not want to complete her homework and sometimes even classwork. Her teacher was the one who suggested the program to her parents, and we all thought this would benefit her in a good way. Halfway through the first year, she gained confidence in herself to believe she didn't always have to do what everyone else was doing. That it was all right to finish your work and pay attention in class. She started to try to finish her classwork in class. Her grades started to improve while she was able to have a place to safely do homework and not be made of fun of if she was inside doing schoolwork instead of outside running around and following her friends. When that year came to an end, her parents were trying to decide since she would be in 6th grade if she would really need the program. They decided to start the year without the program. A month into school, she asked her teacher and parents if there was a way to go back to the program. She felt like she could talk to a couple staff members, and it helped her to have a place to go and get extra help from a teacher with her math work. She could also help the younger students with their projects if she finished hers. She figured out that she enjoyed helping the smaller kids that seemed to have trouble. She also really enjoys reading stories to the younger grades at the end of the day. Mentoring from staff and other program adults provided valuable connections for this student to feel safe and engage in program activities. Skill building and homework help with the program's teachers provided this student the tools she needed for academic success. Also, the SEL and wellness activities promoted confidence and built her social skills.

Sherwood Elementary: A male 2nd grader has been in the program since kindergarten. His kindergarten teacher reported that his behavior was very immature, and he had difficulty completing classwork. It was hit-and-miss whether homework was done. He preferred playing alone in the afterschool program rather than participating in planned activities. It was difficult for him to follow directions and he often had temper tantrums. His grades were unremarkable.

When this student started 1st grade last year, his behavior and academics pretty much mirrored his kindergarten year. He was struggling academically in class. He left papers in

his desk, and his homework was not getting done. There was talk of retention. Early in the year, his behavior in the afterschool program was defiant. If he didn't want to participate in an activity, he would cry or run off and try to hide. He would come to the academic program only if he had one-on-one instruction. If there were other students in the room, he would react very negatively by crying or refusing to do any work. He much preferred playing alone rather than socializing with others. He seldom smiled. As the year wore on, his group leader and other adults in the program would sit and talk with him one-on-one. He began playing games with the adults. He would allow one or two other students in the room when he was working on homework or reading. Slowly, he began interacting with other students. He would go the planned activities without tantrum and he started to go outside to play. He was happy and the one-on-one attention with adults he had previously needed seemed to diminish.

2nd grade started on a positive note. He cheerfully joins in with other children in academics, play, and planned activities. His positive attitude is apparent in both the classroom and the afterschool program. The attention that he craved in kindergarten and first grade is no longer required. His needs had been met by the consistent one-on-one attention that the adults in the program had freely given him the previous year. He smiles most of the time now. This year his teacher reports that he is getting satisfactory grades. To quote his classroom teacher, "he consistently completed assignments in class as well as homework. His behavior in the classroom is outstanding, he always followed directions and listened, not disruptive." This is a long way from previous years' reports. The needs that this child had in previous years were met and supported in part by the 21st CCLC. Mentoring from staff and other program adults provided valuable connections for this student to feel safe and engage in program activities. Skill building and homework help with the program's teachers provided this student the tools they needed for academic success. Also, the SEL and wellness activities promoted confidence and built their social skills.

5.4 Other Outcomes

In the text box below, include any other relevant findings pertaining to this 21st CCLC program. Potential findings could address, but are not limited to,

- *statements from students and family members,*
- *administrators and/or teachers,*
- *community impact,*
- *performance outcomes and*
- *results of recent needs assessments.*

n/a

6.0 CHALLENGES AND ADAPTABILITY

In the text box below, provide a narrative of the challenges and disruptions faced during the 2019-2020 grant year and how the program's staff worked to become adaptable during this time. This may include, but is not limited to:

- *school closures*
- *epidemics and pandemics*
- *natural disasters*
- *district changes*
- *extreme staffing turnover*
- *curricula*
- *enrollment changes*
- *grant processes*
- *renewability*

As indicated in the *Program Operations* section of this report, the program ended academic year operation on March 13, 2020, following school closures due to the COVID-19 pandemic. Following the closures, we remained in communication with the families of participating 21st CCLC students. We sent out emails to the parents to make them aware of the activities that were available on Brevard's 21st CCLC websites. Although we did not offer virtual programming, we did offer activities, as well as virtual field trips to museums, aquariums, and zoos. All of the activities were made available through the www.brevardafterschool.com website. We also offered STEAMER activities through our 21st CCLC website: <http://sacc.brevardschools.org/21CCLC/SitePages/Welcome.aspx>. While E-learning during COVID-19 produced some obstacles, we understood the need to reach out to our families virtually. We were able to email all families in our 21st CCLC programs as well as sharing the virtual learning activities on our Facebook page. The analytics from Facebook does show that families were using this tool, with 506 people reached. Feedback from our site coordinators at each of our 21st CCLC sites had positive feedback from families. We continue to use this tool for our families currently.

7.0 PROGRESS TOWARD SUSTAINABILITY

7.1 Partnerships and Contracts

Report the data elements outlined in the table below and provide a brief narrative on the partnerships designed to enhance the quality of services offered and to ensure the sustainability of the 21st CCLC program (bulleted summary is acceptable). The narrative should include:

- the total estimated value of contributions to the program,
- the annual budget amount required to fund the program,
- the percentage toward sustainability, and
- how the program plans to meet any gaps in funding before the grant ends.

Note: There are two types of collaboration: partnerships and contractors. Partners do not receive any monetary compensation for services rendered, while subcontractors receive payment. The aim of this section is to measure sustainability through financial contributions to the program, therefore only contractors who charge less than full value should be included in the contractor section.

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 Brevard After School Academy (BASA): Mainland 21st CCLC program in such efforts. The Brevard After School Academy (BASA): Mainland 21st CCLC program engaged and received support from partners that have assisted with developing, implementing, evaluating, and sustaining the 21st CCLC program.

The following list indicates partners and their specific contributions:

- Girl Scouts – 3 volunteers at 5 visits per site each at 1 hour per session on teamwork
- Boy Scouts – 1 volunteer bi-weekly for 7.5 visits per site at 1 hour teaching students Citizenship, Decision Making, Ethics and Values with a STEM focus with additional hours
- UFIFAS – 2 volunteers supporting Culinary activities for 7 weeks, Gardening at Croton
- Brevard County Sheriff's Office – Enrichment presentation about Safety, 1 day per school at 1 hour per school
- United Way – 2 volunteers supporting Reading, STEM, and Dental Hygiene

Our team is part of the Brevard Public Schools Partners In Education and meets monthly with businesses within our community to discuss the needs of our programs. Brevard Public Schools (BPS) has nearly 750 partners in education (PIE) and is always looking for new and innovative ways to engage more businesses, faith-based organizations, community groups,

and civic organizations. Not only do schools benefit from the tangible rewards offered by the partnerships, but the partners report real growth for their businesses and organizations as a direct result of the partnership. Our PIE coordinator (often called a business partner coordinator) is trained to follow a simple four-step process to success for this program:

- Start a conversation.
- Build a relationship.
- Develop a strategy.
- Reap the rewards.

We also work on leads through existing partnerships.

As indicated in Table 16, partners contributed \$1,152.50, representing 0.4% of the \$319,999 required to fund the program at its current level. It should be noted, however, that the COVID-19 pandemic caused a reduction in contributions, as partners contributed \$3,120 in 2018-2019 and may have been able to contribute in 2019-2020 in ways that were prevented by the pandemic. Regardless, the agency plans to continue to engage existing and potential new partners, strengthen current partnerships, and develop new partnerships in order to meet any gaps in funding for all current and future grants.

Table 16. Partnerships and Contracts

Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
----- PARTNERSHIPS -----				

Brevard After School Academy: Mainland

Girl Scouts	Programming or activity-related services	\$150	\$0	\$150
Boy Scouts	Programming or activity-related services	\$225	\$0	\$225
UFIFAS	Programming or activity-related services	\$635	\$0	\$635
Brevard County Sheriff's Office	Programming or activity-related services	\$30	\$0	\$30
United Way	Programming or activity-related services	\$112.50	\$0	\$112.50
Total:				\$1,152.50
Annual Budget Amount:				\$319,999
% toward Sustainability:				0.4%

* Estimated total value if the service were paid for in full, regardless of the amount actually paid, if any.

** Amount paid to a subcontractor for the service. If the subcontract is paid in full, it should not be listed on this table.

*** For partners, this is the total estimated value of the service (i.e., nothing paid by the program). For subcontractors, this is the total estimated value of the service minus the amount paid.

7.2 Closeout Program Requirements (Outgoing Cohorts)

In the text box below, provide a narrative that encompasses the following four elements.

- **Community Relationships**

Describe the strategies your organization employed to build and sustain broad-based community support, detail the strategies your organization employed to identify, cultivate and sustain community partners, and list any strategic partnerships your program was able to develop. Describe what strategies you employed to build and sustain strong strategic partnerships.

- **Accounting for Change**

Explain the strategies your organization employed to address current and future student and organization needs, and describe the strategies your organization employed to adapt to a changing environment.

- **Strategic Financing**

Summarize the resources that were required to carry out these strategies, describe the strategies your organization employed to coordinate resources and control costs, and provide a brief profile of current funding sources along with strategies for diversifying and sustaining future funding streams.

This section does not apply to this program, as it is not a closeout program.

8.0 LESSONS LEARNED AND RECOMMENDATIONS

Provide a narrative with an overall assessment of your 21st CCLC program impact in the text box below. This may include, but is not limited to:

- *reflection of the lessons learned throughout the grant year*
- *impact on the students*
- *impact on the community*
- *recommendations to enhance program quality for the next grant year*
- *recommendations specific to program areas and activities*
- *recommendations specific to program objectives*
- *discuss any recommended changes for data collection or other evaluation methods*

The Brevard County Public Schools BASA 21st CCLC programs have provided high quality services to the students and family members that attended this year. All sites have achieved or made progress toward program objectives, attendance, and student performance. The programs have created lasting improvements in academic achievement and behavior of all targeted students.

Our current partners have made impacts on the students' lives through many enrichments offered throughout the year, with areas of focus including STEM, Wellness, and SEL.

For example:

UF IFAS 4H brought multiple enrichments to the students that focused on STEM and Wellness. From Kids in the Kitchen, focusing on healthy eating habits, to the creation of healthy snacks using the five basic food groups.

Students participate in a series of lessons on gardening, where they are involved in every step from building the garden, filling it with soil, planting, weeding, watering, and harvesting. Activities on various plant science and environmental topics go alongside garden work each lesson.

Students participate in a series of environmental education lessons that teach various ecological principals (e.g., predatory/prey interactions, habitats, invasive species) through a focus on wildlife. Also, students learn outdoor exploration and orienteering skills such as knot tying, geocaching, and fishing.

Recommendations

In order to possibly enhance program quality for next year, the following are some key recommendations:

- Re-evaluate some of the programming or add additional support to ensure that students master statewide standards and benchmarks.
- Continue to encourage parent participation in initiative sponsored family and related educational activities. Continue to seek additional effective mechanisms for effective family engagement.

As indicated in the *Outcomes* section of this report, the program plans to implement programmatic and data collection changes based on findings related to its objectives. The program is encouraged to implement the proposed changes identified within this report, along with any additional programmatic/data collection changes identified by program leaders.

Additionally, it is recommended that the program continue to strengthen current partnerships (expanding them when possible) and develop new partnerships in order to make further progress toward sustainability.

APPENDIX A

This section is optional. In this section's text box, subrecipients have the opportunity to provide additional information (including charts and graphs) that may enhance the stakeholders' understanding of the program. This can include items such as:

- *a national and/or state overview of the 21st CCLC program*
- *the history of the role of afterschool programming*
- *detailed information about partners and subcontractors*

THE NEED FOR AFTERSCHOOL

A great need exists for afterschool activities providing appropriate youth supervision and involvement. Academic literature suggests that children and parents are well served by carefully organized and supervised youth programs during afterschool hours. 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 afterschool programs, most successful programs 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 components serve four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, remediation, career awareness, and technology education); (2) improve behavior and 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, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, 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.

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 within this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.

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.