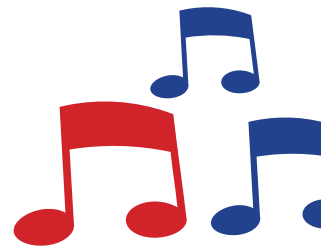
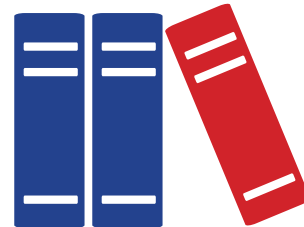
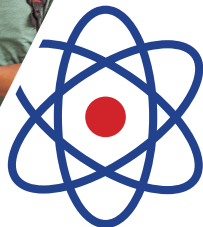


# Florida 21st Century Community Learning Centers

Statewide Summative  
Evaluation Report  
2012-2013





# Acknowledgments

The Children's Forum greatly acknowledges the 21st CCLC sub-grantee staff and administrators, school-day teachers and participating parents and students who contributed to this study by submitting data or sharing their perspectives regarding Florida's 21st CCLC initiative. The Children's Forum also wishes to thank Lani Lingo, Florida 21st CCLC State Director, Florida Department of Education for providing guidance and feedback on this report.

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# Table of Contents



List of Tables.....	4
List of Figures.....	5
Executive Summary .....	6
Introduction.....	9
Background.....	9
21st CCLC Administrative Team .....	9
Study Objectives .....	9
Methodology .....	10
Data Collection .....	10
Design and Analysis .....	10
Results.....	11
Study Objective 1: Sub-Grantees’ Characteristics.....	11
Study Objective 2: Student Characteristics .....	13
Study Objective 3: Sub-Grantee Programming Factors and Objective Achievement .....	15
Program Operations .....	15
Staff Characteristics .....	16
Program Objectives .....	17
Partners .....	18
Study Objective 4: Student Academic Performance .....	18
Academic Grades .....	18
Statewide Standardized Assessment.....	21
Program Participation and Academic Achievement .....	25
Study Objective 5: State Comparisons on Student Achievement .....	26
Study Objective 6: Stakeholders’ Perceptions .....	28
Student, Parent, and School-Day Teacher Surveys .....	28
Interviews/Site Visits .....	30
Study Objective 7: Best Practice “Spotlight” Case Studies .....	33
Spotlight on City of Apalachicola Project Impact .....	33
Spotlight on TCC-Gadsden Summer Camp Fun-2-Learn .....	36
Spotlight on Volusia County School District: WNA/CNA .....	40
Recommendations .....	44
Study Objective 8: Recommendations for Programming and Administration .....	44
Study Considerations and Policy Implications .....	46
Conclusions.....	47
References .....	48
Appendix A. Sub-Grantee Profiles.....	49
Appendix B. Study Methodology by Data Source.....	118



# List of Tables

Table 1. Sub-Grantees by Program Type.....	11
Table 2. Total Sub-Grantees by Grade Level.....	12
Table 3. Student Enrollment: Total and Regularly Participating Students for Summer 2012 and Academic Year 2012-2013 .....	13
Table 4. Overall Percentage Average Daily Attendance by Component (attendance achieved based upon grant proposed students served).....	13
Table 5. Total Number of Regular Student Attendees by Grade Level and Program Type.....	13
Table 6. Total Students Served by Program Type.....	15
Table 7. Average Program Operations.....	15
Table 8. Regular Staffing by Category.....	16
Table 9. Partner Contributions .....	18
Table 10. Percent of Regularly Participating Students with Stable, Improving, or Declining Reading Grades ...	19
Table 11. Percent of Regularly Participating Students with Stable, Improving, or Declining Math Grades .....	19
Table 12. Percent of Regularly Participating Students by Reading FCAT Level Change .....	23
Table 13. Percent of Regularly Participating Students by Mathematics FCAT Level Change .....	23
Table 14. Correlation between Total Number of Days of 21st CCLC Participation and Reading and Mathematics Achievement Outcomes .....	25
Table 15. Florida and National Comparison on 21st CCLC GPRA Academic and Socio-Emotional Measures....	26
Table 16. Florida and Regional Comparison on 21st CCLC GPRA Academic and Socio-Emotional Measures...	27
Table 17. School-Day Teacher Reports of 21st CCLC Regularly Participating Student Classroom Outcomes...	28
Table 18. Best Practice Themes and Examples from Spotlight Visits.....	31



# List of Figures

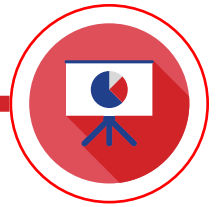


Figure 1. Percentage of Sub-Grantees by Cohort .....	11
Figure 2. Sub-Grantees by Program Type.....	12
Figure 3. Total Students Served by Gender .....	14
Figure 4. Total Students Served by Race .....	14
Figure 5. Special Populations Served for Total Enrollment .....	14
Figure 6. Program Objective Classifications .....	17
Figure 7. Program Objective Status .....	17
Figure 8. Percent of 21st CCLC Regularly Participating Students within each Academic Grading Category for Reading, 2012-2013 Academic Year.....	18
Figure 9. Percent of 21st CCLC Regularly Participating Students within each Academic Grading Category for Mathematics, 2012-2013 Academic Year .....	18
Figure 10. Percent of Regularly Participating Students within each Grade Change Category within Academic Year: Reading and Mathematics.....	20
Figure 11. Percent of Regularly Participating Students with Unsatisfactory Fall Grades Whose Grade Improved by Spring for Reading and Mathematics. ....	20
Figure 12. Percent of Regularly Participating Students within FCAT Achievement Levels on Reading: Academic Year 2012-2013. ....	21
Figure 13. Percent of Regularly Participating Students within each FCAT Achievement Levels on Mathematics: Academic Year 2012-2013.....	22
Figure 14. Percent of Regularly Participating Students by Reading Proficiency Category: Academic Year 2012-2013 .....	22
Figure 15. Percent of Regularly Participating Students by Math Proficiency Category: Academic Year 2012-2013 .....	22
Figure 16. Percent of Regularly Participating Students Showing Stability or Change in Proficiency Change Category Across Academic Years.....	24
Figure 17. Percent of Students Performing Below Proficiency in the Prior Year who Improved to Proficient/Above in the Current Year in Reading and Mathematics.....	24
Figure 18. Parents' Responses Concerning Their Child's Afterschool Care if the 21st CCLC Program Was No Longer Available .....	29
Figure 19. Students' Responses to Their Afterschool Activities if the 21st CCLC Program Was No Longer Available.....	29





# Executive Summary

## Introduction

The Florida 21st Century Community Learning Centers (21st CCLC) initiative is administered by the Florida Department of Education (FDOE). The Children's Forum was awarded a grant by FDOE to provide professional development, monitoring, and evaluation technical assistance to 21st CCLC grantees. The purpose of the 21st CCLC program is to provide at-risk and disadvantaged students from low-performing schools academic and personal enrichment opportunities that will complement their regular school-day activities. To accomplish this purpose, 21st CCLC sub-grantees must provide a range of high-quality, diverse services that support student learning and development.

For the 2012-2013 grant period, 138 programs across Florida were awarded funding to operate a 21st CCLC program. Approximately 11% of programs were in their fifth and final year of funding, while 18% were new sub-grantees. Program organizational types included school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

## Study Objectives

This Statewide Summative Evaluation Report examines the characteristics and impacts of the 21st CCLC initiative during the 2012-2013 grant period via eight study objective areas:

1. Programmatic characteristics of sub-grantees;
2. Demographic characteristics of students served;
3. Sub-grantee operations, staffing, partner collaborations, and achievement of program objectives;
4. Student reading and mathematics outcomes;
5. Student academic and socio-emotional performance with other select states;
6. Stakeholders' perceptions of program effectiveness;
7. Case studies of programs evidencing exemplary practices; and
8. Recommendations for future 21st CCLC implementation and administration.

## Methodology

To provide a comprehensive view of the 21st CCLC initiative, quantitative and qualitative data were gathered from multiple data sources. Key data collection tools included the Florida 21st CCLC website, the United States Education Department's (USED) Profile and Performance Information Collection System (PPICS), stakeholders' surveys, interviews, focus groups, and on-site observations. The study used a mixed methods approach to data analysis.

## Results

**Study Objective 1: Sub-Grantee Characteristics.** During the 2012-2013 grant year there were 138 sub-grantees operating 384 sites throughout Florida. County school districts made up the majority of sub-grantees (45%), followed by community-based or nonprofits organizations (38%). Nearly 75% of programs served elementary school-age students, 61% served middle school students, and 27% served high school students. Programs could serve multiple grade levels.

**Study Objective 2: Student Characteristics.** Of the 138 programs, 123 sub-grantees met PPICS' certification requirements and were certified by the FDOE. These certified sub-grantees served nearly 60,000 students, with approximately 36,000 students participating at least 30 days or more (identified as regularly participating students). Nearly 50% of regularly attending students were in third through sixth grades. The demographics of 21st CCLC students indicate that over 75% fall into a minority racial and ethnic sub-group, 73% are eligible for free or reduced priced lunch, 15% are categorized as Limited English Proficient, and 13% are identified as students with special needs.

**Study Objective 3: Sub-grantee Programming Factors and Objective Achievement.** Programs were well-staffed with 50% (summer) to 58% (academic year) of staff being certified regular school-day teachers. In addition to funding allocated by the 21st CCLC initiative, many sub-grantees received partners' monetary contributions and services from partners.

Sub-grantees are required to develop program objectives to help assess the successes and progress of the program. Across all grantees, there were 1,348 proposed program objectives, of which 60% were related to student achievement. Nearly all objectives (98%) were either met or progress was made toward achieving the objective.

**Study Objective 4: Student Academic Performance.** Students' performance was assessed through report card grades and Florida Comprehensive Assessment Test (FCAT) scores in reading and mathematics. The majority of regularly participating students earned grades of C or above in reading (86%) and mathematics (84%) by the end of the academic year. Over 75% of students maintained a satisfactory grade over the academic year. Of students with unsatisfactory reading or mathematics grades at the beginning of the year, about half improved their grades to satisfactory by the end of the year.

While a large percentage of students are performing at a satisfactory level on grades, there remains a gap on FCAT proficiency. Approximately 60% of 21st CCLC regularly participating students performed below proficient (Levels

1 or 2) on the 2012-2013 FCAT reading and mathematics sections. Of the students who were performing below proficiency the prior year (2011-2012), about 17% improved to proficient or above on the 2012-2013 FCAT.

It is noteworthy that students' academic grades and FCAT performance were positively and significantly related to the number of days of participation in the 21st CCLC program. The longer a student participates in the 21st CCLC program, the greater the likelihood that they will have higher grades and FCAT achievement levels and demonstrate improvement over time.

**Study Objective 5: State Comparisons on Student Academic and Socio-Emotional Performance.** In comparison to the national rates of 21st CCLC student performance, Florida's 21st CCLC students perform similarly on improvement in grades and assessment scores. Florida's rates of 21st CCLC student improvement are slightly higher for teacher-reported student outcomes than the nation. Regionally, Florida's performance rates are similar to other states within the South Atlantic division on several student improvement indicators. However, Florida's 21st CCLC students had higher improvement rates than 21st CCLC students from other South Atlantic states on reading and math state assessments and teacher reported homework completion and classroom participation, and behavioral improvement.

**Study Objective 6: Stakeholders' Perceptions.** Surveys, interviews, and focus groups of key stakeholders, along with 21st CCLC Administrative Team observations, provided an in-depth look at the impact of the 21st CCLC program on the students and communities served. Students, parents, and school-day teachers offered their perceptions in one or more of the following areas: academic, behavioral, and socio-emotional factors; program staff and environment; and afterschool programming. Over 90% of parents indicated that the 21st CCLC program helped improve their child's academic, behavioral, and socio-emotional skills. Students' sentiments were similar with over 85% program satisfaction rates. Without the 21st CCLC program, many parents (30%) said that their child would be home alone after school. Furthermore, nearly one in four students indicated that they would be watching television (23%), whereas only 17% said they would be doing their homework if not participating in their current 21st CCLC program.

Telephone and in-person interviews and focus groups were conducted with stakeholders from selected programs. Key successes and best practices emerging from these qualitative data included program pre-planning, engaging activities and projects, dedicated staff, and addressing the specific needs of the students.

**Study Objective 7: Best Practice "Spotlight" Case Studies.** Three 21st CCLC programs were spotlighted during the summer of 2013. These programs were highlighted for their exemplary practices and successes. Case studies were developed for each of these programs to illustrate best practices that can be shared with other 21st CCLC programs across the state.

## Recommendations

**Study Objective 8: Recommendations for Programming and Administration.** Selected grantees and the 21st CCLC Administrative Team generated recommendations for the operation and implementation of the 21st CCLC initiative. Sub-grantees recommended streamlining deliverables, offering more trainings, and establishing a compendium of best practices for 21st CCLC implementation. The Administrative Team has begun working with a taskforce of sub-grantees to streamline the data collection and reporting process. In an effort to provide continual improvement among the 21st CCLC sub-grantees, the Administrative Team is developing a webinar series for the sub-grantees to provide information and technical assistance. This series will serve as a professional development resource for program administration and staff. The Administrative Team is also developing a repository of project-based learning and best practices information as a means of sharing information across programs.

## Study Considerations

While there were various data sources used in this evaluative report, data availability was restricted to students participating in the 21st CCLC initiative. Comparative analyses with a similar sample of non-21st CCLC students were therefore not possible. The design was also restricted to a cross-sectional as opposed to longitudinal methodology. Thus, the true impact of the 21st CCLC initiative on participating students could not be determined. The Administrative Team is readdressing the possibility of using unique student identifiers to better track and compare student groups allowing for more scientifically rigorous study design options.

## Conclusions

A positive correlation emerged between participation in Florida's 21st CCLC afterschool enrichment program and students' academic and socio-emotional performance. Additionally, Florida's 21st CCLC students had higher performance improvement rates than 21st CCLC students from other comparable states. Furthermore, parents and students reported high satisfaction rates with their 21st CCLC afterschool program experience.

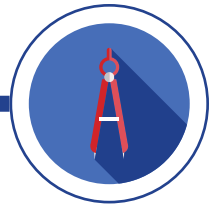
However, these findings must be considered in the context of continued high needs of the students served. Sixty percent of Florida's 21st CCLC participating students are performing below proficient in reading and mathematics on the state's competency assessment. Also, there remain areas for improvement on program implementation, administration, and data collection and reporting which the Administrative Team has begun addressing.

Best-practice case studies shine the "spotlight" on effective 21st CCLC practices throughout the state of Florida that can be adopted by other programs. Efforts will continue to propel Florida's 21st CCLC initiative forward along the path of ever improving services for children and families.





# Introduction



## Background

The purpose of the 21st CCLC program is to establish or expand 21st CCLC programs that provide at-risk students with opportunities for academic and personal enrichment as well as complement students' standard academic programs. The 21st CCLC programs also engage adult family members of actively participating students through educational and personal development opportunities. For the 2012-2013 academic year, the Florida Department of Education (FDOE) awarded 138 contracts to sub-grantees providing services at 384 centers located in 40 counties throughout the state of Florida. These programs proposed to serve nearly 60,000 unduplicated students statewide.

Each 21st CCLC program provides a safe environment for students during non-school hours and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, including but not limited to: tutoring and mentoring, academic enrichment (e.g., reading/language arts, mathematics, science, and technology programs), homework assistance, music, art, service learning, character education, physical education and recreational activities, dropout prevention and college and career readiness.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, the specific purposes of the law are to:

### Purposes of the 21st CCLC Initiative

1. Provide opportunities for academic enrichment, including 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, 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.
3. Offer opportunities for literacy and related educational development to families of students served by community learning centers.

## 21st CCLC Administrative Team

In the fall of 2012, the Children's Forum was awarded a grant by the FDOE to provide professional development, monitoring, and evaluation technical assistance and support to 21st Century Community Learning Centers (21st CCLC). The Children's Forum 21st Administrative Team is comprised of the Administrative Unit, the Program Development Unit, the Research and Evaluation Unit, and the Monitoring and Compliance Unit. The Administrative Unit provides supervision and support to the other units within the 21st CCLC initiative. The Program Development Unit (PDU), provides technical assistance, need-based training, grant and budget review, process evaluation, annual compliance visits, and online systems to grantees. The Research and Evaluation Unit (REU) assists in the compilation of statewide formative and summative evaluations, provides guidance and assistance to grantees on their reporting and evaluation and oversees data collection. The Monitoring and Compliance Unit (MCU) provides technical assistance on policy and regulations, oversees the monitoring of sub-grantees, and is readily available to provide guidance and resources to those grantees that may be at risk of being out of compliance with their awarded 21st CCLC grant. These units, although separate in their functions, work together to form a comprehensive entity working to meet the needs of all 21st CCLC sub-grantees and the students served by this afterschool initiative.

### Study Objectives

- This Florida 21st CCLC Summative Evaluation Report summarizes characteristics and impacts of the 21st CCLC initiative during the 2012-2013 grant year. The following list highlights the key evaluation study objectives:
1. Summarize programmatic characteristics of sub-grantees.
  2. Summarize population and demographic characteristics of students served.
  3. Summarize sub-grantee operations, staffing, partner collaborations, and achievement of program objectives.
  4. Examine 21st CCLC student reading and mathematics achievement outcomes and the relationship between 21st CCLC participation and academic achievement.
  5. Compare Florida's 21st CCLC student academic and socio-emotional performance .
  6. Summarize stakeholder (program administrators and teaching staff, school-day teachers, partners, students, and parents) perceptions of program effectiveness.
  7. Provide case studies of programs evidencing exemplary practices.
  8. Provide recommendations to FDOE for future 21st CCLC implementation and administration.



# Methodology

## Data Collection

Multiple sources of data were gathered and utilized to provide a comprehensive and multi-faceted understanding of Florida's 21st CCLC initiative during 2012-2013. With the exception of on-site observations conducted by the REU, data are self-reported by sub-grantees either online through the Florida or USED 21st CCLC web-sites or via stakeholder surveys and interviews. The following chart summarizes the study data sources. Appendix B provides additional detail on the data collection methods and measures used in this study.

**Florida 21st CCLC Summative Report: Data Collection Summary**

Data Collection Tool	Brief Description	Who Participates
Florida's 21st CCLC website	Web-based data collection system facilitated and managed by the 21st CCLC Administrative Team. Data elements: monthly attendance, operations, budget, program objectives, and other essential data used for monitoring, research, and evaluation. Hosts sub-grantee Formative and Summative Evaluation reports.	All sub-grantees are required to submit data throughout each grant year.
USED Profile and Performance Information Collection System (PPICS)	Web-based data collection system of state and federal data for the 21st CCLC initiative. Data elements: program operations, program objective status, student characteristics, staffing, partner contributions, school-day teacher perceptions of student improvement and reading and mathematics performance (Grades and FCAT scores).	All sub-grantees are required to submit data annually for Summer of the prior year and the current Academic Year (e.g., Summer 2012 and Academic Year 2012-2013).
Student and Parent Surveys	Developed by the REU and administered by sub-grantees. Data elements: stakeholder satisfaction rates and perceptions of program effectiveness and impact on student academic and social skills.	All participating students and parents are invited to complete a voluntary survey. Parents also have a paper survey option.
Telephone Interview Guides	Developed and conducted by the REU. Data elements: program successes, barriers, support/assistance needs, practices, and ideas for successful implementation of 21st CCLC programs.	Program administrators and site coordinators from randomly selected sub-grantees representative of participating programs.
Site Visit Guides: Focus Group, Interview, and Observation Guides	Developed and conducted by the REU. In an open forum and dialogue setting, stakeholders share their personal experiences with the program and classroom, and program activities are observed. Data elements: process and procedures for implementing best practices, program successes and impact on students and families, barriers, and support/assistance needs.	Select programs implementing exemplary 21st CCLC practices. Participants include: program administrators, site coordinators, community partners, teachers, students, and parents.

## Design and Analysis

This study used a mixed methods approach combining quantitative and qualitative methods. Quantitative and qualitative analyses were used dependent on the type of data and study objective addressed. Quantitative analysis included frequencies, percentages, and measures of central tendency (e.g., means and medians). Qualitative analysis included content analysis, case study, and narrative summary of common themes. Merging across sub-grantee data, common statewide datasets were created to examine study objectives.

# Results

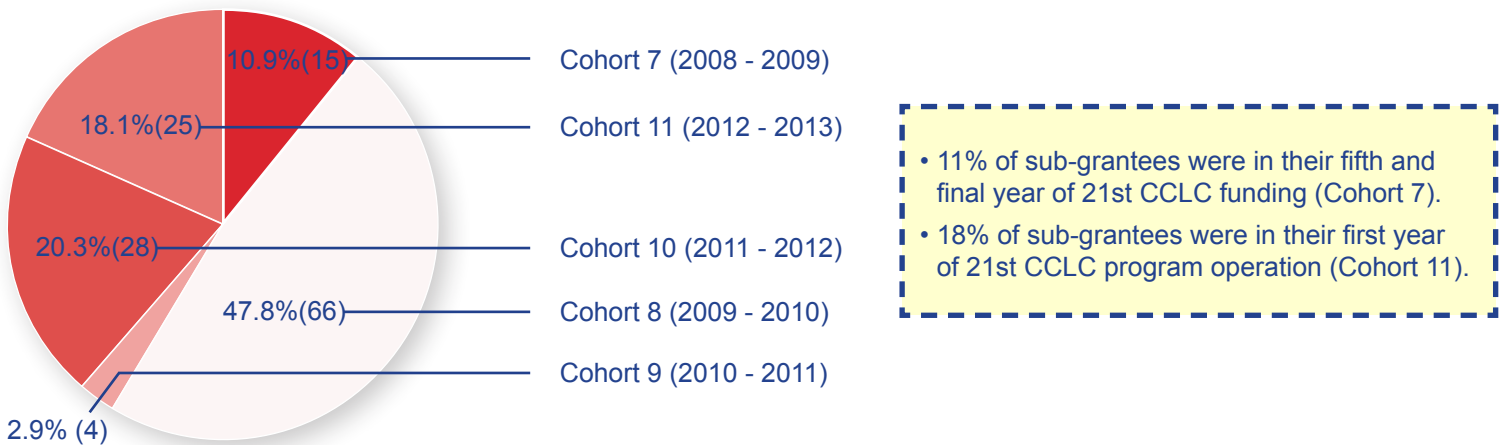


The results section is organized by study objective and covers findings through objective seven. The first study objective examining sub-grantee characteristics includes all 138 21st CCLC grantees funded during the reporting period. Study objectives two through five include 123 sub-grantees (89%) whose PPICS data met certification requirements and were certified by the FDOE. Study objectives six and seven include select programs, providers, partners, and participants.

## Study Objective 1: Sub-Grantee Characteristics

During the 2012-2013 grant period, there were 138 sub-grants awarded. Appendix A provides a descriptive profile for each grantee with details on grantee service areas, student population, and other programming information. Each grant year a new cohort of sub-grantees are awarded a grant and assigned a Cohort number for administrative tracking purposes. During 2012-2013 Cohorts 7 (entering in 2008-09) through 11 (entering in 2012-13) participated in the 21st CCLC initiative.

Figure 1. Percentage of Sub-Grantees by Cohort.

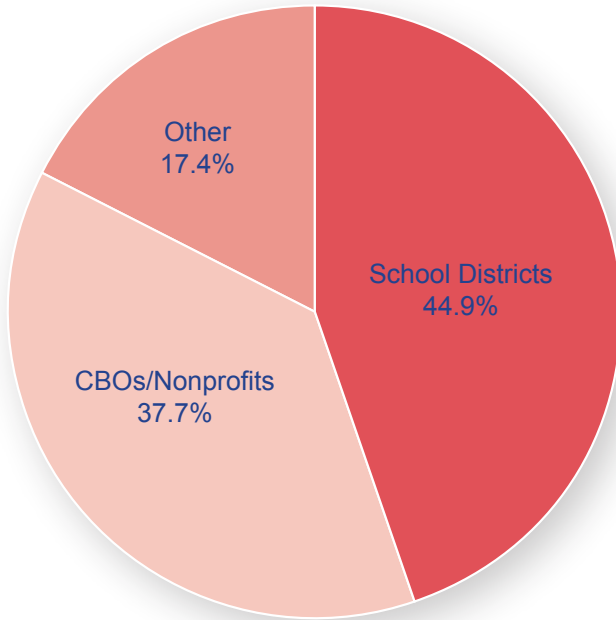


During 2012-2013, there were 384 sites operated by the 138 21st CCLC programs. Programs are categorized into eleven organizational types within PPICS as shown in Table 1. For reporting purposes, in the remainder of this report, program types are collapsed into three broad groups: School Districts, Community-Based/Nonprofit Organizations (CBOs), and all Other types of organizations (see Figure 2).

Table 1. Sub-Grantees by Program Type

Program Type	Number of Sub-Grantees	Number of Sites
School Districts	62	184
Community-Based or Other Nonprofit Organizations	26	51
Nationally Affiliated Nonprofit Organizations – Boys & Girls Club	17	52
Other Units of City or County Government	9	22
Colleges/Universities	7	14
Nationally Affiliated Nonprofit Organizations – Other Agency	7	36
Faith-Based Organizations	4	9
Charter Schools	2	2
Private Schools	2	2
For-Profit Organizations	1	4
Nationally Affiliated Nonprofit Organizations – YMCA/YWCA	1	8
<b>Total Number Participating</b>	<b>138</b>	<b>384</b>

Figure 2. Sub-Grantees by Program Type. n=138



NOTE: **CBOs/Nonprofits** = Community-Based and For Profit and Nonprofit Organizations and Nationally Affiliated Nonprofit Organizations (e.g., Boys and Girls Clubs). **Other** = Governmental Entities; Charter or Private Schools, Colleges/Universities; and Faith-Based Organizations

Most sub-grantees are School Districts (45%) or community-based or nonprofit organizations (38%).

Table 2. Total Sub-Grantees by Grade Level.

Population Served	Number of Sub-Grantees	%
Elementary School (PreK-5th) Only	44	31.9
Middle School (6th-8th) Only	16	11.6
High School (9th-12th) Only	9	6.5
Elementary and Middle School	40	29.0
Elementary and High School	2	1.4
Middle and High School	10	7.2
Elementary, Middle, and High School	17	12.3

Note: Grade levels were standardized to reflect Elementary School as PreK-5th grades; Middle School as 6th-8th grades; and High School as 9th-12th grades.

- 74% of grantees serve elementary school students with 32% of those serving ONLY elementary students and 42% serving elementary and other age groups.
- 61% of grantees serve middle school students with 12% of those serving ONLY middle school students and 49% serving middle school and other age groups.
- 27% of grantees serve high school students with 7% of those serving ONLY high school students and 20% serving high school and other age groups.





## Study Objective 2: Student Characteristics

Across the 123 sub-grantees with certified PPICS data, nearly 60,000 students (unduplicated) were enrolled in a 21st CCLC program. Approximately 36,000 students participated at least 30 days or more which is considered “regularly participating” in the 21st CCLC program within PPICS. Table 3 describes all students enrolled (attending at least one day) and all regularly participating students (attending 30 days or more).

*Table 3. Student Enrollment: Total and Regularly Participating Students for Summer 2012 and Academic Year 2012-2013.*

	Total Student Enrollment (at least one day)				Regularly Participating Students (30 days or more)
	Only Summer	Only Academic Year	Summer AND Academic Year	Total	Total
All Programs	7,358	41,399	11,110	59,867	35,989
Average	59.82	336.58	90.33	486.72	292.59
Median	25.00	258.00	58.00	400.00	273.00
Range	0 to 316	0 to 1,411	0 to 699	76 to 1,538	22 to 1,048

Note: Numbers are across all participating 21st CCLC sub-grantees.

Sub-grantees are required to submit the Average Daily Attendance (ADA) on a monthly basis for their program via the Florida 21st CCLC website. This metric reflects the relationship between grantee proposed attendance and actual attendance so that rates may exceed 100 percent. All programs are required to have afterschool operations; summer, before school, and weekend/holiday components are allowable but not required for 21st CCLC sub-grantees. Table 4 summarizes the overall ADA for each programming component by program type.

*Table 4. Overall Percentage Average Daily Attendance by Component (attendance achieved based upon grant proposed students served).*

Program Type	N	Summer	Before School	Afterschool	Weekends/ Holidays
All Programs	123	74%	82%	91%	82%
School Districts	56	70%	77%	85%	83%
Community Based Organizations	44	79%	88%	95%	69%
Other*	23	75%	23%	101%	106%

\*Programs classified as Other include: Schools/Universities/Colleges, Governmental Entities, and Faith-Based Organizations. Furthermore, only one program in this category reported Before School operations.

The Florida 21st CCLC program serves students from pre-kindergarten through 12th grade. As reported earlier, individual grantees serve select age groups. Table 5 shows the number of regularly participating students at each grade in 2012-2013.

*Table 5. Total Number of Regular Student Attendees by Grade Level and Program Type.*

	Grade In School													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
All Programs	176	2,144	2,922	3,522	4,724	4,086	3,744	4,195	3,408	2,969	1,086	970	698	523
School Districts	61	1,091	1,591	2,060	2,789	2,465	2,383	1,475	1,135	952	594	503	345	285
CBOs	5	777	1,039	1,147	1,312	1,075	874	2,188	1,907	1,713	121	100	81	53
Others	110	276	292	314	623	546	487	532	366	304	371	367	272	185

Note: The students whose grade level was unknown ranged from 0.2 to 2.9% across all program types.

- Grades with the largest number of students served are 3rd through 6th.
- Grades with the fewest number of students served are preschool and 9th through 12th.

Student demographics are shown in Figures 3 through 5. The 21st CCLC student population can be described as:

- Almost evenly split on gender;
- Roughly half African American (51%) and one-quarter Hispanic/Latino (24%) and White (23%) with a small percentage (2%) falling into some other racial and ethnic category;
- Nearly three-quarters (73%) eligible for free/reduced lunch; and
- A relatively small sub-set classified as Limited English Proficient (15%) or having special needs (13%)

Figure 3. Total Students Served by Gender.  
n=55,410

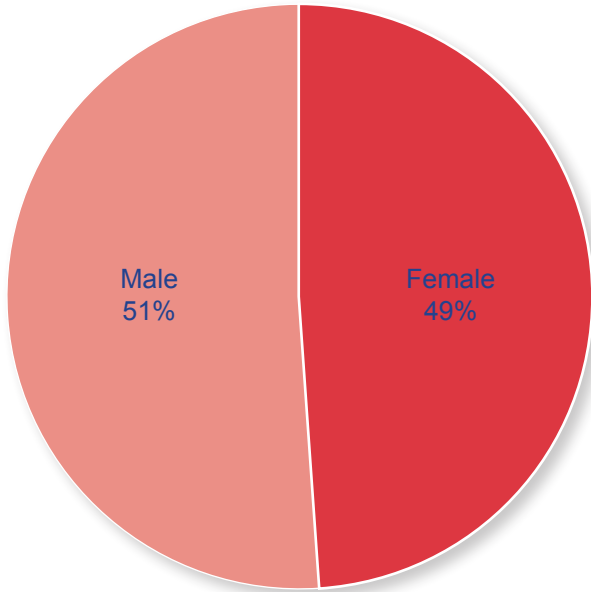
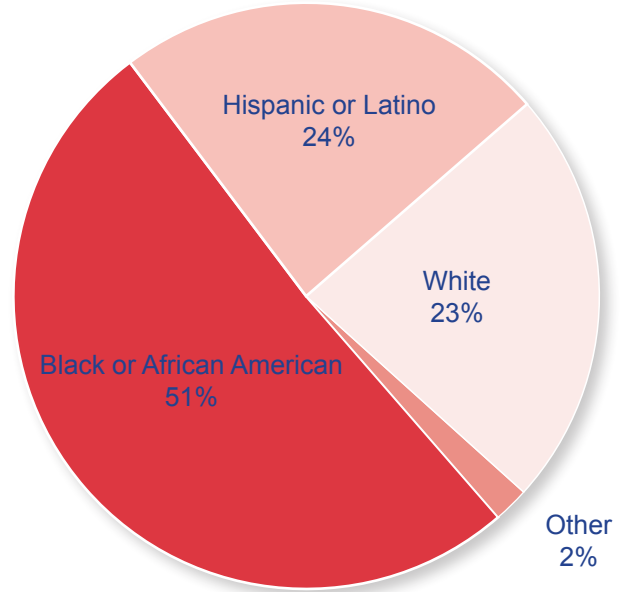


Figure 4. Total Students Served by Race.  
n=57,366



Other includes American Indian/Alaskan Native (1%) and Asian/Pacific Islander (1%)

Figure 5. Special Populations Served for Total Enrollment.  
n=59,867

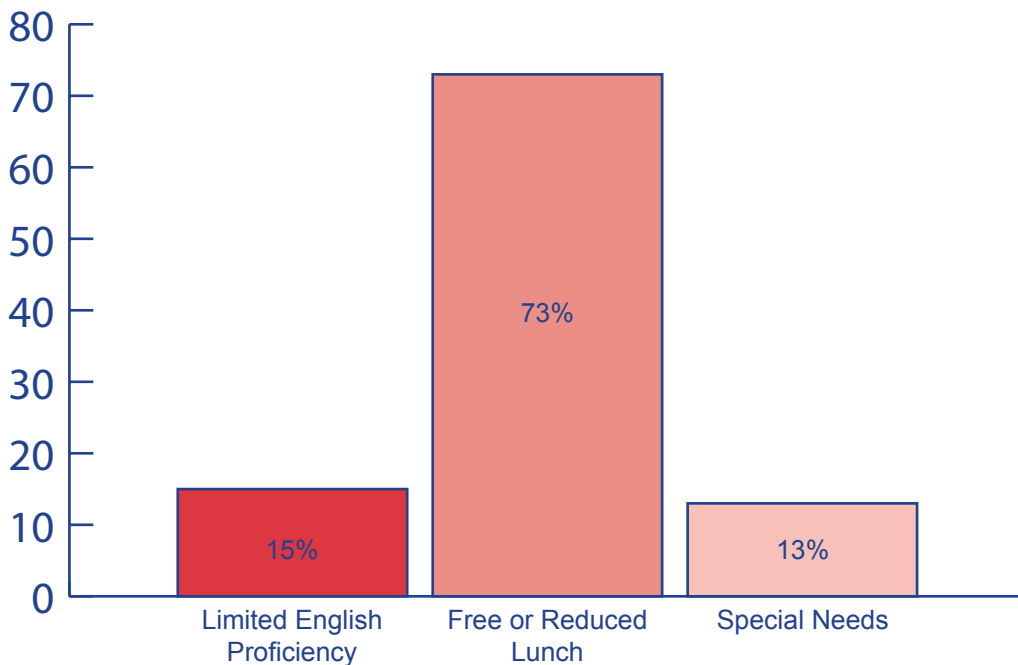


Table 6 illustrates the gender, race/ethnic, and special population breakdown by each program type. There is notable variation across program types on predominate racial/ethnic categories and special population rates. For example, school districts are serving the largest percentage of students with special needs and CBO grantees are serving the largest percentage of students with Limited English Proficiency.

Table 6. Total Students Served by Program Type.

	School District	CBO	Other
Total Served	32,466	18,382	9,019
<b>Gender</b>	<b>n=30,934</b>	<b>n=16,217</b>	<b>n=8,259</b>
Male	50.4% (15,585)	51.0% (8,265)	52.3% (4,317)
Female	49.6% (15,349)	49.0% (7,952)	47.7% (3,942)
<b>Race</b>	<b>n=33,297</b>	<b>n=15,917</b>	<b>n=8,152</b>
American Indian/ Alaska Native	1.7% (556)	0.2% (30)	0.1% (10)
Asian/Pacific Islander	1.6% (527)	0.7% (111)	0.3% (28)
Black or African American	47.0% (15,665)	53.8% (8,561)	57.7% (4,706)
Hispanic or Latino	20.1% (6,708)	29.8% (4,751)	30.1% (2,454)
White or Caucasian American	29.6% (9,841)	15.5% (2,464)	11.7% (954)
<b>Special Populations</b>			
Free or Reduced Priced Lunch (yes)	74.2% (24,085)	68.7% (12,621)	77.1% (6,955)
Limited English Proficiency (yes)	12.8% (4,148)	19.9% (3,653)	11.3% (1,022)
Special Needs (yes)	15.6% (5,076)	12.5% (2,293)	7.6% (687)

### Study Objective 3: Sub-grantee Programming Factors and Objective Achievement

#### Program Operations

Each 21st CCLC program is required to be open for a minimum of 36 weeks during the year, 4 days per week, and 12 hours per week including both the summer and academic year. Table 7 highlights the average operation during the summer and academic year across all 21st CCLC program sites.

Table 7. Average Program Operations.

	Total # of Weeks	Typical # of Days Per Week	Typical # of Hours Per Week
<b>Summer 2012</b>			
Average	4.5	3.0	19.1
Range	0 to 24	0 to 5	0 to 55
<b>Academic Year 2012-13</b>			
Average	34.3	4.7	15.2
Range	19 to 42	4 to 5	3 to 25

## Staff Characteristics

Table 8 displays the total staff members that work or volunteer with Florida's 21st CCLC programs statewide. The majority are certified school-day teachers. Many programs utilize youth development workers and college students as the primary instructor for lessons and activities with support from the teachers. Each center within a program has at least one administrator or site coordinator that guides the day-to-day operation of the 21st CCLC program.

Table 8. Regular Staffing by Category.

Staff Type	Summer		Academic Year	
	Paid	Volunteer	Paid	Volunteer
School-Day Teachers (former and substitute)	1,123	21	3,128	75
Center Administrators and Coordinators	221	5	430	6
Youth Development Workers and Nonschool-Day Staff with College Degree or Higher	166	30	252	91
Other Nonteaching School-Day Staff	267	10	635	12
Parents	5	33	20	81
College Students	149	26	307	213
High School Students	56	101	81	225
Other Community Members	24	105	45	278
Other Nonschool-Day Staff with Some or No College	203	11	489	30
Other	13	0	18	1
<b>Total</b>	<b>2,227</b>	<b>342</b>	<b>5,405</b>	<b>1,012</b>



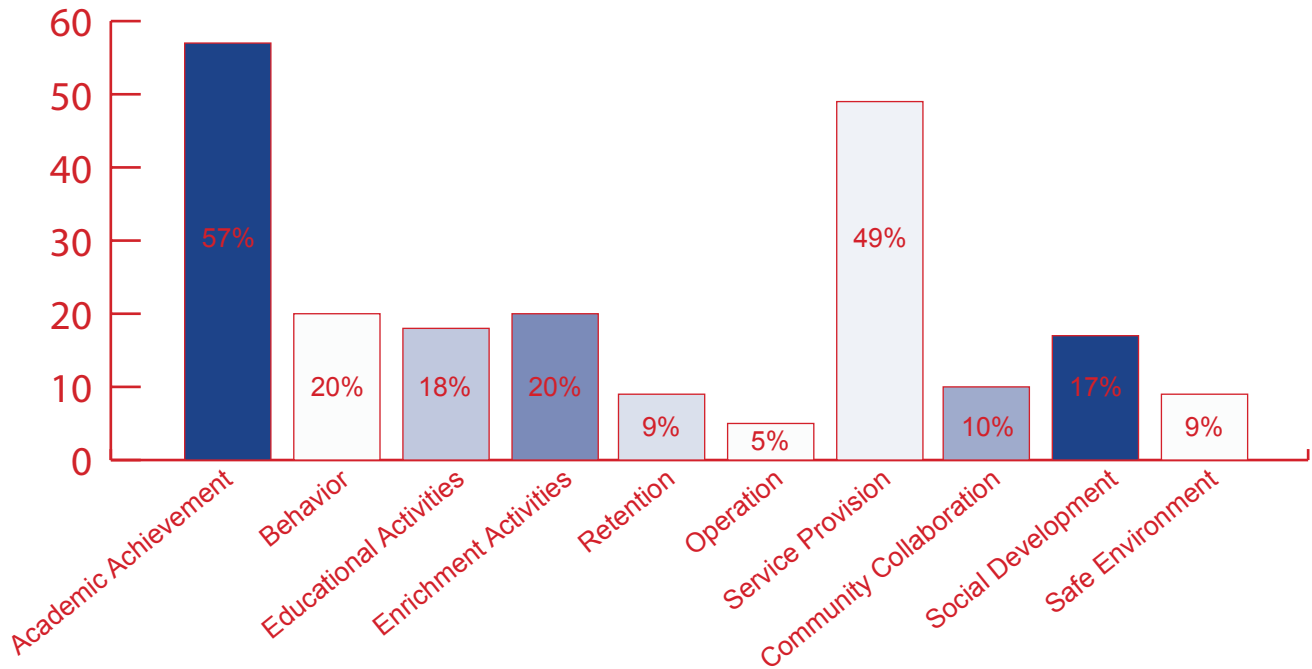


## Program Objectives

PPICS requires sub-grantees to enter their grant approved program objectives and select one or more categories aligned with each objective. Figure 6 depicts the objective categories. Across the 123 certified programs, 1,348 program objectives were submitted and categorized by grantees. Nearly 60% of the objectives relate to student achievement. A large percentage (49%) of objectives pertain to providing activities and services.

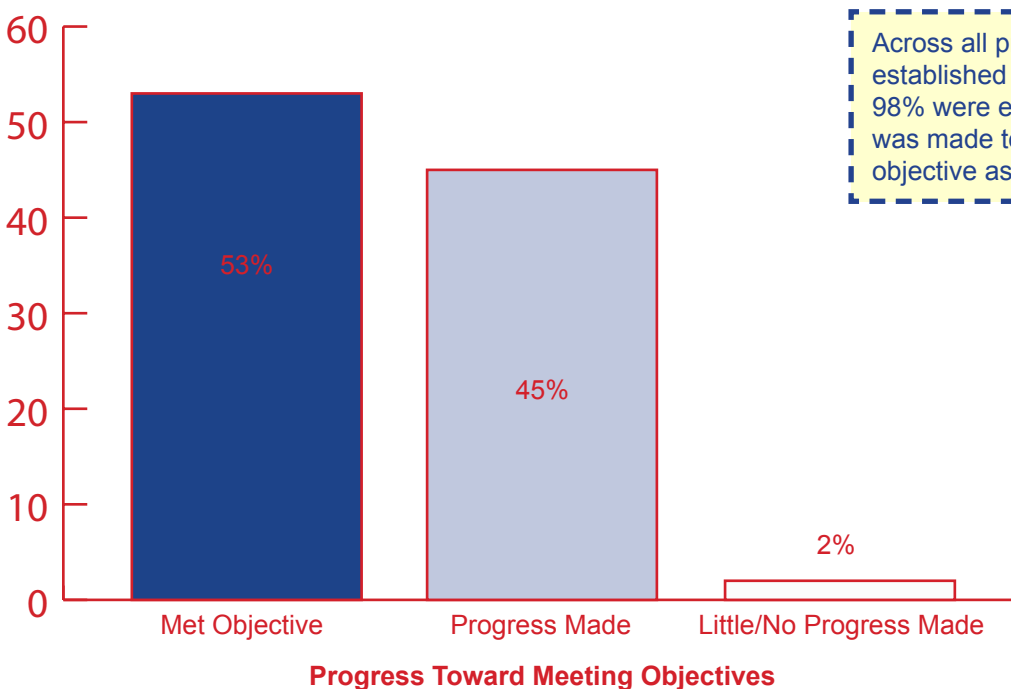
Sub-grantees also report the extent to which progress was made on each objective. Eighty-three percent of the 1,348 program objectives were deemed measurable by the sub-grantees, of which 53% were fully achieved as reported by sub-grantees. Progress was made on another 45% of the measurable objectives.

Figure 6. Program Objective Classifications.



Note: Each objective could fall into more than one category.

Figure 7. Program Objective Status. n=1,122



Across all program objectives established for Florida's 21st CCLC, 98% were either achieved or progress was made toward achieving the objective as reported by sub-grantees.

## Partners

During 2012-2013, there were 954 actively engaged partners reported across 21st CCLC sub-grantees. Over \$38 million was contributed to programs from their partnered organizations. Services provided by the partners include programming, paid staffing, volunteer staffing, goods/materials, fundraising, and evaluation services.

Table 9. Partner Contributions.

Program Type	N	Total Contributions from Partners	Total 21st CCLC Funding Amounts
School Districts	56	\$3,331,305	\$8,516,898
Community-Based Organizations	44	\$30,924,346	\$18,999,427
Other	23	\$4,217,632	\$23,845,045
<b>Total</b>	<b>123</b>	<b>\$38,473,283</b>	<b>\$51,361,370</b>

## Study Objective 4: Student Academic Performance

Student reading and mathematics grades and Florida Comprehensive Assessment Test (FCAT) scores are reported within PPICS by each sub-grantee for regularly participating students for two time-points (fall and spring of the current Academic Year for grades and spring of 2012 and 2013 for FCAT). In this section, current status and change over time in student reading and mathematics grades and FCAT proficiency levels are reported.

### Academic Grades

Fall and spring reading and mathematics grades for the 2012-2013 academic year were examined. Grading scales vary somewhat across students depending on the grading system at their school. For statewide reporting purposes, grading scales were standardized to fit the typical and most frequently used A to F scale.

Figures 8 and 9 depict the patterns of achievement for reading and mathematics grades in the fall and spring of the 2012-2013 academic year. Key findings for grades include:

- Most students had satisfactory reading (86%) and mathematics (84%) grades of C or above by the end of the academic year.
  - › 56% had a reading grade of A or B, 30% had a C and 15% had a D or F.
  - › 53% had a mathematics grade of A or B, 31% had a C and 16% had a D or F.

Figure 8. Percent of 21st CCLC Regularly Participating Students within Each Reading Grade Category (2012-2013 Academic Year).

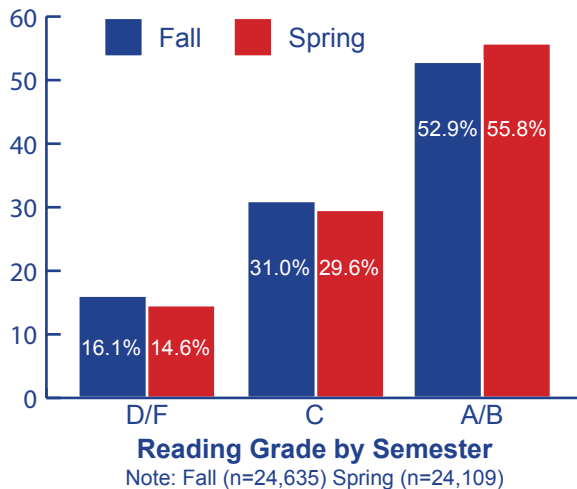
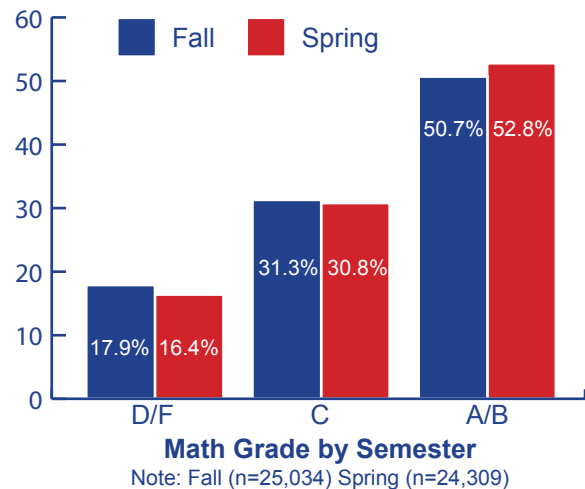


Figure 9. Percent of 21st CCLC Regularly Participating Students within Each Academic Grading Category for Mathematics (2012-2013 Academic Year).



Tables 10 and 11 show the patterns of change and stability for each grade from Fall to Spring. The left side of the tables shows the percentage of students with satisfactory grades (C or above) and the right side shows rates of unsatisfactory grades by the end of the school year. White boxes reflect stable grades; dark blue boxes show improving grades and light blue boxes show declining grades over the school year. For example, 15% of students received a reading grade of C at the beginning and end of the school year; 6% of students improved their grade from a D or F at the beginning of the year to a C at the end of the year; and 8% of students dropped from an A or B at the beginning of the year to a C at the end of the year.

Table 10. Percent of Regularly Participating Students with Stable, Improving, or Declining Reading Grades.

		Spring Reading					
Fall Reading		A	B	C	D	F	
	A	10%	5%	1%	< 1%	< 1%	Grade Dropped
	B	7%	19%	7%	1%	< 1%	Grade Improved
	C	2%	9%	15%	4%	1%	No Change in Grade
	D	< 1%	2%	5%	4%	1%	
	F	< 1%	< 1%	1%	1%	1%	
		86% At or Above C by Spring			14% Below C by Spring		

Table 11. Percent of Regularly Participating Students with Stable, Improving, or Declining Math Grades.

		Spring Math					
Fall Math		A	B	C	D	F	
	A	11%	5%	2%	< 1%	< 1%	Grade Dropped
	B	7%	17%	8%	1%	< 1%	Grade Improved
	C	2%	9%	15%	4%	1%	No Change in Grade
	D	< 1%	2%	5%	4%	1%	
	F	< 1%	< 1%	1%	1%	2%	
		84% At or Above C by Spring			16% Below C by Spring		

- Most students (84% and 86%) had satisfactory reading and mathematics grades by the end of the year and either maintained or improved their grades during the year.
- When student grades improved, they typically went up by one grade level.
  - › Example: For reading and mathematics, 7% of students improved their grade from B to A whereas only 2% improved their grade from C to A (two grade levels).
- A relatively small percentage of students earned reading or mathematics grades of D or F at the end of the year or had declining grades over the school year.

Additionally, student grades were categorized into satisfactory (C or above) or unsatisfactory (below C) grade groups and change across those groups was examined from the beginning to the end of the school year. Figure 10 depicts the percentage of students falling within each of the following grade groups:

- **Remained Satisfactory:** Satisfactory grade at the beginning and end of the school year,
- **Improved to Satisfactory:** Unsatisfactory grade at the beginning of the year but satisfactory grade at the end of the year.
- **Remained Unsatisfactory:** Unsatisfactory grade at the beginning and the end of the school year.
- **Dropped to Unsatisfactory:** Satisfactory grade at the beginning of the school year but unsatisfactory grade at the end of the school year.

Figure 11 highlights the improvement rates for the sub-set of students who had grades of D or F at the beginning of the year.

Findings for satisfactory and unsatisfactory grade groups reveal (see Figures 10 and 11):

- Most students had satisfactory grades at the beginning and end of school year: 75% and 77% for reading and mathematics, respectively.
- About half of those students (49% and 52%) whose grade was unsatisfactory at the beginning of the year improved their grade from unsatisfactory to satisfactory by the end of the school year.
- A small percentage (7%) of students' grades dropped from satisfactory to unsatisfactory over the school year.

Figure 10. Percent of Regularly Participating Students within Each Grade Change Category within Academic Year: Reading and Mathematics

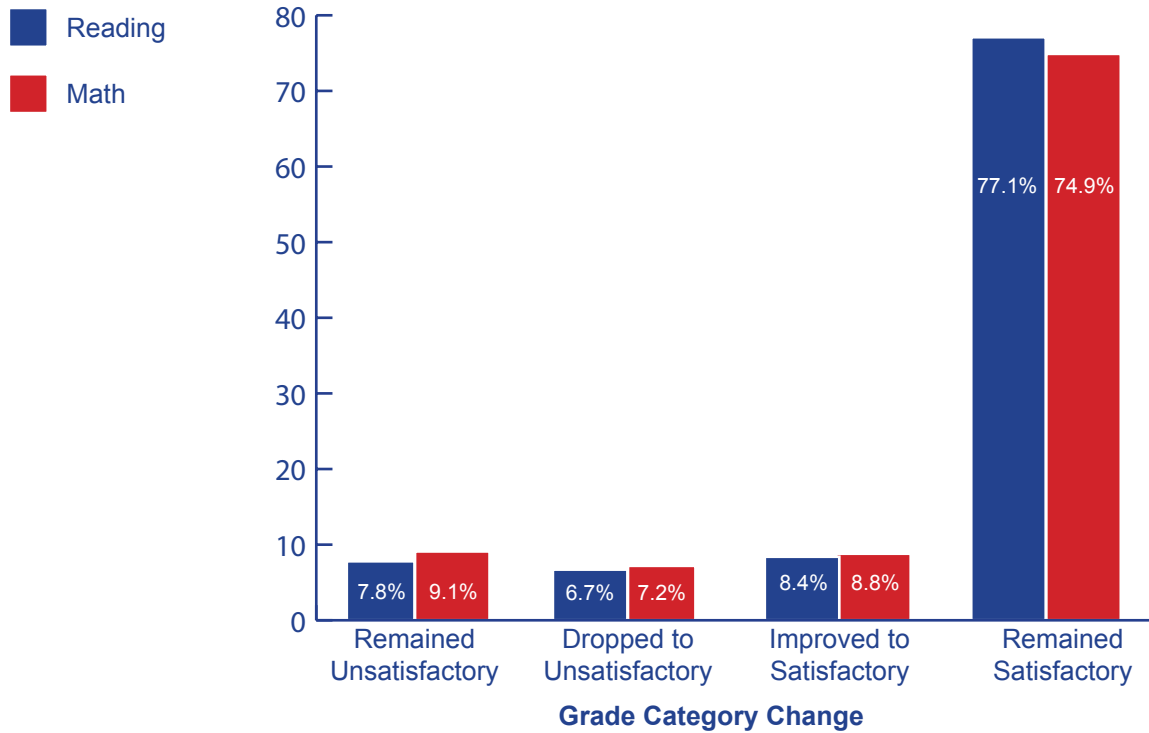
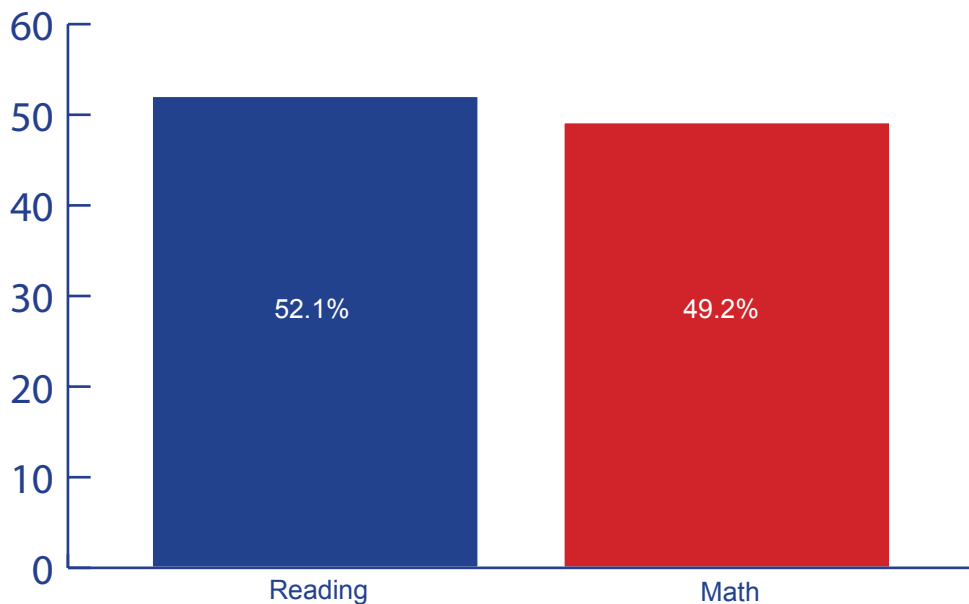


Figure 11. Percent of Regularly Participating Students with Unsatisfactory Fall Grades Whose Grade Improved by Spring for Reading and Mathematics.





## Statewide Standardized Assessment

The Florida Comprehensive Assessment Test (FCAT) is used to measure the performance of Florida's students on benchmarks in reading, mathematics, writing, and science, as defined by the Sunshine State Standards. For the 21st CCLC initiative, reading and mathematics FCAT scores and levels must be reported by sub-grantees for the current and prior academic years within the PPICS system. Reading proficiency is assessed from 3rd through 10th grades while mathematics proficiency is assessed from 3rd through 8th grades. FCAT proficiency levels range from 1 (lowest) to 5 (highest). These five FCAT levels are also grouped into three proficiency categories of Basic (Levels 1 and 2), Proficient (Levels 3 and 4), and Advanced (Level 5).

To preface the FCAT achievement findings, it is important to remember that students participating in the 21st CCLC initiative are more likely than their non-21st CCLC peers to be struggling academically. School and student academic performance is an eligibility factor and primary reason for targeting students for 21st CCLC services. It is therefore expected that FCAT scores for these students will be lower than those for Florida as a whole. Also, as further discussed in the next section of this report, *State Comparisons on Student Achievement*, rates of academic performance for students participating in the 21st CCLC initiative are generally as high or higher for Florida relative to rates of 21st CCLC participating students in other States in the region and across the nation. Also, the FCAT is designed such that maintaining at a Level 3 or above from one year to the next implies a gain of one year of academic ability equivalent to a gain in grade level. Many students participating in Florida's 21st CCLC programs are at high risk for declining in their achievement levels without participation in this program. As such, maintenance of an FCAT level or an increase of any kind from one level to the next is valued as an important gain, especially for students already struggling academically.

Figures 12 through 15 depict the current status in reading and mathematics FCAT proficiency levels and categories for Florida's 21st CCLC regularly participating students. Highlights from FCAT reading and mathematics proficiency findings for the 2012-2013 academic year follow:

- Approximately 40% of students are performing at or above proficiency whereas about 60% of students are performing below proficiency for reading and mathematics.
- Around one-quarter (24% for reading and 26% for mathematics) of students are performing at Level 3 with another 15% to 16% performing at Levels 4 or 5.
- Rates of students performing at Levels 1 and 2 are similar ranging from 28% to 32% across reading and mathematics.

Figure 12. Percent of Regularly Participating Students within FCAT Achievement Levels on **Reading**: Academic Year 2012-2013. n=19,925

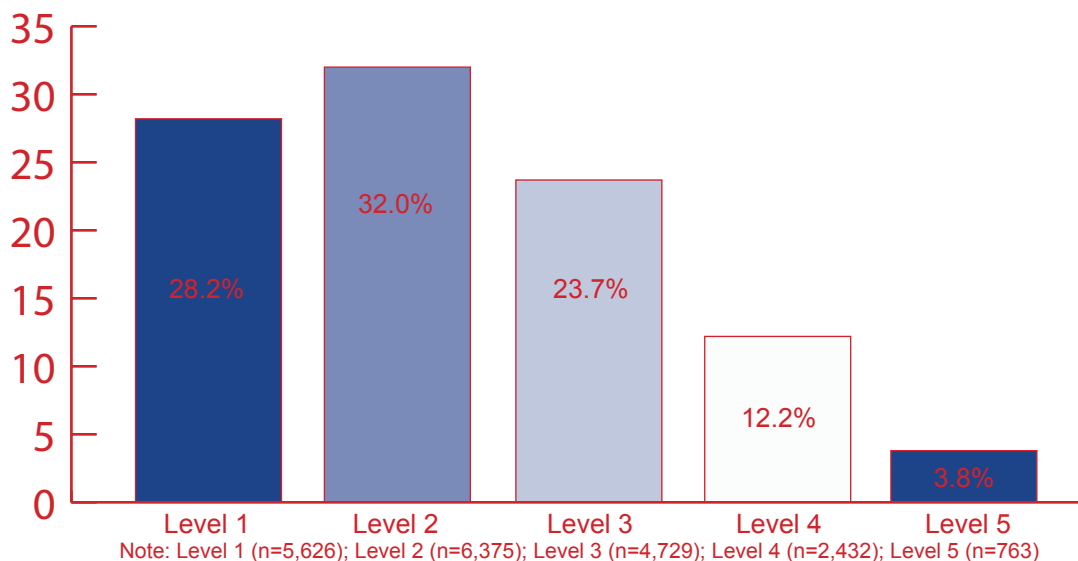


Figure 13. Percent of Regularly Participating Students within Each FCAT Achievement Levels on **Mathematics**: Academic Year 2012-2013. n=17,851

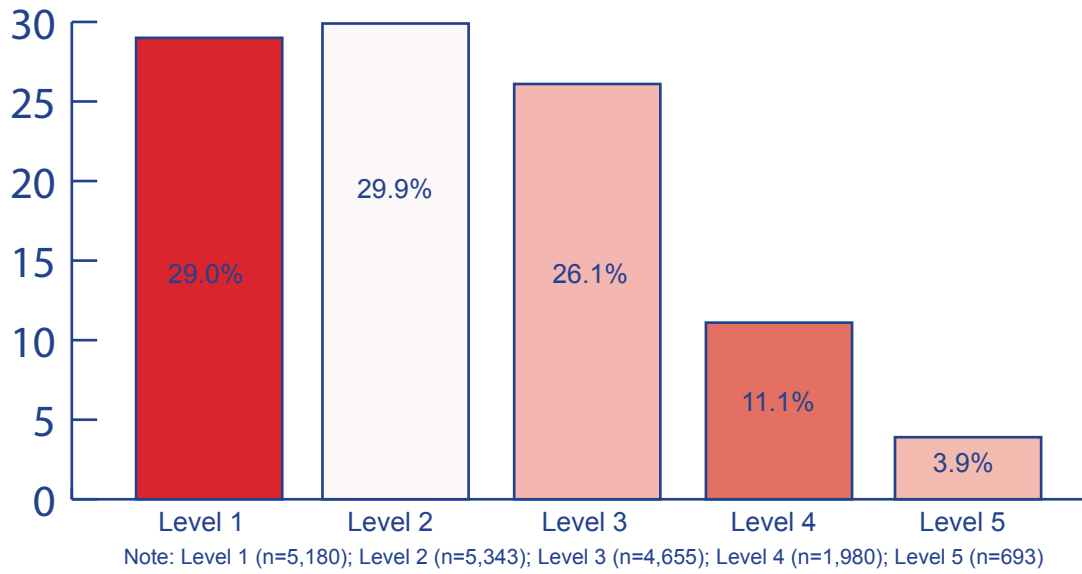


Figure 14. Percent of Regularly Participating Students by **Reading Proficiency Category**: Academic Year 2012-2013.

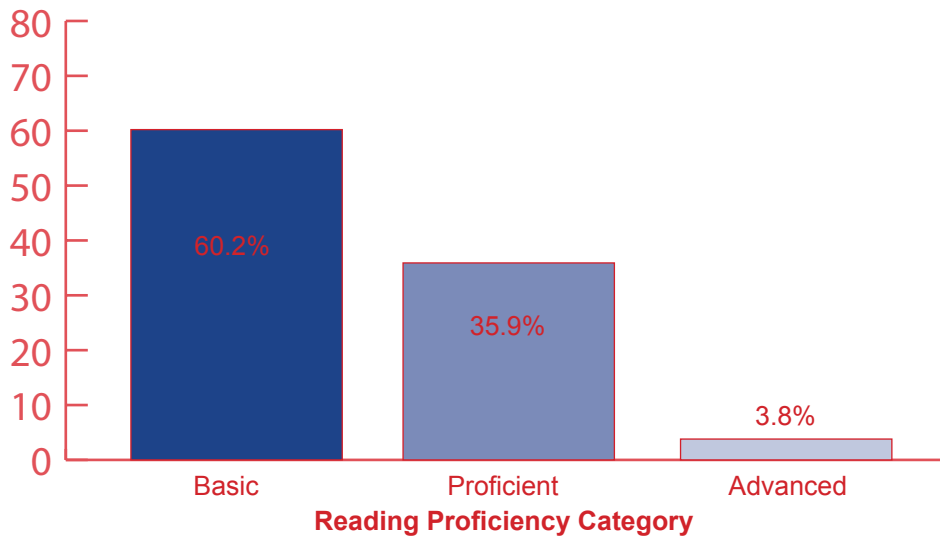
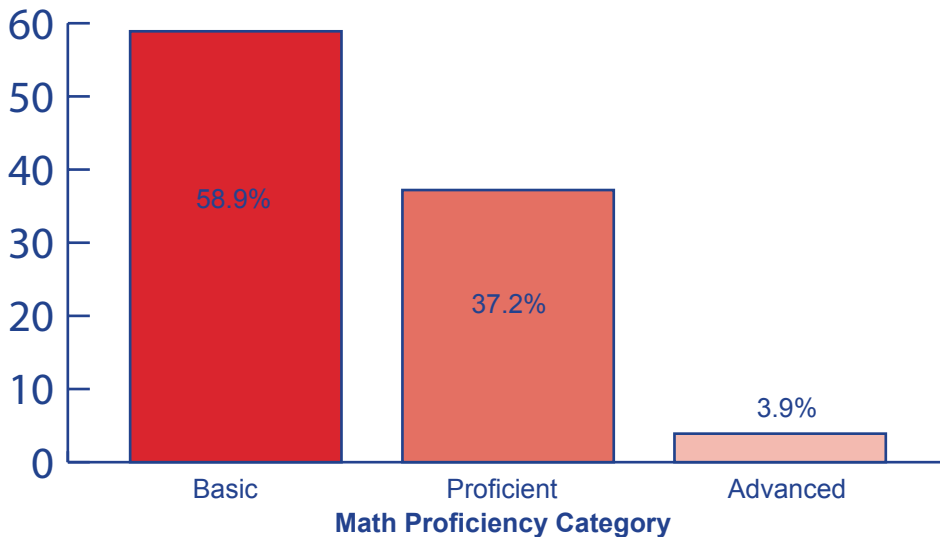


Figure 15. Percent of Regularly Participating Students by **Math Proficiency Category**: Academic Year 2012-2013.



Tables 12 and 13 reflect change and stability for each of the FCAT proficiency levels across the two-year time frame. The left side of the tables shows the percentage of students performing at or above proficient (Levels 3 to 5) in reading or mathematics. White boxes reflect rates of stable FCAT levels; dark blue boxes show improving FCAT levels, and light blue boxes show declining FCAT levels from the 2011-2012 to the 2012-2013 academic years. For example, 11% of students achieved an FCAT Level of 3 in reading during both academic years; 9% improved from an FCAT Level of 1 or 2 to a Level of 3 from one year to the next; and about 5% of students dropped from an FCAT Level of 4 or 5 to a Level of 3 from one year to the next.

- Just over half of students remained at the same level across years.
- 18% and 19% remained at or above proficient for reading and mathematics, respectively.
- If students shifted their FCAT Level in reading or mathematics across years, they typically shifted up or down by one level. Students were equally likely to shift up (2% to 8%) as to shift down a level (2% to 7%).

Table 12. Percent of Regularly Participating Students by **Reading** FCAT Level Change.

		2013 FCAT Reading Level					
		5	4	3	2	1	
2012 FCAT Reading Level	5	2%	2%	< 1%	< 1%	< 1%	FCAT Level Dropped
	4	2%	5%	4%	1%	< 1%	FCAT Level Improved
	3	< 1%	4%	11%	7%	1%	No Change in FCAT Level
	2	< 1%	1%	8%	17%	7%	
	1	< 1%	< 1%	1%	8%	19%	
		40% At or Above Proficient in 2013			60% Below Proficient in 2013		

Table 13. Percent of Regularly Participating Students by **Mathematics** FCAT Level Change.

		2013 FCAT Math Level					
		5	4	3	2	1	
2012 FCAT Math Level	5	2%	2%	< 1%	< 1%	< 1%	FCAT Level Dropped
	4	2%	5%	4%	1%	< 1%	FCAT Level Improved
	3	< 1%	4%	12%	7%	1%	No Change in FCAT Level
	2	< 1%	1%	8%	14%	7%	
	1	< 1%	< 1%	2%	8%	20%	
		41% At or Above Proficient in 2013			59% Below Proficient in 2013		



Figures 16 and 17 show stability and change in FCAT reading and mathematics proficiency rates across the two years (academic years 2011-2012 and 2012-2013) for FCAT proficiency categories of Basic and At or Above Proficient.

- In reading and mathematics, most students remained stable across years.
- 10% of all regularly participating students made the leap from basic to proficient or above across years.
- 9% of all regularly participating students dropped from proficient to below proficient from the prior to the current year.
- Focusing on only those students that most needed to improve from last year to this year (performing at Levels 1 or 2 in 2011-2012), 17% improved from below proficient to proficient or above (see figure 17).

Figure 16. Percent of Regularly Participating Students Showing Stability or Change in Proficiency Change Category Across Academic Years.

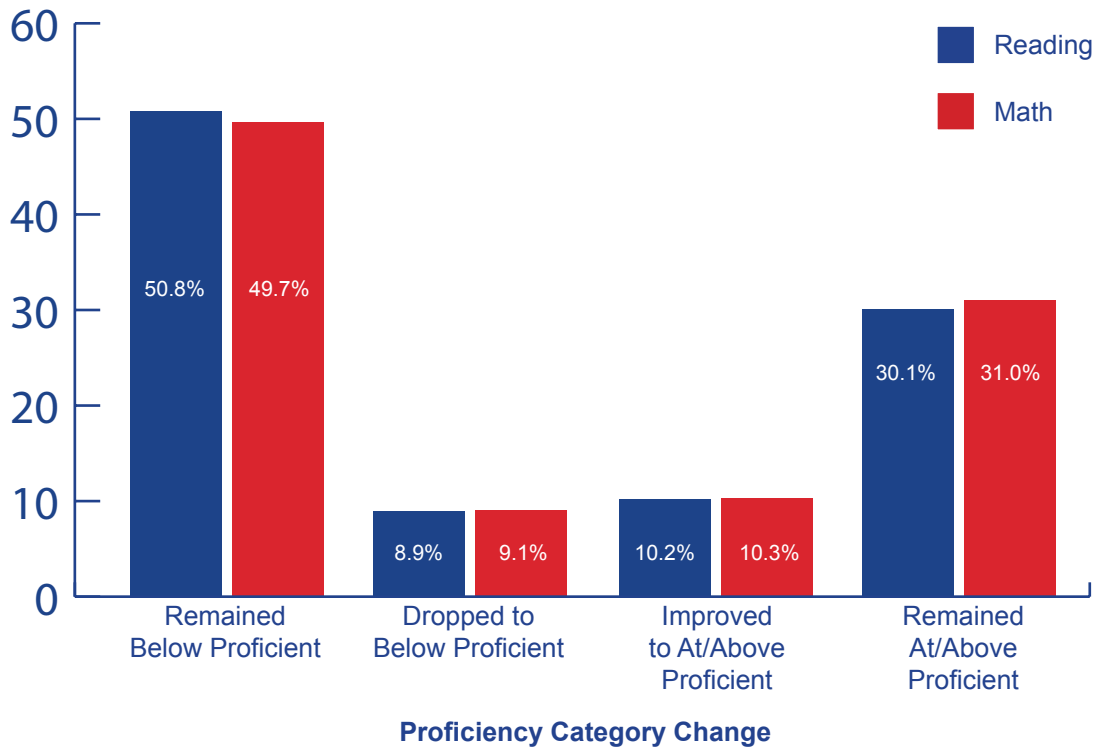
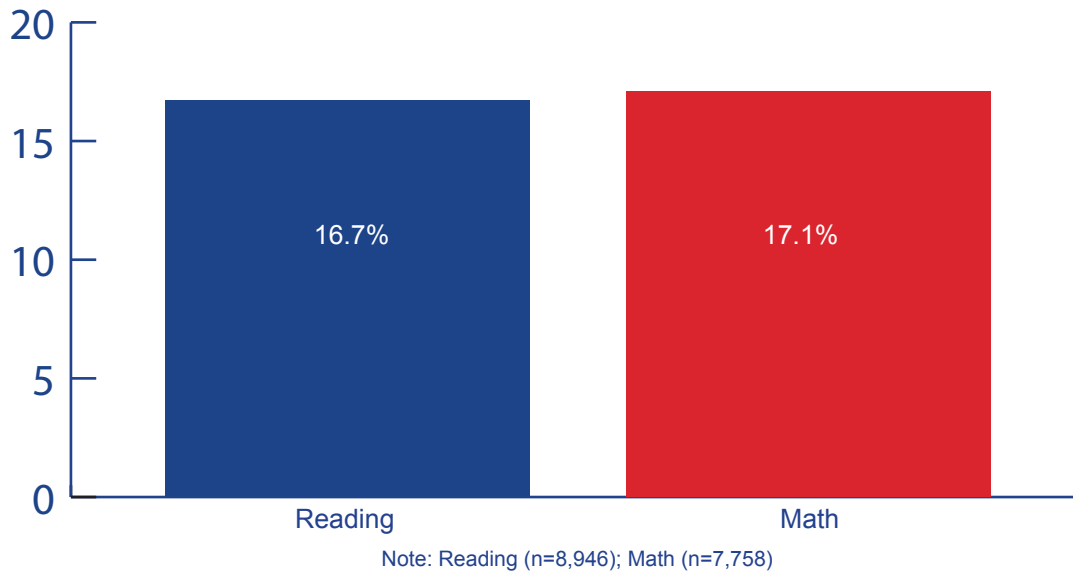


Figure 17. Percent of Students Performing Below Proficiency in the Prior Year who Improved to Proficient/Above in the Current Year in Reading and Mathematics.



## Program Participation and Academic Achievement

The findings for Florida's 21st CCLC regularly participating students suggest that students participating in 21st CCLC programs tend to achieve passing grades in the classroom in reading and mathematics and some have been able to improve their grades or improve their FCAT proficiency level. However, many are still in need of the academic enrichment offered by the 21st CCLC initiative as evidenced by reading and mathematics assessment proficiency rates of roughly 60% of students performing below the state standard of proficiency for moving to the next grade level.

Limitations in the study evaluation design make it difficult to determine how much the 21st CCLC has impacted these outcomes. The structure and focus of the 21st CCLC initiative means that true experimental controls cannot be put into place to rule out all possible explanations for why students are performing at their current level. Furthermore, there are constraints on tracking individual students over time to examine patterns of growth. These and other study limitations are expounded upon in the *Study Considerations* section of this report. In light of these evaluation design challenges, student achievement was examined in relation to the number of days of participation in the 21st CCLC initiative.

Encouragingly, there is a positive and significant relationship between the number of days a student participates in the 21st CCLC program and their reading and mathematics grades and state assessment performance. Table 14 shows that the more days a student participates in their 21st CCLC program, the more likely they are to have higher grades and FCAT proficiency levels and the more likely they are to show improvements or remain at a high level of academic achievement over time. Though the size of the relationship is small in the context of traditional standards used to determine the degree of impact of a relationship between educational programming and student outcomes, a body of literature has shown that when examining the impact of programs designed for high-risk student populations and programs intended to remediate already existing academic or social/behavioral deficits, effects similar to those found in this study (shown in Tables 14) are considered impactful and practically meaningful (Cooper et al., 2000; Miller, 2003; Lauer et al., 2006).

*Table 14. Correlation Between Total Number of Days of 21st CCLC Participation and Reading and Mathematics Achievement Outcomes.*

Academic Outcome	N	Correlations	Findings Summary
<b>FCAT Level</b>			
Current Reading	19,925	.07**	More days of 21st CCLC program is significantly related to higher Reading proficiency levels
Current Math	17,851	.08**	More days of 21st CCLC program is significantly related to higher Math proficiency levels
Reading Change	14,649	.05**	More days of 21st CCLC program is significantly related to Improvement or remaining at a higher level on Reading proficiency
Math Change	12,939	.06**	More days of 21st CCLC program is significantly related to Improvement or remaining at a higher level on Math proficiency
<b>Grades</b>			
Current Reading	24,109	.06**	More days of 21st CCLC program is significantly related to higher Reading grades
Current Math	24,309	.07**	More days of 21st CCLC program is significantly related to higher Math grades
Reading Change	23,308	.05**	More days of 21st CCLC program is significantly related to Improvement or remaining at a higher Reading grade
Math Change	23,680	.05**	More days of 21st CCLC program is significantly related to Improvement or remaining at a higher Math grade

\*\*p < .001 significance level.

Experiencing more days of Florida's 21st CCLC programming is related to better reading and mathematics outcomes and more positive change or maintenance of high performance in academic achievement over time.



## Study Objective 5: State Comparisons on Student Academic and Socio-Emotional Performance

In Florida as a whole, the percentage of students across the state performing at proficient or above is 57% for reading and 55% for mathematics. As expected, that is higher than the percentages of 40% and 41% in reading and mathematics (respectively) for Florida's 21st CCLC students. However, performance rates for Florida students eligible for free or reduced lunch are closer to the rates for 21st CCLC students at 45% proficient or above in reading and 46% proficient or above in mathematics. Because the federal 21st CCLC initiative predominately serves students at risk academically and socio-emotionally, it is helpful to compare the academic and behavioral performance of Florida's 21st CCLC students with 21st CCLC students in other states.

All states participating in the 21st CCLC initiative are measured on the government performance reporting (GPR) measures shown in Table 15. Comparing rates of students demonstrating improvement on these academic measures in Florida with average rates across all states that participate in the federal 21st CCLC initiative, rates for Florida are similar to the national rates on improvements in grades and state assessment scores and in most cases Florida's rates are slightly higher on those academic indicators. Comparing Florida with the nation on rates of teacher reported academic and behavioral outcomes, Florida's rates are higher. For some outcomes the difference is substantial, such as for homework completion and class participation (85% relative to 68%) and student behaviors (83% relative to 62%) for middle and high school students.

Table 15. Florida and National Comparison on 21st CCLC GPR Academic and Socio-Emotional Measures.

Performance Measures	2012–2013	
	Florida	National
1.1 The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	31.66%	29.54%
1.2 The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	30.86%	30.26%
1.3 The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	31.23%	30.03%
1.4 The percentage of elementary 21st CCLC regular program participants whose English grades improved from fall to spring.	31.30%	29.86%
1.5 The percentage of middle or high school 21st CCLC regular program participants whose English grades improved from fall to spring.	30.60%	30.16%
1.6 The percentage of all 21st CCLC regular program participants whose English grades improved from fall to spring.	31.26%	30.23%
1.7 The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.	19.56%	18.85%
1.8 The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	15.07%	18.04%
1.9 The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	73.58%	72.47%
1.10 The percentage of middle and high school 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	84.51%	67.50%
1.11 The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	77.65%	70.69%
1.12 The percentage of elementary 21st CCLC regular program participants with teacher-reported improvements in student behavior.	70.05%	66.43%
1.13 The percentage of middle and high school 21st CCLC regular program participants with teacher-reported improvements in student behavior.	82.72%	62.49%
1.14 The percentage of all 21st CCLC regular program participants with teacher-reported improvements in student behavior.	74.69%	65.32%

Table 16 shows the comparison between Florida and other select Southern-Atlantic States (grouping based on the United States Census Bureau category) on the 21st CCLC GPR student academic and behavioral improvement measures. Florida rates of academic and behavioral improvements are similar to other states within the Southern-Atlantic region on grades and most teacher reported measures.

- Florida's rates are considerably higher than regionally similar states on the following improvement indicators:
- 20% of Florida 21st CCLC students demonstrated improvement in reading proficiency compared to an average of 11% for regionally similar states.
  - 15% of Florida 21st CCLC students demonstrated improvement in mathematics proficiency compared to an average of 12% for regionally similar states.
  - 85% of Florida 21st CCLC students demonstrated improvement in homework completion and classroom participation compared to an average of 74% for regionally similar states.
  - 83% of Florida 21st CCLC students demonstrated behavioral improvement compared to an average of 70% for regionally similar states.

Table 16. Florida and National Comparison on 21st CCLC GPR Academic and Socio-Emotional Measures.

Performance Measures	2012–2013	
	Florida	*Similar States
1.1 The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	31.66%	30.60%
1.2 The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	30.86%	31.65%
1.3 The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	31.23%	30.93%
1.4 The percentage of elementary 21st CCLC regular program participants whose English grades improved from fall to spring.	31.30%	27.76%
1.5 The percentage of middle or high school 21st CCLC regular program participants whose English grades improved from fall to spring.	30.60%	28.84%
1.6 The percentage of all 21st CCLC regular program participants whose English grades improved from fall to spring.	31.26%	28.35%
1.7 The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.	19.56%	10.97%
1.8 The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	15.07%	11.49%
1.9 The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	73.58%	79.40%
1.10 The percentage of middle and high school 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	84.51%	74.06%
1.11 The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.	77.65%	78.10%
1.12 The percentage of elementary 21st CCLC regular program participants with teacher-reported improvements in student behavior.	70.05%	72.96%
1.13 The percentage of middle and high school 21st CCLC regular program participants with teacher-reported improvements in student behavior.	82.72%	70.33%
1.14 The percentage of all 21st CCLC regular program participants with teacher-reported improvements in student behavior.	74.69%	72.60%

Note. Includes 8 States: Delaware, District of Columbia, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia.

## Study Objective 6: Stakeholders' Perceptions

Though quantitative data provides a description of grantees, students, program operations and student and program achievement, it can only tell part of the story. Qualitative research helps provide more color and comprehensiveness to the story. Maxwell (2012, p.viii) defines qualitative research as “research that is intended to help you better understand (1) the meanings and perspectives of the people you study – seeing the world from their point of view rather than simply your own; (2) how these perspectives are shaped by, and shape, their physical, social, and cultural contexts; and (3) the specific processes that are involved in maintaining or altering these phenomena and relationships”.

In combination with gathering data on program operations and activities, as well as student demographics and performance, it is crucial to gather the perceptions of individuals who are active participants and who directly provide services to gain a more complete understanding of the merit and impact of 21st CCLC programs. In this study, quantitative and qualitative data have been combined to most effectively illuminate the full story of the Florida 21st CCLC initiative.

Through surveys, interviews, focus groups, and observations, the study is able to, in the words of Patton, “illuminate(s) the people behind the numbers and puts a face on the statistics to deepen understanding” (Patton, 2002, p.10). These “people” include students, parents, and teachers who are actively involved in 21st CCLC programming as well as program administrators, coordinators and partners who ensure program implementation. As well, school-day teachers report on 21st CCLC student’s academic, behavioral, and socio-emotional improvements over the course of the school year which further speaks to the perceived impact of 21st CCLC programming.

### Student, Parent, and School-Day Teacher Surveys

In this section, a summary of key survey findings is provided. The findings are clustered by themes, such as academic performance and perceptions of the program environment.

Overall, students receiving services and their parents view the Florida 21st CCLC initiative positively as an effective and beneficial program. Furthermore, school-day teachers report that a large percentage of 21st CCLC students have shown at least some improvement during the school year or did not need improvement.

### *Academic, Behavioral, and Socio-emotional Factors*

Over 90% of parents reported that the 21st CCLC program helped their child in the following areas:

- Homework completion (91%)
- Getting along with others (95%)
- Staying out of trouble (95%)
- Appreciating different people or cultures (94%)

A high percentage of students reported that the program helped them to some extent (“Definitely” or “Kind of”) with the following:

- Homework (91%)
- Reading and mathematics skills (85%)
- Improve Grades (87%)
- Get along with others (92%)
- Solve problems (91%)
- Follow rules (94%)
- Make career choices (96%)

Table 17 below summarizes school-day teacher reports of the percentage of students who either did not need to improve or improved in areas of academics, classroom behavior, motivation to learn, and self-efficacy regarding academic skills. As well, the table shows the percentage of struggling students that teachers report have not improved or have declined.

*Table 17. School-Day Teacher Reports of 21st CCLC Regularly Participating Student Classroom Outcomes.*

Classroom Outcomes	No Improvement Needed Or Made Improvement	Improvement Needed: No Change	Improvement Needed: Declined
Homework completed to your satisfaction	83%	13%	4%
Improved academic performance	83%	12%	5%
Attending class regularly	80%	17%	2%
Paying attention and participating	82%	13%	5%
Behaving well in class	80%	14%	6%
Getting along well with others students	81%	14%	5%
Increased interest in school activities	79%	18%	2%
Coming to school motivated to learn	81%	16%	4%
Improved self-efficacy	84%	14%	2%

Nearly all parents were satisfied with interactions with program staff and the program environment. Specifically, parents indicated high satisfaction with the following:

- Staff warmth and friendliness (98%)
- Staff ability to relate to parents and children (96%)
- Safety of the program environment (97%)

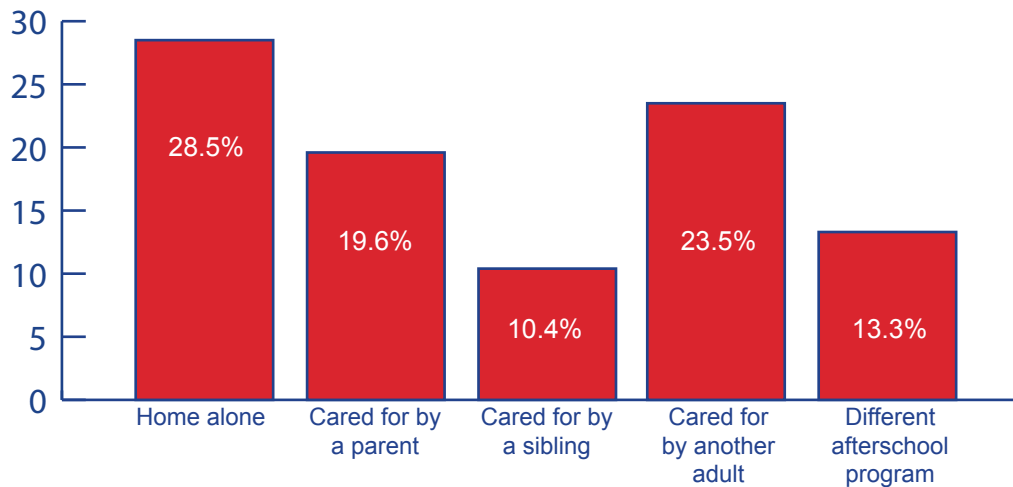
A high percentage of parents also felt that the program helped them as a parent to become more involved with their child’s education (94%) and offered effective family engagement activities (92%). Most students either somewhat or definitely agreed that the program had adults who cared about them (95%) and that they could turn to an adult for help (92%).

- 96% of the parents said that they were satisfied with the afterschool program as a whole, that they would sign their child up again, and that they would recommend the program to another parent.
- 95% of the students indicated that they enjoyed the activities offered at their program.

Alternative to 21st CCLC Program

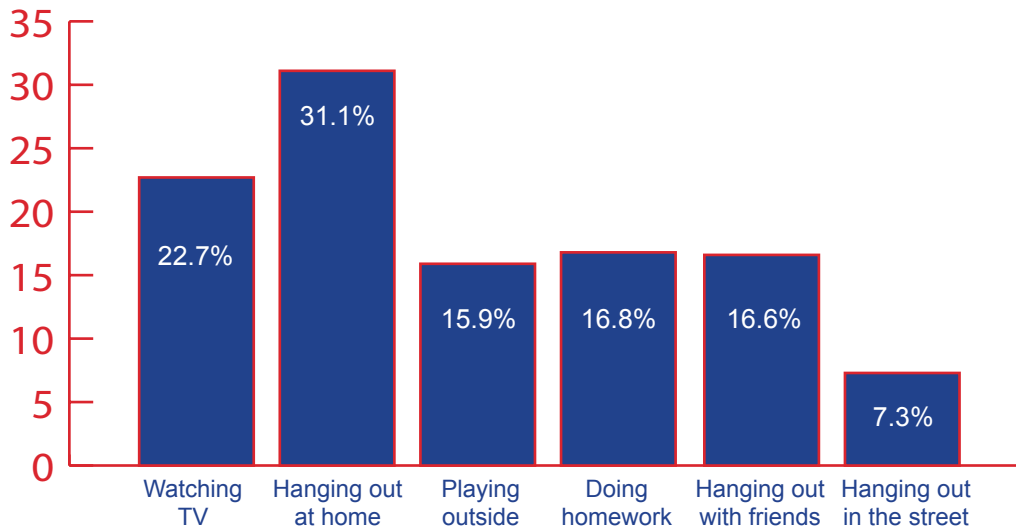
Without the 21st CCLC program, nearly 30% of parents said their child would be home alone during the afterschool hours. Only 13% of parents indicated that their child would participate in a different afterschool enrichment program (Figure 18). During afterschool hours, if the 21st CCLC program were not available, only 17% of students said they would be doing homework. In fact many children said they would be watching television (23%), hanging out in the streets (7%), and/or hanging out with friends (17%) if the 21st CCLC program were not available (see Figure 19).

Figure 18. Parents’ Responses Concerning their Child’s Afterschool Care if the 21st CCLC Program was No Longer Available. n=7,291



Note: 4.7% of parents selected “Other”; The extent of “other” was not defined.

Figure 19. Students’ Responses to their Afterschool Activities if the 21st CCLC program was No Longer Available. n=15,146



Note: Students could select more than one category.



## Interviews/Site Visits

In addition to student, parent, and teacher surveys, in-depth telephone and face-to-face interviews and focus groups were conducted with key program stakeholders. Program activities were also observed during site visits with a selection of programs. Appendix B provides details on the selection of programs participating in telephone interviews and site visits as well as the data collection methods. Telephone interviews were conducted with program administrators and site coordinators at a random selection of eight programs representative on program type, regional location, and student populations served across 21st CCLC programs. These programs represent a cross-section of programs participating in the 21st CCLC initiative. Interviewed programs also offered suggestions for program improvement and the 21st CCLC initiative as a whole. Areas for improvement and recommendations are summarized in the Recommendations section at the end of this report. Themes that emerged from the telephone interviews for successful program practices are listed below:

- Daily operations/program structure (routine, provides consistency to students)
- Focus on individual student needs
- Hands-on and engaging projects (community service learning, PBL, STEM)
- Interaction with parents (using this feedback to make program changes)

- Providing new experiences and opportunities to students and families (college tours, field trips, mentors, guest speakers)
- Continuation of school day in afterschool
- Use of social media (free advertising and student showcase)
- Family literacy events function as networking for parents
- Receptive, flexible, and supportive management team
- Weekly staff meeting

Spotlight site visits were conducted at seven programs during the reporting period. Programs were selected for a site visit based on evidence of exemplary programming. *Appendix B* provides greater methodological details regarding the spotlight visits. As a part of the site visits, focus groups and interviews were held with key stakeholders, including program administrators, site coordinators, community partners, students, teachers, and parents. Table 18 provides a summary of the best practice themes derived from the site visit findings. Examples and quotes from site visits are also offered to provide context for the best practice themes that emerged from the spotlight site visits. In the following section, case studies are provided for a sampling of three of the visits.





Table 18. Best Practice Themes and Examples from Spotlight Visits

Best Practices	Description and Examples
Efforts for continuous improvement	Constant re-evaluation of program's processes and procedures. "You are never at your optimum...there is always room and a chance to improve."
Extensive pre-program planning	Detailed strategic, academic, and managerial planning before the program becomes operational. Examples include situational pre-planning, such as with the student sign-out process, and a synergistic combination of program elements prior to the program starting.
Successful hiring practices	Dynamic and highly qualified teachers inspire greater degrees of student growth. During the hiring process, the objectives of the program can be explained to the job candidate and he/she can be asked what they can offer to make the program better.
Appropriate staffing (diversity in teaching staff)	Employ a diverse mix of staff is beneficial to students and teachers, as students have more opportunity to build connections and newer teachers can learn from the seasoned veterans in a free-flowing environment.
Staff dedication and motivation	Seek to hire and retain staff committed to the mission of the program and serving its population. "We have a great team in place...we have made some staff changes along the way...we try to find people who can relate to students and be nurturing, but still structured in their implementation of the programming."
Creating a safe and secure environment for students and families	Make safety a priority throughout program operations and policies. Having one centralized location for entry provides both safety and accountability for parents and students. All staff are equipped with two-way radios.
Implement an engaging curriculum	Capture and maintain student attention through meaningful learning activities. A STEM activity incorporated into one of the 21st CCLC programs was the building BMX bikes. This provided students, many of whom did not already own a bike, the opportunity to learn math and science and at the end of the project, take pride in and ride the bikes that they built with their own hands.
Innovation	Apply a philosophy of creativity and "thinking outside of the box" to offer a wider range of learning styles. One program partnered with the community library which encouraged students to read more books and gave parents greater access to resources, such as the internet, that may not have been available to them at home.
Providing a variety of engaging, hands-on activities (STEM and PBL)	Allow students to be creative and express themselves beyond the typical educational experience and environment. Examples of such 21st CCLC projects include full-size wooden boat building and planting a community garden on the school's campus.
Building lasting relationships with students and families	Build trust with families to facilitate peace of mind for parents with regards to their child's safety and learning during after school hours. "I like the mixture of activities, art, and reading ... Without it (the program), I don't know what I would do...We know that our kids are in good hands here and that peace of mind is priceless."
Community outreach and partnerships	Provide engaging activities and resources to the children and families served. One 21st CCLC program is unique in that the leadership has established a marketing team who leads outreach efforts with local businesses to garner their support. The marketing team continues to secure countless donations and contributions and makes the program visible to the community.
Youth worker/mentorship model	Utilize high school or college students as mentors which helps for program budgeting as well as serving as a training ground for future staff members that are already well-versed in the expectations of the program. "I also like it (the program) because they have the mentors. It's easier to understand when they (kids) have somebody closer to his age. I think it's an all around good thing for all of the kids, and the mentors."



Best Practices	Description and Examples
Volunteer participation	Volunteers offer a wealth of knowledge in various areas and can support the staff. A member of the 21st CCLC program staff, who is a certified high school teacher during the regular school day at affluent school in a different neighborhood, invited his students to earn volunteer hours by working at the afterschool program. This has been to the mutual benefit of all students; to students in the program by gaining a positive role model and to the high school volunteers who learn about the rewards of civic involvement.
Open lines of communication	Constant communication among program staff, parents, and students aids in the success of the 21st CCLC program. Programs also need to communicate with principals, guidance counselors, and others from feeder schools to ensure that report cards and referral information is received in a timely fashion so that the program can comply with 21st CCLC grant requirements.
Extension of learning into summer component	Offer continuity in learning throughout the summer. "It's a head start for fifth grade or whatever grade you're going into."
Increased socialization skills	In addition to impacting academic growth, programs can foster students' personal and social development. "Since he's been going to the program, he's come out of his shell...and he loves his teachers."
Focus on the "whole child"	Create a sense of stability through a focus on meeting the full complement of student needs including academic, social-emotional, and personal needs. "We hold children and their needs as our priority. That encompasses more than their educational needs, it's the social-emotional need of the children...We offer a 'whole life' to students." "... it (the program) opens your eyes to how important, not just the curricular or extra- curricular activities we hold, but the food as well to nurture them because for some, this is all they are getting right now."



## Study Objective 7: Best Practice “Spotlight” Case Studies

Case study examples from three of the exemplary programs visited during the Summer of 2013 are provided to illuminate the best practices implemented at “spotlight” programs. These three programs include:

- City of Apalachicola Project Impact
- Tallahassee Community College—Gadsden Summer Camp
- Volusia County School District—Westside Nights Alive and Campbell Nights Alive

### Spotlight on City of Apalachicola Project Impact

#### **Background: 21st CCLC Initiative**

The Florida 21st Century Community Learning Centers (21st CCLC) initiative provides an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also learning new skills and discovering new opportunities after the regular school day has ended. The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic and enrichment opportunities for children attending low performing schools during non-regular school hours (Florida Department of Education, 2013).

To gather information on exemplary 21st CCLC programming, practices and services rendered by sub-grantees, the Administrative Team conducts “spotlight” visits each program year to selected sub-grantees. Selected programs are demonstrating exemplary practices either in overall programming or in a component area such as community partnerships, educational models and family involvement activities.

During spotlight visits, observations of program activities (e.g. classroom-based and enrichment activities) and interviews and focus groups are conducted to gather perspectives and information from a comprehensive array of stakeholders (e.g. administration, staff, community partners, parents, and students). For further details on the selection process and data collection methods, see the *Study Methodology* section in Appendix B.

This case study summarizes exemplary overall programming for a 21st CCLC summer component the program administered by the City of Apalachicola: Project Impact. Survey and other supporting data are also included in this case study to show the perceived impact of the program on parents and students. The next section provides a description of this sub-grantee, the Project Impact program, and its targeted student population.

#### **Context: City of Apalachicola Project Impact**

The City of Apalachicola Project Impact is a 21st CCLC sub-grantee in its fourth year of a five year grant cycle. The program operates two centers/sites; one school-based and the other in a community facility. The sites, Apalachicola Bay Charter School (ABC Site) and the Community Municipal Complex (CMC Site), are located within a mile of each other. Due to this proximity, site staff and leadership are able to communicate, share ideas, and handle situations that may arise with the greatest of ease.

The geographic area served by the Project Impact program is a high need area. According to the 2010 U.S. Census Bureau, Franklin County with a reported population of 11,500 is a high poverty area with a poverty rate of 30% relative to the State rate of 24% for children aged 5-17. Furthermore the county’s median family income is \$48,000 relative to the State median of \$57,000.

To provide an enriching program for students throughout Franklin County, Project Impact hosts a Summer Camp at both the ABC and CMC sites, operating four days a week from 8:00am to 4:00pm. The Summer Camp is open to students from Pre-Kindergarten thru 12th grade and serves breakfast and lunch. During the summer component of the 21st program, academic enrichment activities are provided the first three days of the week and educational field trips are scheduled for Thursdays. Participating students have visited places such as museums and aquariums on these field trips. Additionally, credit recovery classes are held daily for middle and high school students wishing to make-up any necessary credits.

Attendance records document the Project Impact Summer Camp serving on average, more than 90 students daily, which is well over the 75 students per day originally proposed in the grantee’s 21st CCLC grant application. Exceeding the proposed attendance numbers further substantiates the service need within the community and speaks to the program’s reach and service provision. In the sections that follow, the essential elements allowing this program to successfully operate are detailed.

#### **Exemplary Operations, Programming and Practices**

The City of Apalachicola Project Impact program was recommended as exemplary for its overall implementation of an effective and impactful 21st CCLC program, with special attention given to the program’s Project Based Learning (PBL) component. During the site visit, the following best practice areas emerged as essential ingredients in the success of this program.

- Leadership
- Staff Motivation and Experience
- Youth Worker Model
- Community Need & Support for the Program
- Project Based Learning (Student Engagement and Community Involvement)



Each of these areas of exemplary programming and operations is described throughout the remainder of this report. Also discussed are the program supports that assist this 21st CCLC program in continuing its effective programming and making continual improvements where needed.

## **Leadership**

The City of Apalachicola's 21st CCLC program, Project Impact, is unique in that its two sites are less than a mile apart. The close proximity makes it easy for the Project Director and Site Coordinators to meet regularly and share ideas. Regular and open communication is a key element in making the leadership at Project Impact successful in their roles. This communication is not limited to program staff, but also extends to establishing a rapport with school site principals for the sharing of space and data and with parents to maintain strong parental involvement. A member of the teaching staff confirmed her satisfaction with her leadership and its efforts stating:

*"I love the nurturing spirit of my Site Coordinator...her calm and caring manner...her organizational skill...it's a team effort here."*

The Leadership Team reported that Site Directors/ Coordinators emphasize teamwork, continuity and flexibility. The Project Director stated that the best tactics in her program's daily operations are:

*"A lot of hard work and be willing to do anything...I'm not asking you to work any harder than I do."*

## **Staff Motivation and Experience**

Hard work from a dedicated, qualified and compassionate staff was very evident during the site visit. All program staff, Site Coordinators to Teachers, make it a daily mission to provide a safe and nurturing environment for all their students. In speaking about his overall role in the program, a technology instructor stated the following:

*"When asked what I teach, I say, I teach the students."*

There are no stringent, mandated roles for the teaching staff at Project Impact. This type of flexibility allows teachers to step into classrooms or particular activities where, when and however they are needed. This relaxed structure allows students to feel comfortable approaching their teachers at any time. Much of the teaching staff at Project Impact also serve as the regular day school teachers, so students have a feeling of consistency in the adults they experience daily. Having a stable teaching staff can address the holistic needs of students extending beyond their academic needs. As another teacher stated, in the Project Impact program:

*"We hold children and their needs as our priority. That encompasses more than their educational needs, it's the social-emotional need of the children...We offer a 'whole life' to students."*

Additionally, student surveys illustrate a high level of satisfaction with support received from their teachers, with 94% of students reporting "Yes" to the question "Did the program have adults who cared about you?" This was further confirmed by the Project Director who stated that she and her staff will do whatever is needed to make the program a success.

## **Youth Worker Model**

Since those beginning years, a number of students have grown up with Project Impact. We had the opportunity to meet and talk with two of these students, who are now in high school, but attended Project Impact during their elementary and middle school years. They are now employed by the program as Youth Workers, working in a paraprofessional role in classrooms with younger students. The Youth Worker model allows students who have maintained good grades in school, do not have behavioral issues, and have shown responsibility in their actions the opportunity to give back to the program that gave so much to them in their younger years. When asked why they chose to come back and work with Project Impact, Youth Workers stated:

*"It's not working to us. It's fun." and "It's nice spending time with the kids...the hugs."*

The Project Director and Site Coordinators agreed that having the Youth Workers present has been a positive experience, as it gives participating students a role model who is closer to their own age. Additionally, since Youth Workers have been program participants, they are well versed in the program rules and know what needs to occur in the classroom to meet the goals of serving the children in their care. These young adults are learning early on about the working atmosphere and about their leadership capabilities. They can apply these skills as they move forward in life, whether it is to continue their education beyond high school or go into the workforce. The presence of Youth Workers at the Project Impact program stands as a testament to the staying power of this exemplary 21st CCLC program.

## **Community Need & Support for the Program**

The Project Impact program has made its mission and commitment to improving the lives of the students and families it serves. It has become a home away from home for many students, providing them with needed nourishing meals and a place to learn about themselves. As a City official and advocate of the program said:

*"Project Impact offers a neutral location where students can learn diversity and get the academic and personal enrichment that they need...It is a world within a world, giving students exposure to theater and field trips...I am grateful that it has been a safe haven for kids after school and in the summer."*

In a small community such as Apalachicola, where there are not many affordable options for child care or youth centers, the Project Impact 21st CCLC program has served as a place of open arms and loving hearts as well as an educational

opportunity for many young people in the surrounding areas. Parents and guardians also appreciate all that Project Impact brings to the table. Parents were quoted as stating:

*"I like the mixture of activities, art, and reading...Without it (program), I don't know what I would do...We know that our kids are in good hands here and that peace of mind is priceless."*

*"It's been nothing but positive for us...It's nice that she (daughter) can come to a place where she is having fun and learning."*

Additionally, almost all parents (97%) said they would sign their child up for this program again (if offered next year). A similarly high rate (91%) of students report "liking their afterschool program."

### **Project Based Learning (Student Engagement and Community Involvement)**

The program's motto "This way to fun" is painted on the outside of the CMC Site building for students and parents to see every day they attend this 21st CCLC program. In support of this credo, the Project Director tells her staff:

*"You've got to come and have fun. If you don't have a smile on your face, stay home."*

The addition of a new Project Based Learning (PBL) unit on wooden boat building brought this philosophy of having fun to life for a group of middle and high school students. These students not only had fun, but learned a great deal about their coastal community and themselves.

In a community partnership with the Apalachicola Maritime Museum, Project Impact students were completely immersed in the collaborative wooden boat building program. Beginning with the creation of two-inch scale model skiffs with the aid of Captains from the Maritime Museum, students began their hands-on journey to crafting life size boats. Leadership and team building skills, increased critical thinking, boat building history and water safety lessons, application of mathematics for measurement, and a study of Ecology and the environment are just a few of the topics along the journey covered in the PBL unit. In addition, a partner at the museum said:

*"The kids walked away with increased self-efficacy, knowing that they could do it...you could see the light bulbs going off...they learned a lot more than they think they did."*

Both the Project Impact program and the Maritime Museum hoped that the PBL unit would allow participating students to see that their coastal area has a variety of job opportunities. The wooden boat building program was a huge success, not only by engaging students, but also by increasing the number of the visitors to the museum over the course of and beyond the project.

Another community partnership that resulted in a mutually beneficial relationship is between Project Impact and the City's Library. In an interview with the Librarian, she stated that before she began collaborating with Project Impact, her book check-out averaged twenty books a month. But as of this summer, in the month of June, there were over 300 books that were checked-out by members of the community. Working with Project Impact in a Summer Reading Program has made the public service much more visible and provided students with a deeper appreciation for all the library has to offer. With each book read, students have the opportunity to create a project. One Library project this summer was the creation of pirate coins out of self-hardening clay that aligned with the students' study of Ponce de Leon and Florida's Viva 500. Parents and other family members of participating students also utilized the Library thanks to the free community outreach and advertising through the Summer Reading Program. The Librarian referred to her place as the "Kinko's of town" as more parents have visited seeking assistance with the use of computers and to fax important documents to State offices. She also stated that she believes this collaboration to be an "essential partnership." The Project Director agreed, stating that working with a strong base of community partners supplies a positive "mutual back scratching" of sorts.

A key component to operating a successful 21st CCLC program is the emphasis on family and community involvement. Project Impact's partnerships with the Maritime Museum and the Library are two exceptional examples of the community portion of the component. Additionally, parent satisfaction surveys indicate that 88% are satisfied or very satisfied with the program's success in reaching out to them as parents.

### **Barriers/Supports Needed**

Praised for the many contributing elements of success, the Project Impact 21st CCLC program is not without barriers and could benefit from the support of State and Federal entities. One challenge is recruiting and then retaining qualified staff. The Project Director notes that staff turnover is sometimes the "nature of business." At this moment, Project Impact does have a solid and stable staff but the Project Director is always seeking methods to ensure continued employment, including the equitable division of labor among certified teachers and paraprofessionals so that everyone is earning hours.

In addition to turnover, staff professional development was also identified as a challenge. Time restraints and limited budgets were named as barriers to expanding professional development. Program staff are considering making online courses, webinars, and printed material available to teaching staff.

### **Conclusions**

Constant communication, enthusiastic and compassionate employees, close community ties and a clear-cut focus on student needs are among the key elements making City of Apalachicola Project Impact an exemplary 21st CCLC



program. This 21st CCLC program structure is an impactful one as it is tailored specifically to fit with and capitalize on local resources and capabilities. Program staff and members of the community, business and City officials alike, all come together and work well as a cohesive unit to provide the best for the children living in Franklin County. The Project Impact family stands as a shining example to other programs with the attitude “if there is a will, there is a way,” a philosophy that can be shared by all aspiring programs.

### Spotlight on TCC-Gadsden Summer Camp Fun-2-Learn

#### **Background: 21st CCLC Initiative**

The Florida 21st Century Community Learning Centers (21st CCLC) initiative provides an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also learning new skills and discovering new opportunities after the regular school day has ended. The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic and enrichment opportunities for children attending low performing schools during non-regular school hours (Florida Department of Education, 2013).

There were 138 actively participating Florida 21st CCLC programs funded during the 2012-2013 Program Year. Sub-grantees are provided support, technical assistance and guidance by the 21st CCLC Administrative Team under leadership of the Children’s Forum, Inc. To gather information on exemplary 21st CCLC programming, practices and services rendered by sub-grantees, the Administrative Team conducts “spotlight” visits each program year to selected sub-grantees. Selected programs are demonstrating exemplary practices either in overall programming or in a component area such as community partnerships, educational models and family involvement activities.

During spotlight visits, observations of program activities (e.g. classroom-based and enrichment activities) and interviews and focus groups are conducted to gather perspectives and information from a comprehensive array of stakeholders (e.g. administration, staff, community partners, parents, and students). For further details on the selection process and data collection methods, see the Case Study Methodology section in Appendix B.

This case study summarizes exemplary overall programming for a 21st CCLC summer program administered by Tallahassee Community College in Gadsden County called Fun 2 Learn. Survey and other supporting data are also included in this case study to help paint a picture of the exemplary practices occurring at this program. The next section provides a description of this sub-grantee, the Fun 2 Learn program, and its targeted student population.

#### **Context: TCC-Gadsden Summer Camp**

Tallahassee Community College is the Fiscal Agency for several 21st CCLC grants. TCC-Gadsden, was in its second

year of a five year grant cycle at the time of the site visit. This program is offered in Gadsden County, serving two schools in the cities of Quincy (Carter-Parramore School) and Havana (Havana Middle School). The geographic area served by TCC-Gadsden’s 21st CCLC program is a high need area. According to the 2010 U.S. Census Bureau, Gadsden County is a high poverty area with a poverty rate of 37% relative to the State rate of 24% for children aged 5-17. Furthermore the county’s median family income is well below that of the State at \$46,000 relative to \$57,000.

TCC-Gadsden’s Summer Camp, titled Fun 2 Learn is housed at the grant’s Carter-Parramore School location in Quincy, FL. The Fun 2 Learn Summer Camp operates four days a week from 7:30am to 5:30pm, serving breakfast and lunch to students from Kindergarten to 8th grade. During the summer component of the program, the two participating schools are combined, along with students from a separate but neighboring TCC grant (Stewart Street Elementary School) as a means of economic efficiency. The Camp is divided into two groups, primary grade levels and middle school grade levels. The daily schedule allows for academics in the morning at the Carter-Parramore School site for all students. Enrichment activities are provided in the afternoon either at the Carter-Parramore School for the middle school students or at the community Recreation Center for grade level students who are bused to that location. Attendance records documented the Camp serving over 160 students for each of the summer months of June and July of 2013. In the sections that follow, the essential elements allowing this program to successfully operate are detailed.

#### **Exemplary Operations, Programming and Practices**

The TCC-Gadsden Fun 2 Learn program was recommended as exemplary for its overall implementation of an effective and impactful 21st CCLC program. During the site visit, the following best practice areas emerged as essential ingredients in the success of this program.

- Safety and Security
- Leadership and Planning
- Communication
- Staff Ability, Motivation and Experience
- Parental Engagement
- Community Support and Involvement
- Mentorship Model
- Student Motivation and Engagement
- Holistic Approach

Each of these areas of exemplary programming and operations is described throughout the remainder of this report. Also discussed are the program supports that could assist this 21st CCLC program in continuing its effective programming and make continual improvements where needed.

## Safety and Security

The TCC-Gadsden program prides itself on providing a safe and enriching environment for the students and families it serves. Multiple safety and security methods were evident during the site visit. Student drop-off was located in the cafeteria, where there was only one entry point. The Program Director commented that having one centralized location for entry provided both safety and accountability for parents and students. Another noteworthy safety feature observed was the uniform requirement for staff. Uniforms consisting of a TCC logo red shirt and black bottoms, or a gold shirt and khaki pants, depending on the day of the week, were mandatory for all staff. This included teachers, administration and counselors alike. With this uniform, though relaxed in style, program staff was easily identifiable, which serves well should an unauthorized adult try to enter the facility. Additionally, uniformed staff walked the grounds inconspicuously keeping an eye on students and being aware of the grounds and any unauthorized visitors. All staff was equipped with two way radios as an additional safety measure.

These observations and program sentiments are further supported by parent and student reports on end of year stakeholder surveys. Nearly all (97%) parents surveyed were satisfied or very satisfied with the safety of the program environment at TCC-Gadsden. The majority (79%) of students surveyed also felt that the program environment was “Definitely” safe.

## Communication

Fostering open lines of communication across all realms is another exemplary practice implemented at TCC-Gadsden. The Project Director feels that communication is a requisite to operating a successful program. Prior to the grant being written and submitted to the Florida Department of Education, the Project Director and his team reach out the principals from the surrounding feeder schools, host a parental interest meeting and mandatory orientation for summer camp applicants, and contact other community-based entities for their support. A Site Coordinator stated the following in regards to communicating with outside entities:

*“If we are on a school campus, we read the grant thoroughly first. We also share the grant with the principal and we say “this is what we have to offer, what do you need of us?”... We review the areas together and we come to a conclusion together.”*

Additionally, a comment from a parent explained the importance of communication in her opinion:

*“When it (afterschool program) has structure and communication...I wouldn't want to put my kid in a program where we don't have communication. No matter what the program is like, if I can't communicate with you, I won't send my son or daughter to you.”*

Moreover, parent surveys illustrate a high level of satisfaction

with communication and relations with program staff, with 97% of parents reporting being satisfied or very satisfied.

## Staff Qualifications, Motivation and Experience

The establishment of solid hiring practices is essential for ensuring the foundations of a stable and qualified staff. All 21st CCLC sub-grantees are required to complete background checks on prospective employees. The TCC-Gadsden 21st CCLC program adds an additional component to their hiring practice; a mandatory week of training for all teachers prior to the start of summer camp. During this mandatory training, teachers are given a copy of the written grant and employee handbooks, making them aware of the expectations upon them. Teachers are encouraged to ask questions and to become better acquainted with one another, in hopes of creating an affable working environment. The Project Director and Site Coordinators commented that this type of atmosphere limits the amount of staff turn-over.

In addition to creating a pleasant work environment, the TCC-Gadsden Management Team and Program Staff have been successful in their working relationship on account of a great deal of planning and preparation. It takes a commitment of time and effort to put together a strong 21st CCLC program. As a teacher stated:

*“Planning is so important. This program started its planning around February or March and they (Administration) get a lot of input from us.” (Teacher)*

Administration has faith in their workers, and in turn, there is a balance of mutual respect from the staff. The TCC-Gadsden Leadership Team and Teachers have a congenial working relationship, as confirmed with the following statement:

*“You have to find the key people who make it happen, not only in summer camp, but who make it happen every day... We look at the skills they have and we try to connect them with that job.” (Site Coordinator)*

During the site visit, the placement of key personnel was apparent. There was an atmosphere of enthusiasm and excitement emanating from both staff and students. The program staff observed in the academic classrooms consisted of a variety of teachers and counselors. Employing a diverse mix of staff is beneficial to students and teachers, giving students more opportunity to build social connections and allowing newer teachers to learn from seasoned veterans in a free-flowing environment. Having a more relaxed and casual work environment lead one teacher to comment: “It almost doesn't seem like work because we have so much fun.” while another teacher stated “We still come back for love of the job.” The feeling of that love and enjoyment from teachers is also explained by student survey responses. Surveys show a large majority (80%) of students indicating that they “Definitely” felt cared for by adults in the program.

The caring sentiment for students was further observed while sitting in on a 3rd grade science classroom. The science activity/lesson began with three questions written

on the blackboard (1) Why is an eagle and a chick's beak different, even though they are both birds? 2) Why does a squirrel in N.Y. have more fur than a squirrel in FL? 3) If polar and grizzly bears are both bears, why do they have different color fur? Students were encouraged to answer the questions aloud when called upon. After a few questions and answers, the teacher introduced a new vocabulary word adaptation which also served as the day's lesson. The teacher established a respectful tone and atmosphere with the questions/statements "What do you think adaptation is? No answer is wrong." and "Raise your hand. Think first." Students seemed comfortable. Many raised their hands to answer the question. The teacher was very amiable and told a related, personal story (his experience with flying cockroaches) which not only engaged the students but also made them laugh. This classroom was a prime example of how learning can be made fun.

This type of interactive student-teacher engagement was witnessed in other classrooms as well. In the 6th to 8th grade Culinary Arts classroom, there was a roundtable set up for instruction and discussion. The teacher sat in the same sized chair as her students, so everyone was on equal ground. Students were actively engaged, raising their hands to answer questions and volunteering for tasks such as measuring flour. In the 7th and 8th grade mathematics class, students worked in small groups using tubs of colored beads on a probability experiment (predicting what color bead was most likely to be selected based upon the total counts). Students were actively involved writing out fractions and converting them into decimals on large chart paper. The instructor navigated the room reviewing each group's predictions and engaging the students by testing out their theories. This type of structured activity was hands-on and applicable.

All those completing parent surveys indicated being satisfied or very satisfied with the teacher-student interaction occurring at TCC-Gadsden. One of the more powerful findings in support of the quality and ability of the afterschool staff is the fact that 80% of the regular school day teachers completing the teacher survey reported improvement in participating students' academic performance.

### **Parental Satisfaction and Engagement**

Providing families with much needed support services and giving back to the surrounding community are important components of 21st CCLC programs. Serving the entire community is considered equally as important as serving the educational needs of participating students. Focus groups conducted with parents and guardians provided a wealth of insight into how parents feel about the support provided to them by the TCC-Gadsden program and the impact it has had upon their children and families. Parents of the TCC-Gadsden program said:

*"In the summer time they (children) lose that focus, especially when they are young. In the summer time, it (summer program) helps them keep that focus."*

*"That's been an impact from the program; every year my son's grades go up."*

Their satisfaction with the program has led many parents and guardians to volunteer their time to the program. A father, who participated in the morning focus group, was later observed volunteering as a basketball coach with primary grade students at the community Recreational Center. TCC-Gadsden's ability to effectively reach out to parents is another underlying component to operating a successful program. The TCC-Gadsden 21st CCLC program aims to have a positive impact and encourage the entire family. Parent surveys confirm that the majority of parents (97%) report that they are satisfied or very satisfied with the program's ability to effectively reach out to them. This active engagement in program activities not only increases parents' buy-in, but also encourages continued participation for them and their children.

### **Community Support and Involvement**

Another way to reach out to the population being served by any 21st CCLC program is through garnering community support and enlisting the help of partner organizations. The establishment of strong partnerships enhances the program's ability to meet the collective needs of the students and families within the area. The TCC-Gadsden 21st CCLC program has many community partners, including the Gadsden County School District. The School District allowed the program to use the Carter-Parramore School to host its summer program. The school site's location, granted students access to a computer lab and a home economics center. Additionally, the school bell system was reset to coincide with the summer program's schedule, so students know exactly when to move onto their next class.

Another strong partnership that TCC-Gadsden has solidified is with the local Recreational Center. During the summer camp, primary grade level students are bused to the center for their afternoon enrichment and physical activities. The center has a swimming pool and baseball fields that students may use when weather permits. On bad weather days, students participate in sports such as basketball inside the center's gymnasium. Personnel at the Recreational Center made the following statement about partnering with TCC-Gadsden:

*"I really can't say that there have been barriers...When you are serving 200 kids you expect a certain number of problems. But, whenever there are problems or concerns, we always work together as a team to find a solution."*

### **Mentorship Model**

The TCC-Gadsden Fun 2 Learn Summer Camp has established a link with former students through its mentorship program model. Former students of the afterschool program who are now in high school are given the opportunity to volunteer as a Junior Camp Counselor in their 9th grade year, progress to a paid half-day Senior Camp Counselor in their 10th grade year, and work full days as a Camp Counselor in



11th grade and beyond. This not only provides these older students a continued safe haven, but gives them on-the-job training and a chance to give back to the community. When asked about their experiences with the program, high school students working as Camp Counselors stated:

*"It has made me smarter. I've been going since second grade and it's helped me mentally and physically."*

*"Being in the workforce early (as a Counselor) is a great experience, especially for later in life."*

This successful paradigm of employing mentors lends itself to financial ease in a non-profit or grant-funded entity, as the organization does not have to meet the salary requirements for certified teachers. The mentorship program provides a training ground for a future staff that is already well-versed in the rules and expectations of the program. Moreover, the mentorship program is loved and valued by program staff and parents. During a parent interview, the following comment was made:

*"I also like it (the program) because they have the mentors. It's easier to understand when they (kids) have somebody closer to their age. I think it's an all around good thing for all of the kids, and the mentors."*

### **Student Motivation, Engagement, and Achievement**

Students can give a firsthand account as to the benefit of the program when it comes to service. Student survey results shed an optimistic light on the program with 78% of students feeling the program definitely helped them to make friends, 80% reporting that they like the program and 77% feeling that the program has definitely helped improve their grades. During the site visit, these perceptions were evident from the joy on the students' faces when answering a question correctly during morning academic classes to students working together during the afternoon enrichment activities.

It was apparent from observations of the physical enrichment activities that students were not only engaged in exercise, but were building socio-emotional skills through teamwork and performances. For afternoon enrichment and physical activities, middle school students came together in the gym after lunch. The area was split into two activities; cheerleading and basketball. The students that engaged in basketball were practicing skills and drills such as shooting, passing, and dribbling. They were instructed by members of TCC-Gadsden's community partner, the Department of Juvenile Justice. On the other side of the gym, lead by Camp Counselors, other students were practicing a cheerleading routine which they were to perform at the end-of-summer showcase. Continuous growth and learning is a staple for participating students in TCC-Gadsden's 21st CCLC program. Analyses of parent and teacher surveys positively reflect this ideal. Approximately 93% of parents are satisfied or very satisfied with their child's happiness in the program and 83% of regular school day teachers observed improvement (significant, moderate, or slight) in their students' class participation.

### **Holistic Approach**

TCC-Gadsden's program leadership not only understands the unique contribution of each program element but also realizes that the synergistic combination of these exemplary elements results in an effective program where the whole is greater than the sum of its parts. It is from this foundational understanding that exemplary practices and systems flourish including early planning, effective hiring practices, retention of ample, dedicated and experienced staff and junior counselors, an atmosphere of excitement and motivation for learning from teachers and students, and an environment where parents are encouraged to be involved and happy with their child's afterschool program. The experience of the program was consistently compared to that of a family whether talking to program coordinators and staff or students and family members. As a parent commented, "She (daughter) loves it. She brags on everything so much. It's like a big family, like a home away from home." The atmosphere at TCC-Gadsden was palpable. Being on site—experiencing the activities and hearing the sentiments of those involved with the program—one could literally feel the excitement, enthusiasm, resolve, commitment, caring, and motivation to learn that all parties described verbally. This demonstrates that for a program to be maximally impactful there has to be more than implementation of a list of specific program ingredients. Care must be taken in the mixing and baking of those ingredients as well.

### **Barriers/Supports Needed**

Praised for the many contributing elements of success, the TCC-Gadsden 21st CCLC program is not without barriers and could benefit from the support of State and Federal entities. Properly utilizing grant funding for student desired field trips was reported as a challenge for the program. This barrier is currently being addressed, as a Site Coordinator stated, by giving students "some of what they want and some of what they need." Program staff balances student preferences with grant requirements. Leadership and site coordinators asked for additional guidance and support in the area of allowable expenses. Such as, offering a specific training or holding a roundtable discussion for questions and answers relating to 21st CCLC permissible expenses and procurements for new and continuing sub-grantees.

Another barrier reported is the amount of required paperwork and reporting by program administrators. Program leadership understands the necessity of requiring deliverables in federal/state grant-funded program but requested the 21st CCLC Administrative Team and the Florida Department of Education consider reducing or streamlining paperwork and reporting requirements. In fact, such considerations are currently underway by the State.

### **Conclusions**

The solid framework of the TCC-Gadsden 21st CCLC program is arguably the program's greatest strength. Interviews, observations and survey findings substantiate a

structured and balanced leadership team and support staff, working collectively to yield positive results for the students. Constant communication and follow-up aid in building a strong participant base and the support needed to operate this afterschool and summer program. TCC-Gadsden's Fun 2 Learn Summer Camp offers a commitment to success for those the program serves through meticulous planning, effective leadership, and a mentorship program model providing service learning for students of all ages. Further contributing to the success of this program is the combination of a dedicated and caring staff, active parents serving as volunteers, and community support from local businesses blended together to allow TCC-Gadsden to be an effective 21st CCLC afterschool and summer program.

### Spotlight on Volusia County School District: WNA/CNA

#### **Background: 21st CCLC Initiative**

The Florida 21st Century Community Learning Centers (21st CCLC) initiative provides an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also learning new skills and discovering new opportunities after the regular school day has ended. The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic and enrichment opportunities for children attending low performing schools during non-regular school hours (Florida Department of Education, 2013).

There were 138 actively participating Florida 21st CCLC programs funded during the 2012-2013 Program Year. Sub-grantees are provided support, technical assistance and guidance by the 21st CCLC Administrative Team under leadership of the Children's Forum, Inc. To gather information on exemplary 21st CCLC programming, practices and services rendered by sub-grantees, the Administrative Team conducts "spotlight" visits each program year to selected sub-grantees. Selected programs are demonstrating exemplary practices either in overall programming or in a component area such as community partnerships, educational models and family involvement activities.

During spotlight visits, observations of program activities (e.g. classroom-based and enrichment activities) and interviews and focus groups are conducted to gather perspectives and information from a comprehensive array of stakeholders (e.g. administration, staff, community partners, parents, and students). For further details on the selection process and data collection methods, see the Case Study Methodology section in Appendix B.

This case study summarizes exemplary overall programming for a 21st CCLC summer program administered by Volusia County School District (CSD). The sites for this program are commonly referred to as WNA (Westside Nights Alive) and CNA (Campbell Nights Alive), based upon the dream of a principal many years ago to open up her school into the night hours, keeping students alive by providing a safe haven for all who lived in the surrounding high crime area. Survey and

other supporting data are also included in this case study to help paint a picture of the exemplary practices occurring at this program. The next section provides a description of this sub-grantee, the Volusia CSD WNA/CNA program, and its targeted student population.

#### **Context: Volusia County School District WNA/CNA**

Volusia CSD WNA/CNA is a 21st CCLC sub-grantee in its third year of a five year grant cycle. This is Volusia CSD's second five year grant cycle. The first five year cycle provided a 21st CCLC program Westside Elementary; with its successful implementation, Campbell Middle School was added for the second cycle's Request for Proposal (RFP). The program operates two school-based sites, one elementary (Westside) and the other middle (Campbell). The WNA/CNA program began unofficially many years ago with a dedicated principal at Westside Elementary School, who would walk her students home to ensure that they made it there safely.

Safety is a major concern given that Volusia County is a high crime area, as reported by the U.S. Census Bureau. A 2012 Census Bureau report documented a crime rate of 3,897 per 100,000 population as compared to the State of Florida's rate of 3,805. The county has a poverty rate of 26% relative to the State of 24% for children aged 5-17. Furthermore, the county's median rate family income is about \$55,000 relative to the State median of \$57,000.

During the school year, Volusia CSD WNA/CNA runs five days a week in the afternoon at Westside and at Campbell during the school year. Adult programming, including G.E.D. and aerobics classes, is provided at both sites from 6:00-7:00 Monday through Thursday. The summer program at Westside operates Monday through Thursday, from 8:00am to 5:00pm, serving students breakfast and lunch, offering academics in the morning and personal enrichment activities in the afternoons. Campbell's summer program runs half days, 7:30am to 12:30pm, also offering two meals. Academic assistance in the subjects of reading and mathematics are the educational focus for the attending middle school students, with physical education and STEM activities throughout the day.

Attendance records documented the Volusia CSD WNA/CNA Summer Program serving on average, 56 and 37 students respectively, which did not meet the 85% threshold for the number of students served as originally proposed in its 21st CCLC grant application. However, during the academic year, WNA's afterschool program was at a 90% threshold and higher for average daily attendance. Meeting daily attendance numbers has been a challenge for some 21st CCLC programs. Volusia CSD WNA/CNA is addressing this issue by providing a shift to more engaging STEM activities, such as BMX bike building and the creation of a student community garden with the aid of its community partnerships. In the sections that follow, the essential elements and best practices, including the establishment of strong community ties, which allow this program to successfully operate, are detailed.



## **Exemplary Operations, Programming and Practices**

The Volusia CSD WNA/CNA program was recommended as exemplary for its overall implementation of an effective and impactful 21st CCLC program, with a special emphasis on its community outreach and partnerships. During the site visit, the following best practice areas emerged as essential ingredients in the success of this program.

- Safety and Security
- Continuous Improvement (move toward STEM and PBL; Classroom Observations)
- Community Support and Involvement
- Staff Motivation

Each of these areas of exemplary programming and operations is described throughout the remainder of this report. Also discussed are the program supports that could assist this 21st CCLC program in continuing its effective programming and make continual improvements where needed.

### **Safety and Security**

The Volusia CSD WNA/CNA program was developed to provide a safe and enriching environment for the students and families it serves. Multiple safety and security methods were evident during the site visit. All students congregate in the cafeteria for breakfast where attendance is taken. The teachers come to pick up their grade levels and travel back to their individual classrooms. There is continuous supervision from the cafeteria to the classroom. Each teacher wore a lanyard with their school ID, clearly establishing who is a teacher on campus. Also on their lanyards, teachers have a key to their classrooms. The Project Director confirmed that all classroom doors automatically lock when closed. This feature was advocated by the school's principals after school violence erupted in the country last year.

Another safety feature was witnessed in the student sign-out procedure. The day of our site visit was also Parents Day, so we had the opportunity to see students share their work over the summer with parents and loved ones. All parents that attended this day signed-in and received a Visitors Pass in the media center, leaving no adult on campus unaccounted for. Some parents signed their children out when they left, but many children stayed for the remainder of the program day. For the students who stayed for the duration of the program day, student sign-out was limited to only one location, the media center. These procedures allow for an easier collection of attendance and visitation records, as well. The Family Liaison, who was in the media center at the time, shared the sign-out sheet with us. It contained the student and teacher's names and the names of those authorized to pick-up along with their contact numbers. Since the WNA/CNA program is very family oriented, the Family Liaison knew many of the parents' faces and asked for identification if she did not know the parent. This simple, yet detailed process gives program staff absolute proof of students' whereabouts, should there ever be an issue.

## **Continuous Improvement (move toward STEM and PBL; Classroom Observations)**

The situational pre-planning, such as with the student sign-out process, is a result of having a Project Director and Site Coordinators who assign consistency to their daily operations. As a key element to their program's success, that concept of consistency is also found in understanding that a constant re-evaluation of your processes and procedures is essential. As the Project Director stated:

*"You are never at your optimum...there is always room and a chance to improve."*

One improvement that the program has implemented is with the application of the MindWorks curriculum as they make the move towards the Project Based Learning (PBL) approach to learning. The MindWorks curriculum was suggested for teacher use last year, and with its successes in the classroom, it was made mandatory for teachers this year. The curriculum packet was purchased at a reasonable cost and provides the materials and lesson plans for various themes which are tailored to individual grade levels. The thematic unit used for the Summer Program was "Plants and Nature," which worked wonderfully with the community garden project. The Summer Program is also using STEMfinity robotic kits and BMX bike building kits to teach mathematics and science concepts and applications to older elementary and middle school students. Both curriculum sets provide engaging, hands on activities for students which they seemed to enjoy. A student commented:

*"What I like best is that you get to do robotics because robotics is really fun. You get to make things you never thought you could make before just by these little pieces... and that's my favorite thing about this program."*

Classroom observations showed the students in action, working in small groups of three to five, constructing full size BMX bikes. The teachers explained that with the first bike's assembly, students watched and listened. Within a week, they were fully engaged; learning the importance of teamwork and following directions as well as the disguised learning elements of mathematics and science in the activity. Another student summed up her experience with the bike building:

*"You'll learn more here than you do during school and it will be fun."*

Parents are in agreement with the numerous enjoyable activities offered by the program. Satisfaction surveys report that 95% of parents are satisfied or very satisfied with their child's happiness with the program. In addition, parents are also pleased with the educational components of this 21st CCLC program, as confirmed by one parent's statement:

*"One thing I like is the continuation of education...no gap during the summer time...and during the school year, I really appreciate the homework help."*

## Community Support and Involvement

Beyond their educational features, Volusia CSD WNA/CNA has a long list of collaborative partners that play a significant role in the program's ability to provide fun and engaging activities and resources to the children and families the program serves. Volusia CSD WNA/CNA is unique in that the leadership has established a Marketing Team who leads the outreach efforts to local businesses for their support. A teacher elaborated on the importance of the program's community outreach and involvement:

*"We're very active in making sure that everyone sees how important the interaction is between the corporate side and the schools through partnerships...Because these are the schools that provide the labor base...they (corporations) have a vested interest in seeing us (schools) succeed."*

The REU had the opportunity to speak with two of the partners with which the Marketing Team established a solid working relationship; a member of the U.S. Tennis Association Florida (USTA) and a member of the Rotary Club of Daytona. Both of these organizations have given their time and financial support to enhance the experiences for students in the Daytona area.

The collaboration with USTA Florida resulted in the first permanent, age-appropriate tennis courts in the state of Florida at Westside Elementary, which were officially opened in May 2013. The Grand Opening brought many spectators from the area and even former Wimbledon competitors as special guests. As explained by the USTA community member, the use of smaller courts and slower balls is recommended for younger children and the elderly, keeping them physically and academically active on their personalized levels. It is his hope that this example set by Westside Elementary can be carried over to other schools across the state. The community member further explained his choice in working with Westside:

*"We (USTA) wanted to volunteer at a place that makes a difference...the teachers at this school attracted me because they give everything they have in such a tough environment...I only wish our organization could be more involved and do more."*

His enthusiasm to work with Volusia CSD WNA/CNA was also shared by a member of the Rotary Club of Daytona, who has been working with this 21st CCLC program for more than ten years. In this partnership, portions of the Rotary Club's EarlyAct™ program are applied. EarlyAct™ provides young students the opportunity to increase their awareness and knowledge of their community and the world. Participants are encouraged to be caring, helpful, and build upon their respect for themselves and others. EarlyAct™ teaches community service at an early age, and service learning is a key element of the 21st CCLC initiative. This year, the Rotary Club of Daytona took on a community garden project at Westside Elementary. Parents, students, teachers, Rotary Club members and community volunteers planned, dug, and planted the garden on campus. Much like the tennis courts,

the size and structure of the garden was designed with the students in mind. All plant beds were sized at two feet deep so that the students could easily get on their hands and knees to weed the garden. The Project Director also used a Lowe's Toolbox for Education grant to purchase benches/tables which are used to hold science classes in the garden when the weather permits. The students have a sense of pride in the garden that they created and care for with their own hands. This was very evident as we walked the grounds and the students talked to us about what they all called "their garden." There are currently talks underway to expand the garden in the next year and establish a relationship with a local co-op and farmer's market. In addition, the community member had nothing but positive things to say about her experiences with the 21st CCLC program:

*"This team works so well together. We hope they continue to partner with others and to grow as a program...WNA has done a great job of finding the right people."*

The proper placement of motivated staff, such as those on the Marketing Team, has made the program's outreach so successful and a best practice model for other programs. Another outreach component is the Family Services Center on site. With donations from partners, sponsors and even some of the program staff, weekly grocery bags are given to families in need. On average, fifty grocery bags are distributed weekly during the school year and forty during the summer. This is another service for the community provided by Volusia CSD WNA/CNA, making this 21st CCLC program essential at meeting the needs of its community. This component of the program is headed by the Family Liaison who has been volunteering and working with Westside Elementary for over twenty-five years. Her dedication to the project was clear from her statement:

*"I tell everyone in my family, when you get the BOGO (buy one get one), give one to me so I can make extra food bags."*

Community buy-in has not been a barrier at the Volusia CSD WNA/CNA as evidenced by the numerous contributors. In addition to the USTA Florida and the Rotary Club of Daytona, the program has received in-kind donations from other organizations including Bethune Cookman University and the Volusia Literacy Council. Another resource has been volunteer participation from local high school students. One teacher at the WNA program teaches at a nearby high school and he has brought in some of his students who have earned volunteer hours working with the 21st CCLC program. Volusia CSD WNA/CNA has done an excellent job building bonds and ties in the community, and tapping into its local resources.

### Staff Motivation

A qualified and motivated staff is a resource that is necessary to operate any successful 21st CCLC program. As the Project Director commented:

*"We have a great team in place...we have made some staff changes along the way...we try to find people who can*

*relate to students and be nurturing, but still structured in their implementation of the programming.”*

To maintain such a highly qualified staff of instructors, the program’s Leadership Team provides accommodations for teachers to prevent teacher burnout and limit the turnover rate. In the current arrangement, two teachers will alternate their working days with the same group or grade level of students. A Monday/Wednesday and Tuesday/Thursday job sharing grants students a sense of stability and consistency in the familiar adult presence and allows teachers a respite. Especially given that a number of the afterschool teachers are employed at different schools throughout the district and commute to Westside and Campbell after a full day in the classroom. The break is much appreciated by these teachers who work ten hour days between the regular school day and the afterschool program. The long hours were identified as a challenge they faced in the program. However, this particular issue is not one that stops the teachers at Volusia CSD WNA/CNA from giving their all to the children in need of their care, as confirmed through their statements:

*“We’re targeting our lowest students because that’s where the need is...we try to make it (education) meaningful to them and make them want to learn.”*

*“Our kids have so many needs outside of education, so many things that they face that we don’t see, that we’re not allowed to specifically address during the school day...this grant gives us the opportunity to really expose them and to help them deal with their outside environment...it’s one of the benefits of having this type of program.”*

Parents are in agreement with all the benefits that this program has to offer, and especially with all that the teachers and staff do on a daily basis. A parent was quoted stating:

*“I’m very excited about this program. After he (son) got into the program, I can say I saw a big difference in him behavior wise...he knew if he didn’t do well in school that was going to transfer over to afterschool because they tell me everything...I’m just an email or phone call away...I would say he’s changing...he’s a work in progress, but he is changing...I thank this program a whole lot for that...Make sure they keep it going.”*

In addition, surveys indicate that students are highly satisfied with the program with 89% responding affirmatively to the question “Do you like your afterschool program?” and with statements such as:

*“It (the program) helps me because it is very fun and I get to learn new things...It’s a head start for 5th grade or whatever grade you’re going into.”*

Praise from students and parents as the direct recipients of the 21st CCLC services speaks volumes as to the impact that Volusia CSD WNA/CNA has had on the community.

## **Barriers/Supports Needed**

Elevated for the many contributing elements of success, Volusia CSD WNA/CNA 21st CCLC program is not without barriers and could benefit from the support of State and Federal entities. The challenge of long work days for teachers has been addressed by the program’s Leadership team with adjustments and accommodations for teachers built into the weekly schedule. A challenge not as easily resolved is the availability of grant funds. A Site Coordinator commented:

*“The challenges also include the layer of bureaucracy and current legislation that view these programs (afterschool programs) as unnecessary or just a number on a sheet.”*

State representatives can benefit from better understanding the need to maintain and increase funding for programs such as 21st CCLC, as they are beneficial to in both the short and long term. Advocates at the Volusia CSD WNA/CNA program advise State officials to visit their 21st CCLC program and others so that they can experience firsthand what the program has to offer. By putting a face on these types of projects, they feel that the current legislation would think twice before reducing the funding pot.

## **Conclusions**

Building a strong participant base, staying in constant communication with families, and working within the guides of your local resources are among the strengths and supports needed to operate an effective afterschool program. Volusia CSD WNA/CNA possesses all of these elements along with a dedicated and compassionate staff that keeps children first in all things. Supporting this framework is a leadership structure that cares not only about the students, but also about the well-being of its staff and creating mutually beneficial relationships with members of the surrounding community. This 21st CCLC program is a prime example of how working collectively can establish strong buy-in from all parties and accomplish the mission of creating an impactful and meaningful place for students to succeed.





# Recommendations

## Study Objective 8: Recommendations for Programming and Administration

To address the final evaluation study objective, programs were asked to provide recommendations for improvement of the 21st CCLC initiative. Additionally, the 21st CCLC Administrative Team reviewed operations, implementation, and administration of the initiative over the past year and has planned improvements for the 2013-2014 and 2014-2015 grant years. This data was collected through telephone interviews with eight programs and on-site interviews with seven programs.

First, the 21st CCLC programs were asked how they would like to improve their own programming. Components of the program which they found challenging and within which they would like to improve are as follows:

- Transportation logistics
- Program interest and consistent attendance from older students (middle and high schools)
- Communication with public schools (for those programs that operated within a community-based organization)
- Participation from adult family members
- Maintaining staff to student ratios
- Accessing community resources
- Working with students with behavioral issues

All of these items were also identified as areas of training needed. In response, the Administrative Team has begun a monthly webinar series in order to provide training on each topic. Additionally, a community of practice will be established in each region so that programs have the opportunity to share best practices with one another.

Programs were also asked to provide recommendations for the improvement of the administration of the 21st CCLC initiative. The recommendations are listed below along with the steps taken to address them.

### ***Recommendation 1: Funding awards received earlier in the year***

Consensus among the sub-grantees emphasized the need for grant funding awards to be received earlier in the grant year. To address this concern, the 21st CCLC Administrative Team will release subsequent RFAs/RFPs earlier in the year. By doing so, applications and proposals will be able to be reviewed sooner, thus allowing current and new sub-grantees earlier access to their funding award.

### ***Recommendation 2: Streamline monthly reporting.***

Sub-grantees suggest eliminating duplicative requests for documentation in student attendance and ensuring consistency across form templates. The 21st CCLC Administrative Team has listened to these concerns and has established a Taskforce as well as an evaluation and reporting sub-committee comprised of active 21st CCLC sub-grantees, program staff, and other invested parties to streamline the documentation, data collection, and reporting process. In addition to plans for streamlining the data collection and reporting process, this has also resulted in a plan to better standardize sub-grantee program objectives development and data collection. The plan was shared with, vetted, and well received by the Taskforce and sub-committee. Consistency in objectives data collection will allow for more thorough analysis of program successes and targeting areas of programming or administrative level improvement in the future.

### ***Recommendation 3: Best practices manual for program implementation***

A comprehensive, statewide manual of best practices, which will be frequently updated with observations from programs selected for spotlight visits, is being developed by the Administrative Team. The manual will address best practices including, but not limited to: appropriate hiring practices, suggestions for contract negotiation, tips for the establishment of memorandums of understanding with participating schools, increased communication between staff and leadership, and easily replicated parental involvement activities.

### ***Recommendation 4: More opportunities for trainings***

The Administrative Team is currently producing a sub-grantee requested webinar series on various topics, with both live and pre-recorded discussions. The webinar series will address commonly asked topics and questions, provide guidance on grant requirements and deliverables, and serve as an easily accessible professional development tool for program leadership and staff. Sub-grantees expressed their satisfaction with the desktop and on-site technical assistance they have received from the Administrative Team over the past year and this will be enhanced with the webinars made available. In addition to the webinar series, the Administrative Team will continue to promote opportunities for sub-grantees to access hands-on trainings, particularly through related conferences and workshops.



**Recommendation 5:** *An online resource or community forum for programs to ask questions and share information*

Programs deemed it essential to have a forum to ask and share information with the 21st CCLC Administrative Team as well as other sub-grantees. The Florida 21st CCLC Administrative Team is currently revamping its website to include a resource forum for programs. This online forum will consist of, but not be limited to, guidance for deliverables, deliverable templates, and frequently asked questions and answers.

**Recommendation 6:** *A clearinghouse/database of PBL project plans made available to programs*

Sub-grantees have requested the development of a repository of project-based learning (PBL) lesson plans. The Administrative Team has begun creating such a compendium that will allow programs to view the results of a variety of PBL activities and adapt projects, as needed, to better serve their students.





# Study Considerations & Policy Implications

This evaluation report tells the story of Florida's 21st CCLC project; describing the program and its impact on participating children and families. Evaluations of federally funded social initiatives serve a vital function by informing funders, policy makers, legislators, providers, recipients, and other invested parties about a program's impact, implementation successes, and areas for refining services. Practice, policy, legislative, and funding decisions are made on the basis of such program evaluation studies.

In light of this, the effectiveness of any evaluation study to glean truths about a social program and its impact relies heavily on the rigor of the data and study design. The design and methodology chosen for this study was driven and constrained by the type and extent of available state and federal data. Student outcomes data for the 21st CCLC initiative are submitted by sub-grantees within the federal 21st CCLC PPICS electronic data system. Through this federal data collection system, standardized academic and social, emotional, and behavioral student data are available for individual 21st CCLC participating students. PPICS data allow for examination of current student performance and to some extent student progress. As well, some comparisons can be made between Florida's 21st CCLC student improvement rates relative to other states and the nation.

Although these standardized, federally required data are a great benefit to states in conducting statewide evaluations of the 21st CCLC initiative, multiple data limitations exist making it impossible to rigorously assess the true impact of Florida's 21st CCLC on students served. A summary of these issues follows along with considerations for addressing the issues to bolster the usefulness and impact of future Florida 21st CCLC statewide evaluations.

## *Data and Design Limitations*

First, it is important to point out that all data are self-reported into PPICS by sub-grantees who are often reliant on other entities for data sometimes resulting in barriers to obtaining complete data (e.g., CBOs must request certain data from school districts). In addition to missing data, these self-reported data cannot be easily verified by the State and are therefore subject to higher error rates. Linked to this issue is the minimal standardization and reporting of sub-grantee program objectives data. As summarized earlier in this report, the 21st CCLC Administrative Team has worked with a sub-group of grantees to establish a plan for more standardization in the development, assessment, and reporting on program objectives to begin in the 2014-15 grant year. This plan will also facilitate the Administrative Team's data verification efforts.

Another challenge is the relatively limited behavioral and socio-emotional outcomes data currently available at the state and federal levels. At present, data on student motivation, social interactions and classroom behaviors are obtained through school-day teacher observations and reports. These data offer a valuable classroom-based measure; however, multiple measures including school records would offer a more comprehensive view of the impact of the 21st CCLC initiative. McComb and Scott-Little (2003) conducted a meta-analysis of 27 impact evaluations of afterschool programs which revealed that programs providing a clear integration of academic and positive youth development services had the strongest impacts on student academic performance. Furthermore, the largest and most consistent impacts of afterschool programs were found for studies that examined social and emotional outcomes. Not surprisingly, these were also the studies that used the most rigorous methodological designs such as random assignment and comparison groups.

Given that statewide data are currently only available for 21st CCLC participating students, a comparison sample of students not receiving services but who are similar on need for services and demographics was not an option in this study. Compounding this challenge, there is not presently a system in place to identify 21st CCLC participating students within the Florida Department of Education databases or to track 21st CCLC students over time or across data systems. This leads to another major limitation on this study's design—the cross-sectional nature of the data. Student data are only reported within each grant year. This means students cannot be tracked across multiple grant years to examine how a student may be impacted by multiple years of 21st CCLC exposure or to study the long-term impact of program participation. Researchers agree that it is unlikely that exposure to a program for only a short period of time can result in large changes for students (Riggs & Greenburg, 2004). Presently there is also no indication within the federal database as to how many years a specific student has participated in 21st CCLC.

## *Policy Implications*

Broadly speaking, Florida 21st CCLC evaluations would be much more impactful and would better inform state officials, policy makers, and legislators if the following were possible:

- Ability to access non-21st CCLC student comparison data including demographic information for matching purposes and student outcomes data,
- Ability to track 21st CCLC students and matched comparison students over time and across databases,
- Ability to better ensure complete and accurate data, and

- Availability of comprehensive, multi-method approaches to measuring student social, emotional and behavioral outcomes.

Though it is clear that systemic data improvements would greatly improve the Administrative Team’s ability to more rigorously measure the impact of Florida’s 21st CCLC initiative, it is not clear exactly where the limitations lie (e.g., struggles with communication and collaboration with feeder schools, laws regarding data, monetary constraints, etc.), what changes are feasible within the current 21st CCLC legislative structure and which would require legislative action, and what specific steps are needed to move the state toward achieving these future evaluation goals. Thus, the Administrative Team proposes to facilitate further discussions with the Florida Department of Education, hold additional meetings with the Evaluation and Reporting Sub-Group, and request meetings with PPICS representatives to gather information to address five guiding questions:

1. What are the specific barriers to establishing a standardized method of identifying and tracking 21st CCLC students and linking those students’ data across the federal PPICS system and state and local school district data systems?
2. What actionable steps are needed to ameliorate those barriers?
3. What are the possibilities for collecting student data directly from state and local data sources for data such as FCAT, grades, retention/promotion, tardies, absences, and suspensions for 21st CCLC students and matched comparison students?
4. What are the possibilities for alignment and electronic interfacing between the federal PPICS system and the Florida 21st CCLC database?
5. What administrative, policy, and legislative recommendations are warranted to move the 21st CCLC data collection, reporting, and evaluation system forward for the state of Florida and its sub-grantees?

## Conclusions



Consistent with previous research on the effectiveness of afterschool programming, a positive correlation emerged for participation in Florida’s 21st CCLC afterschool enrichment program and students’ academic and socio-emotional performance. Additionally, Florida’s 21st CCLC students had higher improvement rates than 21st CCLC students from other comparable states in the region on reading and mathematics state assessments and teacher reported homework completion and classroom participation, and behavioral improvement. Furthermore, parents and students served reported high satisfaction rates with their 21st CCLC afterschool program experience. These findings are a testament to the Florida 21st CCLC program’s emphasis on positive youth development, inclusive of both academic and personal enrichment.

However, these positive findings must be considered in the context of the continued high needs of the student population served. Sixty percent of Florida’s 21st CCLC participating students are currently performing below proficient in reading and mathematics on the state’s competency assessment. Additionally, there remain areas for improvement on program implementation, administration, and data collection and reporting. Recommendations for improvements have been made and are currently underway. The 21st CCLC Administrative Team has begun addressing suggestions for improvement in 21st CCLC administration, implementation, and data collection and reporting. As well, best-practice case studies shine the “spotlight” on effective 21st CCLC practices throughout the state of Florida that can be cross-pollinated across participating programs. Discussions and efforts will continue to propel Florida’s 21st CCLC initiative forward along the path of ever improving services to children and families and rigorously measuring the true impact of this valued initiative.





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# Appendix A



## SUB-GRANTEE PROFILES

### After School Programs, Inc. (Lake Weston-Tidenville-Wingard) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
After School Programs (ASP) is a non-profit, 501(c) (3), organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families and communities. ASP was founded with the explicit mission of developing and implementing national models of high-quality, academic focused, and personally enriching afterschool programming.	Community-Based Organization	Central Region (Orange County)	1) Lake Weston ES (81) 2) Tidenville ES (156) 3) Wingard ES (163)	Orange County "at-risk" Elementary students/ schools (K-5th grade) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/ performing arts education, service learning, character education, and parental services/ education level.	21st CCLC: \$700,000  Partners Contribution: \$43,359

### After School Programs, Inc. (Broward) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
After School Programs (ASP) is a non-profit, 501(c) (3), organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families and communities. ASP was founded with the explicit mission of developing and implementing national models of high-quality, academic focused, and personally enriching afterschool programming.	Community-Based Organization	Southeast Region (Broward County)	1) Dania ES (122)	Broward County "at-risk" Elementary students/ schools (K-5th grade) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/ performing arts education, service learning, character education, and parental services/ education level.	21st CCLC: \$433,000  Partners Contribution: \$12,500

### After School Programs, Inc. (Collier) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
After School Programs (ASP) is a non-profit, 501(c) (3), organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families and communities. ASP was founded with the explicit mission of developing and implementing national models of high-quality, academic focused, and personally enriching afterschool programming.	Community-Based Organization	Suncoast Region (Collier County)	1) Palmetto ES (104) 2) Mike Davis ES (145) 3) Golden Terrace ES (164)	Collier County "at-risk" Elementary students/ schools (K-5th grade) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/ performing arts education, service learning, character education, and parental services/ education level.	21st CCLC: \$700,000  Partners Contribution: \$64,500

### After School Programs, Inc. (Miami-Dade) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
After School Programs (ASP) is a non-profit, 501(c) (3), organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families and communities. ASP was founded with the explicit mission of developing and implementing national models of high-quality, academic focused, and personally enriching afterschool programming.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Beckford/ Richmond ES (144) 2) Moton ES (171)	Broward Miami-Dade County "at-risk" Elementary students/ schools (K-5th grade) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/ performing arts education, service learning, character education, and parental services/ education level.	21st CCLC: \$700,000  Partners Contribution: \$52,000

## After School Programs, Inc. (Orange – Palmetto - Ridgewood) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
After School Programs (ASP) is a non-profit, 501(c) (3), organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families and communities. ASP was founded with the explicit mission of developing and implementing national models of high-quality, academic focused, and personally enriching afterschool programming.	Community-Based Organization	Central Region (Orange County)	1) Palmetto ES (234) 2) Ridgewood Park ES (144)	Orange County "at-risk" Elementary students/ schools (K-5th grade) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/ performing arts education, service learning, character education, and parental services/ education level.	21st CCLC: \$700,000  Partners Contribution: \$30,500

## Alachua County School District (Project Engage) – Cohort 8

[http://www.sbac.edu/pages/ACPS/Departments\\_Programs/DepartmentsAF/A\\_thru\\_C/4921314768613947858](http://www.sbac.edu/pages/ACPS/Departments_Programs/DepartmentsAF/A_thru_C/4921314768613947858)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Project Engage program are to (1) improve academic achievement, (2) improve behavior among troubled adolescents and pre-teens, and (3) increase the overall engagement of students in school and in learning activities. Program activities include tutoring and mentoring services, remedial and supplemental education activities, enrichment programs, and recreational activities.	School District	Northeast Region (Alachua County)	1) Reichert House (262) 2) Bishop MS (163) 3) Lincoln MS (309) 4) Mebane MS (215)	At risk Middle and High School students (6th-12th grades) with poor academic achievement on FCAT, high poverty/Title I eligible, poor attendance, and poor behavior.	Improve academic achievement, improve behavior among troubled adolescents and pre-teens, and increase overall engagement of students in school.	21st CCLC: \$484,483  Partners Contribution: \$11,600

## Alachua County School District (Step-Up) – Cohort 8

[http://www.sbac.edu/pages/ACPS/Departments\\_Programs/DepartmentsAF/A\\_thru\\_C/4921314768613947858](http://www.sbac.edu/pages/ACPS/Departments_Programs/DepartmentsAF/A_thru_C/4921314768613947858)

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Step-Up Program are to (1) improve academic achievement, (2) improve behavior among elementary-aged students, and (3) increase the overall engagement of students in school, at home, and in the community. Program activities include tutoring and mentoring services, remedial and supplemental education activities, enrichment programs, and recreational activities.	School District	Northeast Region (Alachua County)	1) Terwilliger ES (138) 2) Archer Community School (72) 3) Idylwild ES (137) 4) Lake Forest ES (107) 5) Rawlings ES (172)	At risk Elementary School students (K-5th grades) with poor academic achievement on FCAT, high poverty/Title I eligible, poor attendance, and poor behavior.	Help students improve their behavior and master the Sunshine State Standards.	21st CCLC: \$560,000  Partners Contribution: \$ 122,561.75

## Alpha Best Education, Inc. – Cohort 11

<http://www.alphabest.org>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
AlphaBEST delivers after school and summer programs that expand learning beyond the school day. Engaging, interactive activities are offered on a rotating basis. AlphaBEST students participate in robotics, video animation and video game design; physical fitness and health; foreign language enrichment; dramatic arts; and literacy.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Conniston MS (353) 2) Lake Shore MS (502) 3) Lantana MS (363) 4) Osceola Creek MS (193)	Palm Beach County Middle School “at-risk” students (6th – 8th grades) within low income areas and with education difficulties: retention, low test scores, poor attendance.	Address academic remediation, obesity & physical education, visual/performing arts education, service learning, character education, and parental services/education level.	21st CCLC: \$700,000  Partners Contribution: \$502,500



### Aspira of Florida - Dade County – Cohort 10

<http://www.aspira.org/en/aspira-florida>

Description	Grantee Type	Location (Region/ County)	Sites/ Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
ASPIRA of Florida has been successfully working with families and young people for 30 years through three avenues: leadership clubs for young people, charter schools, and family programs.	School/ College/ University	Southern Region (Miami-Dade County)	1) Aspira Eugenio Maria De Hostos	Students (6-8th grades) primarily from families whose annual incomes do not include discretionary funds to pay for after-school programs, tutoring, or social enrichment activities.	The family literacy portion of the program includes Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), and Graduate Equivalency Diploma (GED) training for parents and other young adults.	21st CCLC: \$288,900  Partners Contribution: <i>Data Unavailable</i>

### Bay County School District (Cedar Grove) – Cohort 8

<http://www.bayschools.com/cges/Home.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Scholastic support, intervention, and remediation is a critical component of EYE OF THE TIGER 21st CCLC program, providing students with daily activities designed to support the attainment of academic skills while promoting grade level performance in all areas.	School District	Northwest Region (Bay County)	1) Cedar Grove ES	High-risk student body (K-5th grade) located in a region of the area (Panama City) where poverty, illiteracy, family dysfunction, homelessness, gangs, school dropouts, crime and violence are prevalent.	Students are offered homework time, physical activity time to include basketball, kickball, and soccer, flag football as a club activity, Zumba/ dance, yoga, and jump rope time.	21st CCLC: \$221,337  Partners Contribution: <i>Data Unavailable</i>

## Bay County School District (Oscar Patterson) – Cohort 7

<http://www.bay.k12.fl.us/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
To implement the 21st CCLC grant, the Bay County School District selected Oscar Patterson Elementary school (OPES), a Title 1 school with 95.09% Free and Reduced Lunch status. The goals consist of academic and Discovery Education score improvements, as well as a strong homework completion rate.	School District	Northwest Region (Bay County)	1) Patterson ES (212)	Elementary School students (K-5th grades) who have academic concerns, behavioral concerns, have poor regular school day attendance, and risk factors associated with abuse and neglect.	Provide a safe, secure, and supervised learning community, promote academic achievement, enhance student health and well-being, promote student attendance, student behavior, and dropout prevention, and increase parental involvement and family literacy.	21st CCLC: \$257,153  Partners Contribution: \$125,500

## Boys & Girls Club of Bay County – Cohort 11

<http://www.bgcbay.com>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Boys & Girls Club of Bay County, 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.	Community-Based Organization	Northwest Region (Bay County)	1) Chapman Site (231)	Middle and High School (6th-12th grades) at-risk low-performing youth in Title I schools. Priority given to students at risk of academic failure & referred by schools (i.e. not reading on grade level, truancy, poor grades).	Positive behavioral changes, improved academic performance, stronger families, character building, expanded learning opportunities.	21st CCLC: \$131,314  Partners Contribution: <i>Data Unavailable</i>

## Boys & Girls Club of Collier County – Cohort 11

<http://www.bgccc.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Boys & Girls Club of Collier County serves 250+ at-risk elementary school children from seven Collier County public schools. Through the 21st Century Community Learning Center (CCLC) funds the club offers academic enrichment, personal enrichment, and adult and family services.	Community-Based Organization	Suncoast Region (Collier County)	1) Boys & Girls Club of Collier (260)	Targeting low-wealth (Title I), minority and ELL Elementary school students (K-5th grades) facing school performance challenges.	Improve students' academic performance, encourage personal growth through character development/ mentoring/ physical fitness, and support parental involvement.	21st CCLC: \$448,410  Partner Contribution: \$17,800

## Boys & Girls Club of Emerald Coast – Cohort 8

<http://www.bgcec.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Boys & Girls Clubs of the Emerald Coast is a stand-alone 21st CCLC program with four sites. Across Escambia and Okaloosa counties which are Denton, Escambia E., Escambia T., and Okaloosa. Due to inadequate staffing to effectively serve youth attending Title I schools in Walton County, the DeFuniak Springs site has closed.	Community-Based Organization	Northwest Region (Bay County)	1) Englewood Site - Boys & Girls Club of Escambia County - Elementary (67)  2) Englewood Site - Boys & Girls Club of Escambia County - Middle & High (41)  3) Boys & Girls Club of Denton Blvd. (69)  4) Boys & Girls Club of Okaloosa - Teen Center (35)  5) Boys & Girls Club of De Funiak Springs - Teen Center (19)	Students (K-12th grades) at risk of academic failure & those referred by schools (truancy, poor grades, not reading on grade level).	Positive behavioral changes, improved academic performance, stronger families, character building, expanded learning opportunities.	21st CCLC: \$304,036  Partner Contribution: \$2,242,305

## Boys & Girls Club of Lakeland and Mulberry – Cohort 10

<http://www.bgclakeland.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Boys & Girls Clubs of Lakeland and Mulberry's 21st Century Community Learning Center Program (21st CCLC) serves students at three locations. The 21st CCLC program provides expanded academic and enrichment opportunities for disadvantaged students attending schools particularly in need of improvement within the areas of Lakeland and Mulberry, Florida.	Community-Based Organization	Central Region (Polk County)	1) Carl G. Schowe Boys & Girls Club (69)  2) James J. Musso Boys & Girls Club (152)  3) Wogan S. Badcock Boys & Girls Club (96)	Kindergarten through 8th grade students from Title I eligible schools.	Promote positive behavioral change, improved academic performance, expanded learning opportunities, stronger families, reduction in risky behaviors (drugs/ violence).	21st CCLC: \$492,582  Partners Contribution: \$326,669

## Boys & Girls Club of North Central Florida (Taylor) – Cohort 8

<http://www.bgcncfl.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Established in 1990, the Boys & Girls Club of North Central Florida has three well-established clubs operating 21st CCLC programs in Taylor County. It has been the goals of the clubs to help improve mastery of academic skills, reduce juvenile risk-taking behaviors, strengthen families through parental participation, and decrease the student dropout rates of the club members.	Community-Based Organization	Northeast Region (Taylor County)	1) Veteran's Park Unit (213)  2) Jerkins Unit (183)  3) Steinhatchee Stingray Unit (99)	Title I eligible school populations (K-12th grades). Students are selected on a first come, first served basis per site.	Increased positive behavioral changes toward school/ academics, stronger family alliances, increased report card grades & FCAT scores, reduction in risk-taking behavior (drugs/ alcohol, teen pregnancy).	21st CCLC: \$298,437  Partners Contribution: \$200,531



## Boys & Girls Club of Tabula Rasa – Cohort 10

<http://www.helpfloridakids.com/index.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program was developed based on the Targeted Outreach/Re-Entry Afterschool Project (TOAP) which seeks to provide successful re-entry services to youth by introducing them to Boys & Girls Club programming while in juvenile residential facilities.	Community-Based Organization	Northwest Region (Liberty/ Jackson County)	1) Apalachicola Forest Youth Camp 2) Dove Vocational Academy 3) Liberty Wilderness Academy 4) Liberty County HS	Students (5th-12th grades, ages 9-18) and youth in juvenile residential treatment facilities. Students within these treatment communities suffer from: persistent poor academic performance, participation in anti-social behaviors, and isolation/lack of services for at-risk families.	Program components include reading groups, story time, newsletters, web-searches, comprehension activities and reading fluency exercises. The program also participates in the Florida 4-H Science curriculum, offering hands-on ways to engage students in science investigation.	21st CCLC: \$615,298  Partners Contribution: <i>Data Unavailable</i>

## Boys & Girls Club of Central Florida (East Altamonte) – Cohort 10

<http://www.bgccf.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Since 1944, Boys & Girls Clubs of Central Florida has provided children from the local community, between the ages of 6-18, a safe place to learn and grow. The overall mission of Boys & Girls Clubs of Central Florida is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.	Community-Based Organization	Central Region (Seminole County)	1) East Altamonte Boys and Girls Club (172)	At-risk students (K-8th grades) at Title I schools with 44 weeks/year of academic enrichment opportunities through after school and summer programming.	Academic success, good character and citizenship, and healthy lifestyles.	21st CCLC: \$401,850  Partners Contribution: \$2,500

## Boys & Girls Club of Central Florida (Joe R. Lee) – Cohort 10

<http://www.bgccf.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Since 1944, Boys & Girls Clubs of Central Florida has provided children from the local community, between the ages of 6-18, a safe place to learn and grow. The overall mission of Boys & Girls Clubs of Central Florida is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.	Community-Based Organization	Central Region (Orange County)	1) Joe R. Lee Boys and Girls Club (232)	At-risk students (K-8th grades) at Title I schools with 43 weeks/year of academic enrichment opportunities through after school and summer programming.	Academic success, good character and citizenship, and healthy lifestyles.	21st CCLC: \$513,720  Partners Contribution: \$52,000

## Boys & Girls Club of Central Florida (Tupperware) – Cohort 10

<http://www.bgccf.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Since 1944, Boys & Girls Clubs of Central Florida has provided children from the local community, between the ages of 6-18, a safe place to learn and grow. The overall mission of Boys & Girls Clubs of Central Florida is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.	Community-Based Organization	Central Region (Osceola County)	1) Tupperware Brands Boys and Girls Club (325)	At-risk students (K-8th grades) at Title I schools with 36 weeks/year of academic enrichment opportunities through after school and summer programming.	Academic success, good character and citizenship, and healthy lifestyles.	21st CCLC: \$376,763  Partners Contribution: \$19,620

## Boys & Girls Club of Central Florida (Universal & Walt Disney) – Cohort 10

<http://www.bgccf.org/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Since 1944, Boys & Girls Clubs of Central Florida has provided children from the local community, between the ages of 6-18, a safe place to learn and grow. The overall mission of Boys & Girls Clubs of Central Florida is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.	Community-Based Organization	Central Region (Orange County)	1) Walt Disney World Boys And Girls Club (360)  2) Universal Orlando Boys And Girls Club (297)	At-risk students (K-8th grades) at Title I schools with 37 weeks/year of academic enrichment opportunities through after school and summer programming.	Academic success, good character and citizenship, and healthy lifestyles.	21st CCLC: \$674,730  Partners Contribution: \$1,750

## Boys & Girls Clubs of Charlotte County – Cohort 8

<http://www.bgcofcc.org/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Soaring for Success 21st CCLC program addresses a growing need of families in the community by providing extended learning time, enrichment activities, and healthy physical and recreational opportunities in a safe environment. In addition, the program is promoting the development of protective factors for some at risk students by academic assistance and supportive staff-student interactions.	Community-Based Organization	Suncoast Region (Charlotte County)	1) Tiffany Square – Vineland (65)  2) Family Services Center (162)  3) Port Charlotte HS (78)  4) Murdock MS (86)  5) L. A. Ainger MS (80)	Serving students (K-12th grades) and families who are “at risk of educational failure and who have a need of a safe haven after school” (low income, high crime rates, poor academic performance, high unemployment).	Improve academic achievement, improve physical/psychological well-being of students, strengthen families with educational & social activities.	21st CCLC: \$252,512  Partners Contribution: \$144,800

## Boys & Girls Clubs of Palm Beach County (Belle Glade) – Cohort 8

<http://www.bgcpsc.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The mission of the Boys & Girls Clubs of Palm Beach County is to inspire and assist all young people, especially those who need the program most, to realize their full potential as productive, responsible, and caring citizens. The program focuses on the whole child and addresses the most pressing issues facing youth today.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Gove ES (243)	Kindergarten through 6th grade students at Title I eligible school with limited English proficiency, exceptional student education (ESE), and FCAT scores below proficiency level.	Provide youth with “a safe, supervised and educational haven” and “programs to instill a strong moral compass and healthy life choices”.	21st CCLC: \$313,314  Partners Contribution: \$40,000

## Boys & Girls Clubs of Palm Beach County – Cohort 7

<http://www.bgcpsc.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The mission of the Boys & Girls Clubs of Palm Beach County is to inspire and assist all young people, especially those who need the program most, to realize their full potential as productive, responsible, and caring citizens. The program focuses on the whole child and addresses the most pressing issues facing youth today.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Belle Glade ES (183) 2) Belle Glade Teen Center (199) 3) Bethune ES (39) 4) Glade View ES (217) 5) Kathryn E. Cunningham/ Canal Po (102) 6) Northmore ES (39) 7) Pioneer Park ES (140) 8) Rosenwald ES (86) 9) West Riviera ES (42)  10) Florence De George Boys & Girls Club (105)  11) Riviera Beach Boys & Girls Club (251)	Kindergarten through 12th grade students at Title I eligible schools with limited English proficiency, exceptional student education (ESE), and FCAT scores below proficiency level.	Provide fun and creative reading/ language arts, math, science, and enrichment programs. Offers, educational, recreational, social, and leadership experiences to all children.	21st CCLC: \$509,220  Partners Contribution: \$1,052,677



## Boys & Girls Clubs of Palm Beach County (Delray Beach) – Cohort 8

<http://www.bgcpcb.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The mission of the Boys & Girls Clubs of Palm Beach County is to inspire and assist all young people, especially those who need the program most, to realize their full potential as productive, responsible, and caring citizens. The program focuses on the whole child and addresses the most pressing issues facing youth today.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Naoma Donnelley Haggin Boys & Girls Club (531)	Kindergarten through 8th grade students at Title I eligible schools that are economically disadvantaged and low performing students.	Provide youth with “a safe, supervised and educational haven” and “programs to instill a strong moral compass and healthy life choices”.	21st CCLC: \$322,920  Partners Contribution: \$1,887,184

## Boys & Girls Clubs of Palm Beach County (Wellington/Boca Raton) – Cohort 10

<http://www.bgcpcb.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The mission of the Boys & Girls Clubs of Palm Beach County is to inspire and assist all young people, especially those who need the program most, to realize their full potential as productive, responsible, and caring citizens. The program focuses on the whole child and addresses the most pressing issues facing youth today.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Boca Raton (211)  2) Wellington (387)	Kindergarten through 5th grade students at Title I eligible schools that are economically disadvantaged and low performing students.	Provide youth with “a safe, supervised and educational haven” and “programs to instill a strong moral compass and healthy life choices”.	21st CCLC: \$307,800  Partners Contribution: \$2,910,384

## Boys & Girls Clubs of Palm Beach County (West Palm Beach) – Cohort 8

<http://www.bgcpsc.org/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The mission of the Boys & Girls Clubs of Palm Beach County is to inspire and assist all young people, especially those who need the program most, to realize their full potential as productive, responsible, and caring citizens. The program focuses on the whole child and addresses the most pressing issues facing youth today.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Marjorie S. Fisher Boys & Girls Club (514)	Kindergarten through 8th grade students at Title I eligible schools that are economically disadvantaged and low performing students.	Provide youth with “a safe, supervised and educational haven” and “programs to instill a strong moral compass and healthy life choices”.	21st CCLC: \$307,800  Partners Contribution: \$2,910,384

## Boys & Girls Clubs of Volusia/Flagler Counties – Cohort 8

<http://www.bgcvcfc.org/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Through the 21st CCLC program, the Boys & Girls Clubs of Volusia/Flagler Counties provided services at seven sites in Volusia County. Three main services provided to the participating students and their families include: academic enrichment, personal enrichment, and services to adult family members.	Community-Based Organization	Northeast Region (Volusia County)	1) Brighthouse Networks Spring Hill Club (68) 2) Edgewater Boys & Girls Club (72) 3) Harris Saxon Boys & Girls Club (79) 4) Rossmeyer Family Holly Hill Club (91) 5) Lake Helen Boys & Girls Club (52) 6) Oretha Bell New Smyrna Beach Club (69) 7) Palmetto Park Boys & Girls Club (80)	Students (1st – 5th grades) from at-risk population, including poverty, family stress, low academic levels, truancy and delinquent behaviors.	Promote positive behavior change, increased interest in learning, stronger families, reduction in risky behavior (violence & drug use), increase FCAT scores.	21st CCLC: \$525,553  Partners Contribution: \$386,733

## Brevard County School District (Art Explorers) – Cohort 9

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

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Brevard County Art Explorers provides services to students attending five South Brevard Title I elementary schools. The project, along with its returning partners, 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.	School District	Central Region (Brevard County)	1) Palm Bay ES (137) 2) Port Malabar ES (99) 3) Riviera ES (99) 4) Roy Allen ES (92) 5) University Park ES (101)	Students (K-6th grades) who are academically below grade level, in need of behavior modification, and/or homeless/ migrant/ latchkey students	Instill a love of learning through project-based activities, fitness & health education, cultural/ recreational activities	21st CCLC: \$560,000  Partners Contribution: <i>Data Unavailable</i>

## Brevard County School District (Explorers University) – Cohort 11

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

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Brevard County Explorers University provides services to students attending four Brevard County elementary schools. The project, along with its partners, offers experiential learning opportunities as well as daily learning activities in reading mathematics, and science to the attending students through project based learning projects.	School District	Central Region (Brevard County)	1) Discovery ES (96) 2) Harbor City ES (94) 3) Jupiter ES (90) 4) Sunrise ES (118)	Students (K-6th grades) living in poverty, are Title I eligible, have low FCAT scores, not reading at grade level, bottom 10% for school attendance, limited time & ability for parents to be involved in children's education	Focus on the development of the whole child through project based learning academies	21st CCLC: \$700,000  Partners Contribution: <i>Data Unavailable</i>

## Brevard County School District (Space Explorers) – Cohort 7

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

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Brevard County Space Explorers provides services to students attending two North Brevard Title I elementary schools. The project, along with its partners, has continued to offer experiential learning opportunities in reading, mathematics, and science to the attending students through Project-Based Learning Model.	School District	Central Region (Brevard County)	1) South Lake ES (132) 2) Coquina ES (126)	Students (K-6th grades) who are academically below grade level, in need of behavior modification, and/or homeless/ migrant/ latchkey students	Strengthen academic skills in reading, math, and science, promote a healthy lifestyle, improve student attendance, promote social skills, strengthen community awareness, and provide a strong family literacy foundation	21st CCLC: \$335,685  Partners Contribution: <i>Data Unavailable</i>

## Brevard County School District (Zoo Explorers - South) – Cohort 10

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

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Brevard County Zoo Explorers South provides services to students attending four Brevard County elementary schools. The project, along with its partners, has continued to offer experiential learning opportunities in reading, mathematics, and science to the attending students through Project-Based Learning Model.	School District	Central Region (Brevard County)	1) Creel ES (122) 2) Croton ES (128) 3) Sabal ES (110) 4) Sherwood ES (114)	Students (K-6th grade) living within a high concentration of low-income families, students academically below grade level, students in need of behavior modification, and homeless/ migrant/latchkey students	Instill a love of learning through project-based activities, fitness & health education, cultural/ recreational activities	21st CCLC: \$700,000  Partners Contribution: <i>Data Unavailable</i>



## Brevard County School District (Zoo Explorers) – Cohort 8

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

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Brevard County Zoo Explorers provides services to students attending four Central Brevard Title I elementary schools. The project, along with its partners, has continued to offer experiential learning opportunities in reading, mathematics, and science to the attending students.	School District	Central Region (Brevard County)	1) Saturn ES (79) 2) Cambridge ES (82) 3) Endeavour ES (107) 4) Golfview ES (89)	Students (K-6th grade) living within a high concentration of low-income families, students academically below grade level, students in need of behavior modification, and homeless/ migrant/latchkey students	Instill a love of learning through project-based activities, fitness & health education, cultural/ recreational activities	21st CCLC: \$550,368  Partners Contribution: <i>Data Unavailable</i>

## Bridging the Gap Outreach – Cohort 8

<http://www.btgoutreach.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Bridging the Gap Outreach, Inc., The Faith In Gadsden Students Center provides academic enrichment designed to complement the regular school-day instructions. Emphasis is placed on the core academic areas of math, science, reading and writing. Personal enrichment activities are included in the weekly schedule to assist students in understanding and accepting personal responsibility and accountability.	Faith-Based Organization	Northwest Region (Gadsden County)	1) Chattahoochee ES (219)	Students (K-5th grade) who are free/ reduced lunch eligible, performing below grade level, ESE, and over-aged for their assigned grade level	Assist students to improve their academic outcomes of regular school day assignments, requirements and expectations	21st CCLC: \$97,956  Partners Contribution: \$21,800

## Broward County School District (Blanche Ely/Northeast) – Cohort 8

<http://www.browardschools.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The School Board of Broward County received funding through the 21st Century Community Learning Center grant program to provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program.	School District	Southeast Region (Broward County)	1) Blanche Ely HS (620) 2) Northeast HS (527)	High school students (9th-12th grades) who are at risk for academic failure and demonstrate school/ community safety compromising behavior	Combat and eliminate risk factors via development and deployment of academic enrichment and support services to meet and exceed State standards and make positive life choices	21st CCLC: \$274,298  Partners Contribution: \$124,327

## Broward County School District (Crystal Lake/Oriole) – Cohort 7

<http://www.browardschools.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The School Board of Broward County received funding through the 21st Century Community Learning Center grant program to provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program.	School District	Southeast Region (Broward County)	1) Crystal Lake MS (213) 2) Oriole ES (141)	Elementary and middle school students (3rd – 8th grades) who are at risk for academic failure and demonstrate school/ community safety compromising behavior	Combat and eliminate risk factors via development and deployment of academic enrichment and support services to meet and exceed State standards and make positive life choices	21st CCLC: \$281,022  Partners Contribution: \$12,500

## Broward County School District (New River/Olson) – Cohort 7

<http://www.browardschools.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The School Board of Broward County received funding through the 21st Century Community Learning Center grant program to provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program.	School District	Southeast Region (Broward County)	1) New River MS (278) 2) Olsen MS (117)	Middle school students (6th – 8th grades) who are at risk for academic failure and demonstrate school/ community safety compromising behavior	Combat and eliminate risk factors via development and deployment of academic enrichment and support services to meet and exceed State standards and make positive life choices	21st CCLC: \$275,811  Partners Contribution: \$49,169

## Broward County School District (North Fork/Walker) – Cohort 11

<http://www.browardschools.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The School Board of Broward County received funding through the 21st Century Community Learning Center grant program to provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program.	School District	Southeast Region (Broward County)	1) Walker ES (71) 2) North Fork ES (96)	Elementary students (K-5th grades) from neighborhoods affected by poverty, low educational attainment & language barriers for parents	Connected/ engaged children, parents to feel their children are safe and secure, sense of pride/ ownership of the program for families	21st CCLC: \$343,680  Partners Contribution: \$2,500

## Broward County School District (Riverland/Watkins) – Cohort 8

<http://www.browardschools.com/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The School Board of Broward County received funding through the 21st Century Community Learning Center grant program to provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program.	School District	Southeast Region (Broward County)	1) Riverland ES (155) 2) Watkins ES (167)	Elementary students (K-5th grade) below proficiency for standardized tests, have school documented behavioral problems, and/or read below grade level	Combat and eliminate risk factors via development and deployment of academic enrichment and support services to meet and exceed State standards and make positive life choices	21st CCLC: \$264,502  Partners Contribution: \$3,500

## Centro Campesino Farmworker Center – Cohort 11

<http://www.centrocampesino.org>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Centro Campesino Farmworker Center, Inc. (CCFC) has provided afterschool and summer programs to the South Dade community since 1992. CCFC identified youth development as an urgent need in southernmost Miami-Dade County due to the poor achievement of farmworker children whose education was often interrupted by their parents' need to move constantly to obtain employment.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Everglades Community Association (71) 2) Centro Campesino Farmworker Center (124)	Children (K-8th grade) of the highly vulnerable population of Haitian and Hispanic farmworkers	Increase performance in core subjects, improve attendance/ behavior/ homework completion in school, increase parents' understanding of their children's educational goals and support their learning	21st CCLC: \$508,837  Partners Contribution: \$141,311



## Children's Board of Hillsborough County – Cohort 9

<http://www.childrensboard.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
This Tampa-based 21st CCLC program provides services to elementary school students from seven Title I schools in Hillsborough County. The program utilizes three Boys & Girls Clubs of Tampa Bay facilities and their staff as the primary service locations for the program. Adult family members have had opportunities to better connect with schools and support the success of their children through parent and family activities.	Governmental Entity	Suncoast Region (Hillsborough County)	1) Wilbert Davis Belmont Heights Boys And Girls Club (136)  2) Nick Capitano Boys And Girls Club (128)  3) George M. Steinbrenner Family West Tampa Unit (118)	Students (K-5th grade) from seven Title I eligible schools and one private school in congruence	The program aims to build “strong out-of-school time programs that compliment regular school day activities.” Emphasis on music education where students can earn an instrument to keep	21st CCLC: \$555,120  Partners Contribution: \$60,000

## Children's Services Council of Broward – Cohort 10

<http://www.cscbroward.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Children's Services Council of Broward County (CSC) and its partners operate the 21st Century Community Learning Center program at three Broward County public high schools. Pervasive under-employment, poverty, and generations of limited academic success are common threads among the feeder communities served by these high schools.	Governmental Entity	Southeast Region (Broward County)	1) Boyd H. Anderson HS (409)  2) Deerfield Beach HS (424)  3) Miramar HS (384)	High school (9th – 12th grade) students at highest risk of academic failure and who exhibit disruptive behaviors (disciplinary incidents)	Address juvenile arrests in the county, language barriers (adult caregiver illiteracy and non-English speakers), and students not meeting the district's averages for academic standards	21st CCLC: \$700,000  Partners Contribution: \$30,225

## City of Apalachicola – Cohort 8

<http://www.projectimpactfcs.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The City of Apalachicola supports two 21st CCLC after school program sites through Project Impact. After school services are provided free of charge and include homework help, targeted tutoring, educational enhancement, recreational activities, and field trips through the academic year with a full-time program in the summer weeks.	Governmental Entity	Southeast Region (Broward County)	1) Apalachicola Bay Charter School (410)  2) City Of Apalachicola Community Complex (299)	Students (PreK-12th grade) attending school in Apalachicola, Florida	Improve decision making skills, reduce family obesity, provide literacy and career development, reduce dropout rates/ improve graduation rates	21st CCLC: \$411,840  Partners Contribution: \$48,250

## City of Hialeah – Cohort 8

<http://www.hialeahfl.gov>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goal of the City of Hialeah, Education and Community Service (ECS) Department, Young Leaders with Character Project (YLC) is to provide enriching programs for middle and high school students. Active participation in the YLC Project will positively impact the lives of the youth in the areas of academic and physical development and personal growth.	Governmental Entity	Southern Region (Miami-Dade County)	1) Jose Marti Mast Academy (130)  2) Hialeah Education Academy (78)  3) Hialeah Housing Authority - Seminola Community Center (26)  4) Hialeah Middle School (82)	Middle and High school students (6th – 12th grade) struggling academically, ESOL, and from low-income families	Encourage students and families to “become confident, productive lifelong learners” (academic, social/ personal, and physical fitness remedial & enrichment activities)	21st CCLC: \$474,596  Partners Contribution: \$271,592

## Coordinated Child Care of Pinellas (DLMT) – Cohort 10

<https://www.childcarepinellas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
CMB Visions Unlimited, Inc. (CMB) was founded in 2001 with the goal of providing quality youth and family services that promote holistic individual and family growth for all served. CMB provides its services to the community while being guided by seven core principles: professionalism, compassion, integrity, commitment, faith, charity, and public service.	Community-Based Organization	Southern Region (Miami-Dade County)	1) CMB Visions Learning Center (53)  2) Youth Impact (106)	Students (K-8th grade) of parents with low educational and socioeconomic status (concentration of single-parent households & below median income)	Address the “underlying causes of poor academic achievement” through interventional services	21st CCLC: \$427,920  Partners Contribution: <i>Data Unavailable</i>

## After School Programs, Inc. (Broward) – Cohort 11

<http://afterschoolprograms.com/Grant-Programs/21st-Century>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Coordinated Child Care of Pinellas is the primary vehicle for accessing youth development and school age programming, Out-of-School Time services, and providing technical support to community providers. Focus is on quality services designed to prepare children for future success; help parents become self-sufficient; and ensure a viable future workforce.	Community-Based Organization	Suncoast Region (Pinellas County)	1) Dunedin Highland MS (80)  2) Largo MS (84)  3) Morgan Fitzgerald MS (118)  4) Thurgood Marshall Fundamental MS (123)	Middle School students (6th-8th grade) from a high poverty population, racial/ethnic disparity, with poor school attendance, suspensions, from single-parent households, and populations with low adult literacy rates and high substance abuse rates	Problem/project based academics & personal enrichment activities	21st CCLC: \$679,790  Partners Contribution: \$300,648

## Coordinated Child Care of Pinellas (Middle Schools) – Cohort 8

<https://www.childcarepinellas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Coordinated Child Care of Pinellas is the primary vehicle for accessing youth development and school age programming, Out-of-School Time services, and providing technical support to community providers. Focus is on quality services designed to prepare children for future success; help parents become self-sufficient; and ensure a viable future workforce.	Community-Based Organization	Suncoast Region (Pinellas County)	1) Oak Grove MS (139) 2) Tarpon Springs MS (151) 3) Bay Point MS (107)	Middle School students (6th-8th grades) from a high poverty population, racial/ethnic disparity, with poor school attendance, suspensions, from single-parent households, and populations with low adult literacy rates and high substance abuse rates	Problem/project based academics & personal enrichment activities	21st CCLC: \$424,159  Partners Contribution: \$220,189

## Coordinated Child Care of Pinellas (YMCA Walter Fuller) – Cohort 8

<https://www.childcarepinellas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Coordinated Child Care of Pinellas is the primary vehicle for accessing youth development and school age programming, Out-of-School Time services, and providing technical support to community providers. Focus is on quality services designed to prepare children for future success; help parents become self-sufficient; and ensure a viable future workforce.	Community-Based Organization	Suncoast Region (Pinellas County)	1) Walter Fuller Recreation Center (173)	Middle School students (6th-8th grades) from a high poverty population, racial/ethnic disparity, with poor school attendance, suspensions, from single-parent households, and populations with low adult literacy rates and high substance abuse rates	Problem/project based academics & personal enrichment activities	21st CCLC: \$191,787  Partners Contribution: \$62,676



### Dare To Achieve – Cohort 8

<https://www.facebook.com/pages/Dare-to-Achieve/102715083127062>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Dare to Achieve's 21st CCLC program provides services and addresses the needs of students at risk of educational failure as well as assists families. The program provides opportunities for both students and their parents through sound activities focusing on improving academic gains, social enrichment, and family literacy.	Community-Based Organization	Central Region (Polk County)	1) Believers & Achievers	Disadvantaged students (K-5th grade) of the Combee Settlement Area attending schools in need of improvement. Constant risk variables for this area include: low high school graduation rates, excessive behavior referrals in school, and high incidences of teen pregnancy, gang participation, substance abuse and crime.	Program activities were incorporated based on and grouped by student grade level (e.g., martial arts, dance, arts, reading, math, science academic small-groups, etc.).	21st CCLC: \$368,491  Partners Contribution: <i>Data Unavailable</i>

### DeSoto County School District – Cohort 11

[www.desotoschools.com](http://www.desotoschools.com)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The DeSoto County School District's program meets student needs for academic enrichment and remediation by having students move through a cycle of three wheels each day (tutoring, technology, and personal enrichment).	School District	SunCoast Region (DeSoto County)	1) Memorial ES 2) Nocatee ES 3) West ES	Struggling elementary students (K-5th grade), with a focus on students who are experiencing difficulty demonstrating proficiency in reading and/or mathematics on state achievement tests.	The program provides school remedial/ acceleration educational activities, tutoring/ mentoring, health/fitness activities and more, rotating between academic, technology lab, and physical activities each day.	21st CCLC: \$660,068  Partners Contribution: <i>Data Unavailable</i>

## Dominican American National Foundation – Cohort 11

<http://www.dominicanamerican.org/programs/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The DANF Early Risers Expansion 21st CCLC program invites participants to build self-esteem through character education in a safe, structured environment of “college expectation.”	Community-Based Organization	Southern Region (Miami-Dade County)	1) Melrose ES	High-risk youth (K-5th grade) living in an area faced with high levels of poverty, unemployment, crime, and juvenile delinquency.	Accelerated Reader and Read Naturally programming is available for ELL students. Hands-on laboratory experiments, small group learning, and online field trips are also incorporated into daily activity offerings.	21st CCLC: \$274,817  Partners Contribution: <i>Data Unavailable</i>

## Duval County School District (Team Up) – Cohort 8

<http://www.afterschoolalliance.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The TEAM UP Afterschool Program was implemented in 1998 at seven middle schools in Jacksonville. TEAM UP programs balance quality academic instruction by certified teachers in school settings with enrichment activities for low-income, at-risk youth. The overall purpose is to improve academic achievement and character development.	School District	Northeast Region (Duval County)	1) Northwestern MS (260)  2) North Shore ES (349)	Minority students (K-8th grades) living in poverty, in single parent households, and failing academically	Emphasis on assisting students with reading/writing proficiency. The program also provides snacks and evening meals	21st CCLC: \$462,552  Partners Contribution: \$ 45,200

## Educate Today (Jacksonville) – Cohort 10

<http://educatetoday.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Educate Today mission is to: create and facilitate student-centered plans to identify individual strengths and weaknesses; to maximize parental, school, and community involvement; and to empower students to utilize resources to support their own academic success.	Community-Based Organization	Northeast Region (Duval County)	1) Eureka Gardens Comm. Center  2) Metro Kid Konnection Comm. Center	The target population includes at-risk /high-risk, economically disadvantaged youth in grades K-12 and their families.	STEAM incorporates Hip Hop Based Education as a valuable teaching tool through the power of music, entrepreneurship, and popular culture to expand a student's personal educational experience.	21st CCLC: \$466,666  Partners Contribution: <i>Data Unavailable</i>

## Educate Today (Pensacola) – Cohort 10

<http://educatetoday.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Educate Today mission is to: create and facilitate student-centered plans to identify individual strengths and weaknesses; to maximize parental, school, and community involvement; and to empower students to utilize resources to support their own academic success.	Community-Based Organization	Northwest Region (Escambia County)	1) Lincoln Park ES  2) O. J. Semmes ES  3) W. J. Woodham MS	The target population includes at-risk /high-risk youth, economically disadvantaged in grades K-12 and their families.	Nutrition and physical education is provided to students based on programs such as “Eat Better, Move More” by the Prevention Institute.	21st CCLC: \$700,000  Partners Contribution: <i>Data Unavailable</i>

## Educate Today (Sarasota/Bradenton) – Cohort 10

<http://educatetoday.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Educate Today mission is to: create and facilitate student-centered plans to identify individual strengths and weaknesses; to maximize parental, school, and community involvement; and to empower students to utilize resources to support their own academic success.	Community-Based Organization	SunCoast Region (Sarasota County)	1) Robert L. Taylor Comm. Center	The target population includes at-risk /high-risk, economically disadvantaged youth in grades K-12 and their families.	Small group tutoring sessions and student discussion groups are used to improve FCAT scores and academic subject area achievement.	21st CCLC: \$699,600  Partners Contribution: <i>Data Unavailable</i>

## Epps Christian Center – Cohort 10

<http://eppschristiancenter.org/21stCCLCProgram.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Epps Christian Center, Youth Exposed to Success 21st Century Community Learning Center (CCLC) program is designed to provide engaging and challenging after-school activities to: improve academic achievement; improve behaviors in and out of school; and increase the overall engagement of students in school, learning activities, and in the community.	Faith-Based Organization	Northwest Region (Escambia County)	1) Bellview MS (280) 2) Epps Christian Center (223) 3) Escambia Charter School (84)	Students (6th-12th grade) with behavior problems (high number of referrals & in-school suspensions), poor attendance rates, and low academic achievement	Redirect negative energy towards positive patterns for low-achieving/ at-risk students	21st CCLC: \$299,970  Partners Contribution: \$ 23,200



## Family Worship and Praise Center – Cohort 10

<http://www.fwpcministries.org/SchoolProgram.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Family Worship and Praise CDC 21st CCLC program was designed to provide opportunities for academic, artistic, and cultural enhancement activities to students in the surrounding community	Faith-Based Organization	Northwest Region (Leon County)	1) Family Worship and Praise Center CCLC (105)  2) New Brooklyn Community Center (116)	At-risk and low performing students (PreK-5th grade) are eligible to attend.	Character education, recreational activities, fine art activities and technology education are made available to 21st CCLC participants. In addition, the program offers a nutritious snack and dinner daily.	21st CCLC: \$277,173  Partners Contribution: \$2,000

## Florida Agricultural and Mechanical University – Cohort 8

<http://www.famu.edu/index.cfm?education&FAMUSMARTACADEMIES>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The project, FAMU SMART Academies (Science, Math, Arts, Reading, Technology) embraces the opportunity to positively influence student performance through the implementation of innovative educational practices.	School/ College/ University	Northwest Region (Leon County)	1) FAMU Smart Academies (156)	Targeting low performing students (3-12th grades) on FCAT, and all others identified as high-risk (ESE and ELL)	The program is primarily designed to support DRS academic structure; enhance students' performance on FCAT; increase the number of students graduating from high school; improve the academic performance of at-risk students; and facilitate at-risk students' admission to college.	21st CCLC: \$96,900  Partners Contribution: \$54,000

## Florida International Academy – Cohort 8

<http://www.fiacs.org/after-school-program1/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Florida International Academy (FIA) is a Title I charter school that was established in 1998 as a middle school. FIA's 21st CCLC program meets the needs of its students by not only providing them with a safe place to go during afterschool hours, but also provides them with remedial education and academic enrichment.	School/ College/ University	Southern Region (Miami-Dade County)	1) Florida International Academy (204)	At-risk students (6-8th grades) that attend the academy, including those residing in single-parent homes and those with Individualized Education Plans (IEPs) for special needs or learning disabilities.	The program provides academic support in mathematics, language arts & reading, and science, as well as life skills classes and Sparks physical education.	21st CCLC: \$231,938  Partners Contribution: \$11,660

## Florida National University – Cohort 11

<http://www.fnu.edu/21-cclc/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Florida National University 21st CCLC "Project Success" is designed to increase the academic skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education.	School/ College/ University	Southern Region (Miami-Dade County)	1) Westland Hialeah HS (119)  2) Hialeah Senior HS (102)	Students (9-12th grades) identified as low-income, minority and English language learners who have a grade C or lower in Math, Science, or English.	The program applies ESL and ESOL based activities to students in need, as well as project-based oriented activities including the creation of art through technology and theater.	21st CCLC: \$280,800  Partners Contribution: \$2,450

## Franklin County School District – Cohort 7

<http://www.franklin.k12.al.us/?DivisionID=3957&DepartmentID=3733&ToggleSideNav>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Franklin County TRACKS (The Right Approach Creates Knowledge and Success) 21st CCLC program is intended to be a high quality enrichment experience, providing opportunities for growth and development in the physical, emotional, social, and intellectual areas.	School District	Northwest Region (Franklin County)	1) Carrabelle Municipal Complex (156) 2) Franklin County Learning Center (187)	At-risk students (PK-8th grade), with priority given to those students performing in the lowest 25th percentile on FCAT reading and/or math.	The program provides homework help each day with arts, crafts and recreational activities as incentives for finishing homework.	21st CCLC: \$327,351  Partners Contribution: \$38,177

## Friends of After School Assistance Program (ASAP) – Cohort 8

<http://asappanamacity.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The ASAP 21st CCLC program provides counseling for basic life-skills and complementary life enrichment opportunities to students and their entire families.	Community-Based Organization	Northwest Region (Bay County)	1) ASAP-Pana Villa (43) 2) ASAP-Glenwood (52)	All Bay County students (K-6th grade) who attend high-poverty area and low-performing schools	Program activities include computer technology training; recreational activities, access to structured group sports activities, and homework assistance and tutoring.	21st CCLC: \$112,018  Partners Contribution: \$236,750

### Gadsden County School District (GREAT Centers 1) – Cohort 8

<http://www.gcps.k12.fl.us/?PN=Pages&SubP=Level1Page&L=2&DivisionID=2226&DepartmentID=2095&PageID=16697&ToggleSideNav>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The GREAT 1 (Gadsden Recreation Education Arts and Technology Centers) program aims to complement participating students' standard academic programs on a daily basis.	School District	Northwest Region (Gadsden County)	1) East Gadsden HS (489) 2) Greensboro ES (184)	Targets students (3rd-12th grades) attending schools eligible for Title 1 School-Wide Program services. Priority is given to students who scored 2 or below on FCAT (reading and/or math).	The program offers access to educational software (SuccessMaker and Florida Virtual School) and provides character education with the aid of the local non-profit, Investing in Our Youth.	21st CCLC: \$342,528  Partners Contribution: \$106,500

### Gadsden County School District (GREAT Centers 2) – Cohort 8

<http://www.gcps.k12.fl.us/?PN=Pages&SubP=Level1Page&L=2&DivisionID=2226&DepartmentID=2095&PageID=16698&ToggleSideNav>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The GREAT 2 (Gadsden Recreation Education Arts and Technology Centers) program aims to complement participating students' standard academic programs on a daily basis.	School District	Northwest Region (Gadsden County)	1) Havana ES (252) 2) George W. Munroe ES (221)	Targets students (1st-5th grades) attending schools eligible for Title 1 School-Wide Program services. Priority is given to students who scored 2 or below on FCAT (reading and/or math).	The program offers access to educational software (SuccessMaker and FCAT Explorer) and teaches fitness concepts following the "Let's Move" and "President's Challenge" initiatives.	21st CCLC: \$173,891  Partners Contribution: <i>Data Unavailable</i>

### Gilchrist County School District – Cohort 8

<http://gilchristschools.schoolfusion.us/modules/cms/pages.phtml?pageid=216679&sessionid=e1e1345e53e3947b135c052143d0035d&sessionid=e1e1345e53e3947b135c052143d0035d>

[phtml?pageid=216679&sessionid=e1e1345e53e3947b135c052143d0035d&sessionid=e1e1345e53e3947b135c052143d0035d](http://gilchristschools.schoolfusion.us/modules/cms/pages.phtml?pageid=216679&sessionid=e1e1345e53e3947b135c052143d0035d&sessionid=e1e1345e53e3947b135c052143d0035d)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Gilchrist County School District's 21st Century students take part in tutoring and homework help each day, with a much lower student to teacher ratio than the regular school day, with all activities designed to be learning disguised as fun.	School District	Northeast Region (Gilchrist County)	1) Trenton HS 2) Bell HS	Middle and high school students (6-12th grades)	The primary program components include Reading, Math, Science, Wellness, Technology, Art, and Music, as well as homework help and tutoring. During the summer, Practical/College/ Career and Culinary Arts programs are provided.	21st CCLC: \$410,400  Partners Contribution: <i>Data Unavailable</i>

### Gulf County School District – Cohort 8

<http://www.gulf.k12.fl.us>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Gulf County School District 21st CCLC program provides students with opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs.	School District	Northwest Region (Gulf County)	1) Port St. Joe ES (164)	Students (K-3rd grade) who scored level 2 or below on FCAT math/ reading, those recommended by school administrators and teachers, and students with school attendance and/or behavioral needs.	Students utilize various learning software programs, including SuccessMaker, FCAT Explorer, and Accelerated Reader. Exposure to the 4-H youth organization is also offered to participating students.	21st CCLC: \$61,034  Partners Contribution: \$60



## Highlands County School District – Cohort 8

[http://www.highlands.k12.fl.us/SBHC/Parents\\_21st\\_Century.html](http://www.highlands.k12.fl.us/SBHC/Parents_21st_Century.html)

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Highlands County School District 21st CCLC program aims to ensure that the physical, social, and emotional needs of all children are met.	School District	Central Region (Highlands County)	1) BGC of Highlands County (172) 2) Avon Park MS (99) 3) Hill-Gustat MS (133) 4) Lake Placid MS (100) 5) Sebring MS (135)	Students (K-8th grade) who are Title I eligible, below FCAT proficiency levels, and those referred by teachers/guidance counselors.	The program offers homework completion with help from certified teachers, computer labs and technology integration, and maintains a 12:1 or less student/teacher ratio for academic lessons.	21st CCLC: \$389,555  Partners Contribution: \$24,450

## Holmes County School District (WINGS) – Cohort 8

<http://www.hdsb.org/?DivisionID=6171&DepartmentID=7115&ToggleSideNav>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Holmes County School District 21st CLCC program, WINGS (Winning Intellectually 'n' Gaining Safety) provides students and their families opportunities to learn new skills and discover new abilities.	School District	Northwest Region (Holmes County)	1) Poplar Springs HS (103) 2) Bethlehem HS (105) 3) Bonifay MS (147) 4) Ponce De Leon ES (89) 5) Bonifay ES (241)	Students (K-12th grade) attending Title 1 eligible schools.	The program offers tutoring and mentoring, service learning, homework assistance, and other expanded academic enrichment opportunities.	21st CCLC: \$463,061  Partners Contribution: \$63,000

## I Have A Dream Foundation of Miami – Cohort 8

<http://ihaveadreamfoundationmiami.com/news.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The I Have a Dream Program adopts an entire K- class at a low performing school in an economically disadvantaged area. The adopted students are provided with year-round (after school and summer) programs of academic enhancement, as well as cultural, social, and recreational activities, throughout their entire educational years (K-12th grade).	Community-Based Organization	Southern Region (Miami-Dade County)	1) Hibiscus ES	At-risk students (K-12th grade) in an area where 1 out of every 4 children is arrested by the age of 16, teenage pregnancy is prevalent and the graduation rate of less than 25%.	The program provides tutoring, mentoring, pregnancy and drug prevention programs, college prep classes and counseling.	21st CCLC: \$189,934  Partners Contribution: <i>Data Unavailable</i>

## Indian River County School District (Project Safe) – Cohort 8

<https://www.indianriverschools.org/SiteDirectory/Curriculum/FederalPrograms/Pages/21stCCLC.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Through a collaborative effort, the School District of Indian River County, and the Mardy Fish Foundation as well as other community partners, successfully provide after-school academically focused classes.	School District	Southeast Region (Indian River County)	1) Glendale ES (154) 2) Pelican Island ES (126)	Students (K-5th grade) residing in high crime, high poverty areas and at high-risk of drop out; Priority is given to those who score at Level 1 or 2 on FCAT	Students in this program work on academics, homework, and use the technology lab to help improve their academic performance. Enrichment Camp Saturdays are offered to students and families, consisting of a full eight hours of fun, educational activities centered around a different theme each month.	21st CCLC: \$302,374  Partners Contribution: \$9,957

## Investing in Our Youth – Cohort 10

<http://www.investinginouryouth.org/21stcentury.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Investing in Our Youth 21st CCLC program is called “Academic Achievement through Technology, Music and Art” (AAT-MAP) and provides opportunities for students to improve their academic skills while participating in fun, positive and enriching afterschool activities.	Community-Based Organization	Northwest Region (Gadsden County)	1) Investing in Our Youth (103)	At-risk students attending Title 1 eligible schools, especially addressing the needs of youth enrolled in behavior programs.	Programming provides academic tutoring and homework help, helps youth develop important life skills, learn about future careers and improve school attitudes and performance.	21st CCLC: \$154,039  Partners Contribution: \$19,000

## Kids Learning Center of South Dade – Cohort 11

<http://www.klcschools.com>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The overall program goal and general purpose is to increase the educational, physical and social-emotional growth and development of children within a safe and inclusive environment, while building stronger family units.	School/ College/ University	Southern Region (Miami-Dade County)	1) Kids Learning Center of South Dade (137)	Students (PK-5th grade), with the majority being at-risk and special need students attending the center.	Some afterschool opportunities include, Introduction to Engineering, Science and Nature Club using a NSE and state standard based curriculum, Yoga, Physical Fitness and Sports, and our “Green Team Leaders.” KLC strives to instill an attitude of “passion for our planet.”	21st CCLC: \$240,200  Partners Contribution: \$22,329

## Kingdom Academy – Cohort 8

<http://www.kingdomacademyschool.com/fl21stcclc.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Kingdom Academy brings together the academic and social supports needed to ensure that all students succeed by offering programs before, during and after the school day for students and their families. The programs are designed to support the school's academic program and expand the services offered within the community.	School/ College/ University	Southern Region (Miami-Dade County)	1) Kingdom Academy (188)	Students (PK-5th grade) in low-performing schools. This includes at-risk and special needs students attending the academy.	Programming is offered in academic support (reading, writing, math & science), physical education (organized sports & karate) and nutrition, technological resources, social skills, service learning, art and music (chorus) and foreign language.	21st CCLC: \$153,151  Partners Contribution: \$425,945

## Knowledge Builders of Florida – Cohort 10

[www.kb-florida.org](http://www.kb-florida.org)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program's goal is to improve student's academics, improve FCAT level 1/level 2 scores to level 3 scores, enhance and advance computer skills for students from K to 5th grade.	Community-Based Organization	Southern Region (Miami-Dade County)	1) New Bethel-Goulds 2) Colonial Drive Park	At-risk students (K-5th grade), with priority given to students who score below 50% on the Florida Standards Test, are foster and homeless youth, or have been referred by local agencies and schools.	The program provides tutorials in Reading, Math & Science, and computer training for families.	21st CCLC: \$105,244  Partners Contribution: <i>Data Unavailable</i>

## Lee County School District – Cohort 9

<http://elc.leeschools.net/Pages.aspx?ID=33>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Lee County School District's 21st CCLC program, JAGS 21: Jaguar Academy for Graduating Students, was designed to help students achieve their goal of high school graduation.	School District	SunCoast Region (Lee County)	1) East Lee County HS (182)	At-risk high school students (9-12th grades) in the area. These include students with high incident rates of truancy.	This program has two major components: credit recovery/ retrieval and academic support to strengthen the foundations for core subjects needed for graduation and college readiness.	21st CCLC: \$53,870  Partners Contribution: \$10,100

## Leon County School District (Apalachee) – Cohort 7

[http://www.tandl.leon.k12.fl.us/century\\_21.html](http://www.tandl.leon.k12.fl.us/century_21.html)

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	School District	Northwest Region (Leon County)	1) Apalachee Tapestry Magnet School (169)  2) Frank Hartsfield ES (96)  3) Astoria Park ES (117)  4) Woodville ES (135)	Students (K-12th grade) from low-performing schools.	The program offers supplemental intervention programming including FCAT Explorer, READ 180 and other computer-based programs. The Plato Credit Retrieval Program is also available for students.	21st CCLC: \$457,503  Partners Contribution: \$38,710



## Leon County School District (Bond) – Cohort 7

[http://www.tandl.leon.k12.fl.us/century\\_21.html](http://www.tandl.leon.k12.fl.us/century_21.html)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	School District	Northwest Region (Leon County)	1) Gretchen Everhart School (16) 2) Pineview ES (130) 3) Oak Ridge ES (150) 4) R. Frank Nims MS (226) 5) Bond ES (181)	Students (K-12th grade) from low-performing schools. Students from Gretchen Everhart (7-12th) have been identified as exceptional (special needs & mentally and/ or emotionally handicapped).	The program offers supplemental intervention programming including Imagine It, Thinking Math, Bringing Robotics into the Classroom and other computer-based programs. The Challenger Learning Center also provided outreach and services to participants.	21st CCLC: \$519,369  Partners Contribution: \$55,388

## Leon County School District (Rickards) – Cohort 8

[http://www.tandl.leon.k12.fl.us/century\\_21.html](http://www.tandl.leon.k12.fl.us/century_21.html)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	School District	Northwest Region (Leon County)	1) Griffin MS (176) 2) Fort Braden ES (114) 3) Fairview MS (250) 4) James Rickards HS (428)	Students (K-12th grade) from low-performing schools.	The program offers supplemental intervention programming including Go Math, FCAT Explorer, READ 180 and other computer-based programs. A magnetic laboratory and credit recovery/ retrieval were also made available.	21st CCLC: \$414,716  Partners Contribution: \$44,985

## Leon County School District (Ruediger) – Cohort 7

[http://www.tandl.leon.k12.fl.us/century\\_21.html](http://www.tandl.leon.k12.fl.us/century_21.html)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
This program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	School District	Northwest Region (Leon County)	1) Lillian Ruediger ES (132) 2) Gretchen Everhart School (23) 3) John G. Riley ES (167) 4) Sabal Palm ES (142) 5) Amos P. Godby HS (234)	Students (PK-12th grade) from low-performing schools. Students from Gretchen Everhart (PK-6th) have been identified as exceptional (special needs & mentally and/or emotionally handicapped).	The program offers supplemental intervention programming including Success-Maker (reading & math), FCAT Explorer, GIZMO Explore Learning, and other computer-based programs. High Touch High Tech and credit recovery/retrieval were also made available.	21st CCLC: \$494,023  Partners Contribution: \$68,269

## Liberty County School District – Cohort 7

<https://sites.google.com/a/lcsbonline.org/liberty-county-21st-cclc/home>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Liberty County 21st CCLC Program has as its focus three interventions: After School Outreach Program, providing tutoring; a Summer Day Camp, supplementing educational opportunities; and a Family Health and Fitness Initiative, promoting well-being for the entire family.	School District	Northwest Region (Liberty County)	1) W.R. Tolar K-8 ES/MS 2) Hosford ES/ JMS 3) Liberty Early Learning Center	At-risk students (K-12th grade) from a county challenged by high numbers of adults without high school diplomas, pervasive poverty and economic distress.	The program offers 4-H cooking club and archery club in addition to academic remediation and mentoring services.	21st CCLC: \$339,517  Partners Contribution: <i>Data Unavailable</i>

## Madison County School District – Cohort 8

<http://www.helpfloridakids.com/21st%20MAD.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goal of this 21st CCLC program is to increase overall student proficiency in reading and math; develop healthy lifestyles habits in student participants; improve student discipline and behavior; all while having fun.	School District	Northeast Region (Madison County)	1) Lee ES 2) Greenville ES 3) Madison Cty. Central School 4) Pinetta ES 5) Twin Oaks Vocational (TOVA) North 6) Twin Oaks Vocational (TOVA) South	At-risk/ high-risk students (K-12th grade), in public and private schools, as well as students in juvenile residential treatment centers.	The program offers teacher-led and computer-based instruction in core academic subjects. Performing and visual arts, as well as physical fitness are also incorporated into daily activities.	21st CCLC: \$558,860  Partners Contribution: <i>Data Unavailable</i>

## Main Street Community Outreach – Cohort 7

<http://lifetothemax.info/genesisctr/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Main Street Community Outreach 21st CCLC program uses one to one mentoring, heart to heart connections, advanced technology, curriculum employment, social skills training and recreational / enrichment activities, to develop children's greatest potential; while developing relationships that last a lifetime.	Faith-Based Organization	Central Region (Lake County)	1) Carver MS (187) 2) Genesis Center (167) 3) Leesburg HS (387)	Elementary to high school students (K-12th grade) from participating Title I schools and those with a population of 40% or greater enrolled students eligible for free or reduced lunch.	The program provides students with remediation through FCAT Explorer, reading comprehension instruction, computer-based activities, and STEM program.	21st CCLC: \$393,696  Partners Contribution: \$61,300

## Manatee County School District – Cohort 8

[http://www.manatee.k12.fl.us/sites/elementary/moody/21st\\_Program.html](http://www.manatee.k12.fl.us/sites/elementary/moody/21st_Program.html)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Manatee County's 21st CCLC project includes academics, physical education, personal enrichment, family involvement and family literacy. The project design reflects cooperation among sites and the uniqueness of each school's learning challenges.	School District	SunCoast Region (Manatee County)	1) Rogers Garden ES (249) 2) Bayshore ES (278) 3) H.S. Moody ES (217)	Elementary students (K-5th grade)	Programming offerings include music & movement, team sports, differentiated reading groups, and the incorporation of technology (instructional computer software for math and reading).	21st CCLC: \$516,805  Partners Contribution: <i>Data Unavailable</i>

## Marion County School District – Cohort 10

<http://www.marion.k12.fl.us/dept/cur/cclc/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goal of the Marion County Public Schools 21st CCLC program is to personally enrich the "whole person" growth and development of students through a variety of physical education and recreation interest-based activities. The program is named ENRICH (Emphasizing New and Realistic Interests for Creative Horizons).	School District	Central Region (Marion County)	1) Horizon Academy at Marion Oaks (226) 2) North Marion MS (210) 3) Lake Weir MS (255) 4) Ft. McCoy ES/MS (190)	At-risk middle school students (5th-8th grades) living in a rural area in which there is little to no available community youth activity.	Programming includes education in literacy skills (phonics and decoding), algebra preparation, and PBL/STEM activities.	21st CCLC: \$682,572  Partners Contribution: \$56,045

### Miami-Dade Public Schools (Avocado) – Cohort 8

<http://www.avocadoelementaryschool.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The 21st CCLC grant Avocado Community Enrichment (ACE) program at Avocado Elementary is designed to engage students in multiple ways of learning, from homework improvement to higher level thinking.	School District	Southern Region (Miami-Dade County)	1) Avocado ES (122)	The program is targeted at low-income students (K-5th grade) attending schools in high poverty communities. More than half of the students in the area are identified as Limited English Proficient.	The program offers small group tutoring, individualized instruction, and early literacy development.	21st CCLC: \$201,600  Partners Contribution: \$3,150

### Miami-Dade Public Schools (Hialeah Gardens) – Cohort 10

<http://hghs21stcclc.com/community/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Youth Engagement and Empowerment Solutions (YE2S) program is designed to provide extensive academic remediation and enhancement activities to the students and families that it serves.	School District	Southern Region (Miami-Dade County)	1) Hialeah Gardens HS (424)	The program serves students (9-12th grades) who are at-risk of not graduating high school.	The program provides participants with dropout prevention, character education programming, involving students in service learning projects, and the development of entrepreneurial skills.	21st CCLC: \$274,320  Partners Contribution: \$62,375



## Miami-Dade Public Schools (Miami Gardens) – Cohort 10

<http://mgardens.dadeschools.net/AAA.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The 21st CCLC program at Miami Gardens Elementary, titled The Academic Achievers Academy (AAA) is designed to improve academic achievement and to increase the involvement of parents/ adult family members in their child's education.	School District	Southern Region (Miami-Dade County)	1) Miami Gardens ES (120)	The program targets low-income students (K-5th grade) attending schools in high poverty communities.	The program offers enhanced activities for ELL students, expanded reading time and library hours, and fitness and recreation instruction.	21st CCLC: \$274,320  Partners Contribution: <i>Data Unavailable</i>

## Miami-Dade Public Schools (Miami Learning Zone – Holmes) – Cohort 8

<http://holmes.dadeschools.net/Miamilearningzone.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The 21st CCLC program's goal is to provide the academic instruction, homework assistance, physical activity, healthy social skill development, cultural activities, and supportive services that result in improvements in each child's academic performance, social development, and physical fitness/health.	School District	Southern Region (Miami-Dade County)	1) Holmes ES	At-risk students (2nd-5th grades) attending an Education Transformation and Title I School. Priority is given to students within the lowest academically performing 30% of the school and Exceptional Student Education (ESE) children.	In addition to academic support, program components include: homework assistance, drama, SPARKS Physical Fitness, 5000 Role Models of Excellence, and Charm Club/ Girls Mentoring Group.	21st CCLC: \$217,495  Partners Contribution: <i>Data Unavailable</i>

## Miami-Dade Public Schools (SECME III) – Cohort 11

<http://science.dadeschools.net/secmeStarsIII/default.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The SECME program utilizes APEX Science (After-school Programs Exploring Science), Math Elevations, and Benchmark Reading to provide students with hands on, scientifically-based, instruction in an effort to enhance learning and increase academic performance and student engagement.	School District	Southern Region (Miami-Dade County)	1) Irving & Beatrice Peskoe K-8 Center (122)  2) Maya Angelou ES (132)  3) Earlington Heights ES (111)  4) Comstock ES (101)	The feeder schools challenges including a population low in socioeconomic status, second language difficulties, and difficulty meeting Adequate Yearly Progress. Priority is given to students (K-8th grade) scoring below FCAT/SAT-10 in core subjects and those recommended by the school's administration.	The program makes special accommodations for ELL students. These students work with a “buddy” to translate into English.	21st CCLC: \$700,000  Partners Contribution: <i>Data Unavailable</i>

## Miami-Dade Public Schools (Toussaint L’Ouverture) – Cohort 8

<http://toussaint.dadeschools.net/starmaker/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The aim of the StarMaker Program at Toussaint L’Ouverture is to increase student achievement. This anticipated increase in academic achievement relies on increasing positive self-esteem through character education, mentoring, and service learning projects.	School District	Southern Region (Miami-Dade County)	1) Toussaint L’Ouverture ES (269)	The program targets students (K-5th grade) identified as low performing on standardized tests (math, reading, science).	Students receive homework assistance and tutoring services and participate in project and inquiry-based investigative activities that integrate use of hands-on activities, manipulatives, and experiments.	21st CCLC: \$303,763  Partners Contribution: \$55,000

## OIC of Broward County – Cohort 10

[http://www.oicofbrowardcounty.org/youth\\_and\\_family/21st\\_club/index.php](http://www.oicofbrowardcounty.org/youth_and_family/21st_club/index.php)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The 21st CCLC program applies the “All A’s” Model, supporting students’ academic achievement and personal development. The model emphasizes Awareness of academics, Access to resources, creating and implementing an Action plan to Achieve all goals.	Community-Based Organization	Southeast Region (Broward County)	1) South Plantation HS (211) 2) Coral Springs HS (145)	At-risk middle & high schools students (9th-12th grades) in Broward County	All A’s Clubs promote improved performance in reading & language arts, science & math; improved study, research, critical thinking, and problem solving skills; increased awareness of career and post-secondary education options; and increased ability to set and pursue goals.	21st CCLC: \$291,716 Partners Contribution: \$122,000

## Orange County School District (Academy of Fine Minds) – Cohort 8

<http://www.ocde.us/AfterSchool/Pages/Orange-County-ASES-and-21st-CCLC-Programs.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Orange County School District-Academy of Fine Minds program’s goals include improvement in academics, increased school involvement of the families of participating students, and improvement in students’ behavior.	School District	Central Region (Orange County)	1) West Oaks ES (146) 2) Robinswood ES (294) 3) Hiwassee ES (180)	“At-risk” students (2nd-8th grades) who scored in the lowest quartile (Level 1 or 2 on FCAT) and those identified as “at-risk” on the Florida Assessments for Instruction in Reading (FAIR) assessment.	Program priorities are to improve student reading, language arts, math and science proficiency levels to help meet grade level and state standards; to increase student knowledge of nutrition, physical fitness, arts education, positive character traits, drug and violence prevention; and to increase parental involvement.	21st CCLC: \$416,373 Partners Contribution: \$81,870

### Orange County School District (Oak Ridge) – Cohort 7

<https://www.ocps.net/lc/southeast/hok/AC/programs/Pages/21st.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Orange County School District-Oak Ridge program's goals include improvement in academics, increased school involvement of the families of participating students, and improvement in students' behavior.	School District	Central Region (Orange County)	1) Oak Ridge HS (1054)	Students (9th-12th grades) who score Level 1 or 2 on the Reading, Math, or Science portion of FCAT.	The program offers college tours, FCAT Saturday Seminars and PSAT/SAT/ ACT prep classes.	21st CCLC: \$176,630  Partners Contribution: \$10,000

### Orange County School District (Southwest/West) – Cohort 8

<http://www.ocde.us/AfterSchool/Pages/Orange-County-ASES-and-21st-CCLC-Programs.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Orange County School District-Southwest/West program's goals include improvement in academics, increased school involvement of the families of participating students, and improvement in students' behavior.	School District	Central Region (Orange County)	1) Richmond Heights ES (130) 2) Pineloch ES (247) 3) Oak Hill ES (150) 4) Washington Shores ES (210)	High risk students (2nd-5th grades) who scored Level 1 or 2 on the FCAT Reading and Math and who are considered at risk of failing based upon their lack of acquiring the reading and math grade level benchmarks.	The Southwest/ West 21st Century Community Learning Center (CCLC) presents opportunities for students and parents to participate in a personal enrichment and academic activities. The program is designed to assist these families with healthy lifestyles and to attract students to attend the program.	21st CCLC: \$560,000  Partners Contribution: \$39,828

## Orlando After-School All-Stars – Cohort 8

<http://www.orlandoasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Since 1995, Orlando After-School All-Stars (Orlando ASAS), in partnership with the city of Orlando and Orange County Public Schools (OCPS), has been the community leader in providing safe, free and comprehensive out-of-school and summer programming for the area's middle school-aged youth.	Community-Based Organization	Central Region (Orange County)	1) Memorial MS (144) 2) Jackson MS (232) 3) Howard MS (228)	Students attending Title I middle schools (6th-8th grades) in the area's most economically disadvantaged neighborhoods.	The organization utilizes an innovative and diversified year-round curriculum to engage youth so that they may develop the life-skills, maturity and confidence necessary to become responsible and productive citizens at home, school and in their community.	21st CCLC: \$354,856  Partners Contribution: \$700,000

## Osceola County School District (Central Ave) – Cohort 8

<http://www.osceola.k12.fl.us/depts/AfterSchoolPrograms/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Osceola County School District 21st CCLC SPIRIT Program (Students Participating In Recreation and Instruction Together) offers academic, personal enrichment, and recreational opportunities to students and their families during non-school hours (before school, after school, and summer).	School District	Central Region (Osceola County)	1) Michigan Avenue ES (138) 2) Central Avenue ES (153) 3) Osceola HS (679)	Programs are open to all students enrolled at school sites (K-12th grade). Priority is given to those students within the lowest performing quartile of FCAT scores, who are homeless, from low-income or disadvantaged families, ESOL, ESE, and/or identified as being at risk of not graduating at the high school level (failing course)	High-quality services to support student learning and development include: tutoring and mentoring, academic enrichment music, art, service learning, character education, physical education and dropout prevention.	21st CCLC: \$461,623  Partners Contribution: \$450



## Osceola County School District (Discovery) – Cohort 10

<http://www.osceola.k12.fl.us/depts/AfterSchoolPrograms/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Osceola County School District 21st CCLC SPIRIT Program (Students Participating In Recreation and Instruction Together) offers academic, personal enrichment, and recreational opportunities to students and their families during non-school hours (before school, after school, and summer).	School District	Central Region (Osceola County)	1) Discovery Intermediate MS (274) 2) Denn John MS (184)	Programs are open to all students (6th-8th grades) enrolled at school sites. Priority is given to those students within the lowest performing quartile of FCAT scores, who are homeless, from low-income or disadvantaged families, ESOL, ESE, and/or identified as being at risk of not graduating at the high school level (failing course)	High-quality services to support student learning and development include: tutoring and mentoring, academic enrichment music, art, service learning, character education, physical education and dropout prevention.	21st CCLC: \$521,465  Partners Contribution: \$450

## Osceola County School District (Narcoossee) – Cohort 8

<http://www.osceola.k12.fl.us/depts/AfterSchoolPrograms/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Osceola County School District 21st CCLC SPIRIT Program (Students Participating In Recreation and Instruction Together) offers academic, personal enrichment, and recreational opportunities to students and their families during non-school hours (before school, after school, and summer).	School District	Central Region (Osceola County)	1) Narcoossee ES (189) 2) Narcoossee MS (579)	Programs are open to all students enrolled at school sites (K-8th grade). Priority is given to those students within the lowest performing quartile of FCAT scores, who are homeless, from low-income or disadvantaged families, ESOL, ESE, and/or identified as being at risk of not graduating at the high school level (failing course)	High-quality services to support student learning and development include: tutoring and mentoring, academic enrichment music, art, service learning, character education, physical education and dropout prevention.	21st CCLC: \$355,816  Partners Contribution: <i>Data Unavailable</i>

## Osceola County School District (St. Cloud) – Cohort 8

<http://www.osceola.k12.fl.us/depts/AfterSchoolPrograms/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Osceola County School District 21st CCLC SPIRIT Program (Students Participating In Recreation and Instruction Together) offers academic, personal enrichment, and recreational opportunities to students and their families during non-school hours (before school, after school, and summer).	School District	Central Region (Osceola County)	1) St. Cloud MS (506) 2) Gateway HS (380)	Programs are open to all students enrolled at school sites (6th-12th grades). Priority is given to those students within the lowest performing quartile of FCAT scores, who are homeless, from low-income or disadvantaged families, ESOL, ESE, and/or identified as being at risk of not graduating at the high school level (failing course)	High-quality services to support student learning and development include: tutoring and mentoring, academic enrichment music, art, service learning, character education, physical education and dropout prevention.	21st CCLC: \$328,762  Partners Contribution: \$500

## Osceola County School District (Thacker) – Cohort 11

<http://www.osceola.k12.fl.us/depts/AfterSchoolPrograms/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Osceola County School District 21st CCLC SPIRIT Program (Students Participating In Recreation and Instruction Together) offers academic, personal enrichment, and recreational opportunities to students and their families during non-school hours (before school, after school, and summer).	School District	Central Region (Osceola County)	1) Parkway MS (273) 2) Thacker Avenue ES (118)	Programs are open to all students enrolled at school sites (K-8th grade). Priority is given to those students within the lowest performing quartile of FCAT scores, who are homeless, from low-income or disadvantaged families, ESOL, ESE, and/or identified as being at risk of not graduating at the high school level (failing course)	High-quality services to support student learning and development include: tutoring and mentoring, academic enrichment music, art, service learning, character education, physical education and dropout prevention.	21st CCLC: \$681,950  Partners Contribution: <i>Data Unavailable</i>

### Overtown Youth Center – Cohort 8

<http://overtownyouth.org/programs/21st-cclc/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goal of the Overtown Youth Center is to be an integral part of the community by delivering enrichment services that foster hope and promote life-long learning and success for inner-city youth and citizens.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Overtown Youth Center (76)	The program targets 2nd to 5th grade students attending schools eligible for Title I School-Wide Program services.	The after school programming is broken into several periods, in which students work on homework in a classroom setting with their In-School Coordinator and receive tutorial help as needed.	21st CCLC: \$125,092  Partners Contribution: \$20,000

### Palm Beach County School District (Cosmic Kidz) – Cohort 10

<http://www.palmbeachschools.org/afterschoolprogramming/21stCCLC.asp>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Palm Beach School District 21st CCLC programs are to: improve academic performance, increase social competence, increase parent involvement and family literacy, and improve physical fitness and lifestyle choice.	School District	Southeast Region (Palm Beach County)	1) South Grade ES (88) 2) Lantana ES (73) 3) Palmetto ES (74) 4) Starlight Cove Community ES (85) 5) West Gate ES (92)	Elementary students (K-5th grade) attending largely populated, economically disadvantages schools.	Offerings vary from site to site, however all programs include the following: homework assistance, outdoor structured activities, academic enrichment, and fine arts.	21st CCLC: \$699,600  Partners Contribution: \$119,300

## Palm Beach County School District (Shining Starz) – Cohort 11

<http://www.palmbeachschools.org/afterschoolprogramming/21stCCLC.asp>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Palm Beach School District 21st CCLC programs are to: improve academic performance, increase social competence, increase parent involvement and family literacy, and improve physical fitness and lifestyle choice.	School District	Southeast Region (Palm Beach County)	1) Greenacres ES (68) 2) Heritage ES (80) 3) Highland ES (85) 4) Indian Pines ES (73) 5) Rolling Green ES (79)	Elementary students (K-5th grade) attending largely populated economically disadvantages schools.	Offerings vary from site to site, however all programs include the following: homework assistance, outdoor structured activities, academic enrichment, and fine arts.	21st CCLC: \$699,600  Partners Contribution: \$119,250

## Palm Beach County School District (Whiz Kidz) – Cohort 11

<http://www.palmbeachschools.org/afterschoolprogramming/21stCCLC.asp>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The goals of the Palm Beach School District 21st CCLC programs are to: improve academic performance, increase social competence, increase parent involvement and family literacy, and improve physical fitness and lifestyle choice.	School District	Southeast Region (Palm Beach County)	1) Berkshire ES (61) 2) Dwight D. Eisenhower ES (69) 3) Forest Hill ES (70) 4) Lake Park ES (73) 5) Washington ES (79)	Elementary students (K-5th grade) attending largely populated economically disadvantages schools.	Offerings vary from site to site, however all programs include the following: homework assistance, outdoor structured activities, academic enrichment, and fine arts.	21st CCLC: \$699,600  Partners Contribution: \$119,300

## Putnam County School District (Palatka) – Cohort 8

<http://www.putnamcountyschools.com/leaps/index.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The CARES 21st CCLC project serves as a bridge between the schools and the community by providing at-risk students with opportunities to engage in activities which may ultimately impact the quality of their education and their lives.	School District	Northeast Region (Putnam County)	1) William D. Moseley (155) 2) Mellon ES (110) 3) James A. Long ES (166) 4) W. H. Beasley MS (173)	Students (K-8th grade) attending schools that are located in a semi-rural, impoverished and underserved area.	The program provides Putnam County students with enrichment opportunities including: remedial enrichment, tutoring and mentoring programs, assistance to students who have been truant, suspended or expelled, counseling programs, and entrepreneurial education.	21st CCLC: \$496,686  Partners Contribution: \$62,094

## Putnam County School District (South) – Cohort 8

<http://www.putnamcountyschools.com/leaps/index.html>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The CARES 21st CCLC project serves as a bridge between the schools and the community by providing at risk students with opportunities to engage in activities which may ultimately impact the quality of their education and their lives.	School District	Northeast Region (Putnam County)	1) Miller Intermediate School (142) 2) Middleton-Burney ES (133) 3) Crescent City JHS/SHS (231) 4) Browning-Pearce ES (180)	Students (K-12th grade) attending schools that are located in a semi-rural, impoverished and underserved area.	The program provides Putnam County students with enrichment opportunities including: remedial enrichment, tutoring and mentoring programs, assistance to students who have been truant, suspended or expelled, counseling programs, and entrepreneurial education.	21st CCLC: \$469,309  Partners Contribution: \$59,853



## Putnam County School District (West) – Cohort 8

<http://www.putnamcountyschools.com/leaps/index.html>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The CARES 21st CCLC project serves as a bridge between the schools and the community by providing at risk students with opportunities to engage in activities which may ultimately impact the quality of their education and their lives.	School District	Northeast Region (Putnam County)	1) Ochwilla ES (146) 2) Interlachen ES (244) 3) C. H. Price MS (229)	Students (K-6th grade) attending schools that are located in a rural, impoverished and underserved area.	The program provides Putnam County students with enrichment opportunities including: remedial enrichment, tutoring and mentoring programs, assistance to students who have been truant, suspended or expelled, counseling programs, and entrepreneurial education.	21st CCLC: \$440,866  Partners Contribution: \$61,634

## Read2Succeed – Cohort 11

<http://www.r2succeed.org/index.php>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Agency-wide, Read2Succeed (R2S) creates fun and creative learning opportunities through direct assistance to students that struggle with academic performance or face the risk of grade-level retention. R2S programs are not only created to increase academic performance, but also to increase social development and literacy rates throughout the community.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Richmond Heights (95) 2) Cutler Ridge MS (106)	Middle school students (6th-8th grades) identified as low-income, immigrant children and families in Southwest Miami-Dade County.	R2S offers programs such as after-school tutoring, FCAT preparation, literacy and ESOL classes for adult learners, parenting skills, family counseling, and community empowerment workshops.	21st CCLC: \$519,120  Partners Contribution: <i>Data Unavailable</i>

## Read2Succeed – Cohort 8

<http://www.r2succeed.org/index.php>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Agency-wide, Read2Succeed (R2S) creates fun and creative learning opportunities through direct assistance to students that struggle with academic performance or face the risk of grade level retention. R2S programs are not only created to increase academic performance, but also increase social development and literacy rates throughout the community.	Community-Based Organization	Southern Region (Miami-Dade County)	1) South Miami Heights ES (77) 2) Sweetwater Senior Center (72) 3) Gold Coast Railroad Museum (57)	Elementary students (K-5th grade) identified as low-income, immigrant children and families in Southwest Miami-Dade County.	R2S offers programs such as after-school tutoring, FCAT preparation, literacy and ESOL classes for adult learners, parenting skills, family counseling, and community empowerment workshops.	21st CCLC: \$339,362  Partners Contribution: \$41,220

## Sarasota County School District (North) – Cohort 8

<http://www.sarasotacountyschools.net/departments/academicintervention/default.aspx?id=19871>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Sarasota County School District North 21st CCLC programs nourish the mind as well as the body. Provides inviting learning environment places conducive to opening the students' minds to the possibilities available through learning.	School District	SunCoast Region (Sarasota County)	1) Roy Mcbean BGC (168) 2) Wilkinson ES (58) 3) Tuttle ES (130) 4) Gocio ES (112) 5) Emma E. Booker ES (159) 6) Alta Vista ES (81) 7) Booker MS (193) 8) Project Soar at Hurst Chapel (37)	Students (K-8th grade) referred by parents, teachers, and school administrative personnel based on low academic performance, eligibility for free/reduced lunch, and/or lack of social skills.	The Sarasota School District program strives to provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state academic standards in core academic subjects, such as reading and mathematics.	21st CCLC: \$560,000  Partners Contribution: \$777,500

## Seminole County School District (Northeast Cluster) – Cohort 8

<http://www.scps.k12.fl.us/title1/21stCentury/SeminoleNorthEast.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Northeast Cluster programs serve children and families in the Midway community. The purpose of the program is to improve the overall rate of literacy, academic achievement, and produce college-ready students in the community.	School District	Central Region (Seminole County)	1) Hamilton ES (283) 2) Midway ES/ MS (204) 3) Midway MS/HS (134) 4) Velma Hayes Williams Community Center (139)	Students (K-12th) who are in need of academic remediation (level 1 and 2 FCAT) or behavior modification; those who may be homeless, migrant, latchkey, or ESOL; and other students in targeted Title 1 eligible schools (as space allows), who are at potential risk for dropout.	The Midway Safe Harbor Center was operated as a partnership between Seminole County Public Schools and the Boys & Girls Clubs of Central Florida. The programs work together to provide services such as mentoring, character education and healthy habits skills to at promise students.	21st CCLC: \$560,000  Partners Contribution: \$644,000

## Seminole County School District (Seminole HS) – Cohort 11

<http://www.scps.k12.fl.us/title1/21stCentury/SeminoleHigh.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Seminole County School District Seminole High School project provides school-based learning and enrichment opportunities for students and adult family members in communities that represent high populations of poverty.	School District	Central Region (Seminole County)	1) Seminole HS (1337)	Students (9-12th) from surrounding low-income, high-crime neighborhoods who will benefit from the educational, social, and emotional support that the 21st CCLC program offers.	Programs offered include: Homework help, Tutoring, Science, Technology, Engineering, Arts, Mathematics, and Enrichment programs inclusive of Ballroom Dancing, Step Team, Team Sports, Do Something Club, and Culinary Club.	21st CCLC: \$193,050  Partners Contribution: \$260,000

## Seminole County School District (South Elementary) – Cohort 10

<http://www.scps.k12.fl.us/title1/21stCentury/SeminoleSouth.aspx>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Seminole County School District South Elementary project provides school-based learning and enrichment opportunities for students and adult family members in communities that represent high populations of poverty.	School District	Central Region (Seminole County)	1) Casselberry ES (181) 2) English Estates ES (163) 3) Altamonte ES (124)	Students (K-5th) from low income, high-need areas that struggle with crime, drugs, homelessness, and unemployment.	The program offers students the opportunity to receive academic enrichment through project-based learning, homework assistance, and tutoring. In addition, healthy snacks are provided as well as the chance to participate in health and fitness activities.	21st CCLC: \$497,160  Partners Contribution: \$308,980

## Seminole County School District (Westside BGC) – Cohort 8

<http://www.scps.k12.fl.us/title1/21stCentury/WestsideCommunityCenter.aspx>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Seminole County School District Westside Community Center created a slogan entitled: “Westside Pride,” which encourages students to take PRIDE (Personal Responsibility In Delivering Excellence) in themselves, their families, the building and whatever they aspire to achieve.	School District	Central Region (Seminole County)	1) Westside Community Learning Center MS/HS (144) 2) Westside Community Learning Center ES (249)	Students (K-12th) identified as “at-risk” (large percentage of students served receive free/reduced lunch)	One purpose of the Westside Center is provide opportunities for academic enrichment, including supplemental instruction to support students and adult family members across the West Sanford community.	21st CCLC: \$336,800  Partners Contribution: \$367,200

## South Florida After School All Stars (Project Blue) – Cohort 7

<http://www.sfasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
South Florida After-School All-Stars is a chapter of After-School All-Stars (ASAS), the largest national organization solely focused on providing school-based after-school and summer programs for low-income, at-risk youth. ASAS was founded in 1992 to address the myriad of needs at-risk students face across the United States.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Redland MS (89) 2) Parkway MS (109) 3) Palm Springs MS (112) 4) M. A. Milam K-8 Center (173) 5) Leisure City K-8 Center (146) 6) Lawton Chiles MS (122) 7) Coral Way K-8 Center (114) 8) Carol City MS (67)	Students (6-8th) from “at-risk” Miami-Dade Middle Schools. Priority is given to those below grade level and in low income neighborhoods.	Program components included academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$560,000  Partners Contribution: \$3,272,930

## South Florida After School All Stars (Project Green) – Cohort 8

<http://www.sfasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
South Florida After-School All-Stars is a chapter of After-School All-Stars (ASAS), the largest national organization solely focused on providing school-based after-school and summer programs for low-income, at-risk youth. ASAS was founded in 1992 to address the myriad of needs at-risk students face across the United States.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Ponce De Leon MS (107) 2) Riviera MS (153) 3) Ruben Dario MS (143) 4) Howard A. Doolin MS (91) 5) W. R. Thomas MS (142) 6) West Miami MS (155)	Students (6-8th) from “at-risk” Miami-Dade Middle Schools. Priority is given to those below grade level and in low income neighborhoods.	Program components included academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$560,000  Partners Contribution: \$2,808,560



## South Florida After School All Stars (Project Orange) – Cohort 7

<http://www.sfasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
South Florida After-School All-Stars is a chapter of After-School All-Stars (ASAS), the largest national organization solely focused on providing school-based after-school and summer programs for low-income, at-risk youth. ASAS was founded in 1992 to address the myriad of needs at-risk students face across the United States.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Thomas Jefferson MS (163) 2) North Miami MS (169) 3) Madison MS (131) 4) Jose De Diego MS (121) 5) Horace Mann MS (154) 6) Citrus Grove MS (89) 7) Centennial MS (237)	Students (6-8th) from “at-risk” Miami-Dade Middle Schools. Priority is given to those below grade level and in low income neighborhoods.	Program components included academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$560,000  Partners Contribution: \$3,050,745

## South Florida After School All Stars (Project Red) – Cohort 8

<http://www.sfasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
South Florida After-School All-Stars is a chapter of After-School All-Stars (ASAS), the largest national organization solely focused on providing school-based after-school and summer programs for low-income, at-risk youth. ASAS was founded in 1992 to address the myriad of needs at-risk students face across the United States.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Lake Stevens MS (194) 2) Miami Edison MS (123) 3) Norland MS (156) 4) Westview MS (121) 5) Brownsville MS (145) 6) John F. Kennedy MS (126)	Students (6-8th) from “at-risk” Miami-Dade Middle Schools. Priority is given to those below grade level and in low income neighborhoods.	Program components included academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$560,000  Partners Contribution: \$2,836,045

## South Florida After School All Stars (Project Silver) – Cohort 11

<http://www.sfasas.org/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
South Florida After-School All-Stars is a chapter of After-School All-Stars (ASAS), the largest national organization solely focused on providing school-based after-school and summer programs for low-income, at-risk youth. ASAS was founded in 1992 to address the myriad of needs at-risk students face across the United States.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Hialeah Gardens MS (173) 2) Kinloch Park MS (127) 3) North Dade MS (121) 4) Charles R. Drew MS (67)	Students (6-8th) from “at-risk” Miami-Dade Middle Schools, many high crime neighborhoods and large areas of “functionally illiterate” individuals.	Program components included academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$569,664  Partners Contribution: \$2,364,190

## Southwest Florida Workforce Development Board (Miracle 1 - Eden Park) – Cohort 8

<http://swfleducation.com/21st-cclc-miracles/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Miracle1 incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities.	Governmental Entity	SunCoast Region (Collier County)	1) Eden Park ES (237) 2) Village Oaks ES (169) 3) Pinecrest ES (181)	Targeting students (3rd-6th) at schools with a large percentage of students from migrant families and LEP.	Students participate in an array of structured programs designed to increase skills in reading, math and science, as well as personal enrichment from leadership development to sports. To address the competencies of resiliency and self-efficacy, the program has adapted the work of Stephen Covey ( <i>7 Habits of Highly Effective People</i> , 1989, 2004) to the after school program and is the first to do so nationwide.	21st CCLC: \$558,602  Partners Contribution: \$241,546

## Southwest Florida Workforce Development Board (Miracle 2 - Highlands) – Cohort 8

<http://swfleducation.com/21st-cclc-miracles/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Miracle2 incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities.	Governmental Entity	SunCoast Region (Collier County)	1) Immokalee Community ES (70) 2) Lake Trafford ES (242) 3) Highlands ES (245)	Targeting students (3rd-6th) at schools with a large percentage of students from migrant families and LEP.	Students participate in an array of structured programs designed to increase skills in reading, math and science, as well as personal enrichment from leadership development to sports. To address the competencies of resiliency and self-efficacy, the program has adapted the work of Stephen Covey ( <i>7 Habits of Highly Effective People</i> ) to the after school program and is the first to do so nationwide.	21st CCLC: \$559,872  Partners Contribution: \$231,546

## Southwest Florida Workforce Development Board (Miracle 3 - Immokalee) – Cohort 8

<http://swfleducation.com/21st-cclc-miracles/>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Miracle3 incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities.	Governmental Entity	SunCoast Region (Collier County)	1) Immokalee HS (221) 2) Immokalee MS (171)	Targeting students (6-12th) at schools with a large percentage of students from migrant families and LEP.	Students participate in an array of structured programs designed to increase skills in reading, math and science, as well as personal enrichment from leadership development to sports. To address the competencies of resiliency and self-efficacy, the program has adapted the work of Stephen Covey ( <i>7 Habits of Highly Effective People</i> , 1989, 2004) to the after school program and is the first to do so nationwide.	21st CCLC: \$216,185  Partners Contribution: \$183,237

### St. Lucie County School District (Moore) – Cohort 8

<http://www.stlucie.k12.fl.us/departments/title1/21century.aspx>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The St. Lucie School District 21st CCLC program is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended, providing expanded academic enrichment opportunities for children attending Title I eligible schools.	School District	Southeast Region (St. Lucie County)	1) Weatherbee ES (222) 2) Chester A. Moore ES (190) 3) Samuel S. Gaines Academy K-8 (332)	Priority of services is offered to students (K-8th) of Title I eligible schools, with academic needs in Reading and/ or Math (Level 1 or 2 on FCAT).	Each school operates a unique program of services based on the needs of the community, with the same set of goals as its premise: Academic Enrichment in Reading and Language Arts, Academic Enrichment in Science and Mathematics, Personal Enrichment, and Educational Services to Adult Family Members.	21st CCLC: \$402,531  Partners Contribution: \$18,000

### St. Lucie County School District (Northport) – Cohort 8

<http://www.stlucie.k12.fl.us/departments/title1/21century.aspx>

Description	Grantee Type	Location (Region/County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The St. Lucie School District 21st CCLC program is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended, providing expanded academic enrichment opportunities for children attending Title I eligible schools.	School District	Southeast Region (St. Lucie County)	1) Parkway ES (274) 2) Northport K-8 School (379) 3) Garden City Early Learning Academy (181)	Priority of services is offered to students (K-8th) of Title I eligible schools, with academic needs in Reading and/ or Math (Level 1 or 2 on FCAT).	Each school operates a unique program of services based on the needs of the community, with the same set of goals as its premise: Academic Enrichment in Reading and Language Arts, Academic Enrichment in Science and Mathematics, Personal Enrichment, and Educational Services to Adult Family Members.	21st CCLC: \$501,120  Partners Contribution: \$13,000

### St. Thomas University – Cohort 8

<https://sites.google.com/site/goallezvamos/>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The St. Thomas University (STU) 21st CCLC Project is titled, “Go! Allez! Vamos!” in recognition of the linguistic and cultural diversity of the participating students served, with a main goal to support and increase cultural learning and student retention.	School/ College/ University	Southern Region (Miami-Dade County)	1) North Miami Senior HS (213) 2) Mater Academy Senior HS (173) 3) South Miami Senior HS (173) 4) Homestead Senior HS (169)	Students (9-12th) from Title I schools that are low-income, have a C or lower in core subjects and did not receive a passing score on State standardized tests. Many students are identified as English language learners.	Addressing the needs of low student achievement, low cultural competence and student retention, limited understanding of physical well-being, and low family participation in schools.	21st CCLC: \$395,415 Partners Contribution: \$46,000

### Suwannee County School District – Cohort 7

<http://suwannee.schooldesk.net>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The program (Graduation Station) addresses community needs to improve students’ mastery of academic skills, to reduce juvenile justice risk-taking behaviors, to promote healthy lifestyles, to strengthen families, and to increase the graduation rate and percentage of students leaving high school ready for college or career without remediation.	School District	Northeast Region (Suwannee County)	1) Branford HS (477) 2) Suwannee HS (608) 3) Suwannee MS (453)	The target/ priority population is secondary, at-risk students (9-12th) in Rural Suwannee county. “At-risk “includes students on free/ reduced lunch, those scoring below proficient on FCAT, and those not meeting promotion and graduation requirements.	In Suwannee County, NCLB sub-groups lag behind their peers in academic achievement and graduation rates; The Afterschool and summer programs strive to include individualized, prescriptive academic enrichment, as well as, art and music enrichment activities.	21st CCLC: \$233,815 Partners Contribution: \$13,500



## Tallahassee Community College – Cohort 7

<https://www.tcc.fl.edu/College/Locations/QuincyHouse/Pages/After-School-Programs.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
TCC-Cohort 7 in partnership with the Quincy House enables and encourages Gadsden County citizens of all ages to see that lifelong educational opportunities and meaningful careers can be part of their future.	School/ College/ University	Northwest Region (Gadsden County)	1) Stewart Street ES (157)	At risk students (K-5th) not meeting academic achievement standards in core subjects (many are low-income); Feeder schools identified as “In Need of Improvement.”	To meet the goal of improving student success rates in Gadsden County Schools, after-school and summer programs supplement classroom learning. TCC also supports adult learners in the form of non-credit course offerings, community workshops, computer training and career counseling.	21st CCLC: \$204,096  Partners Contribution: \$123,321

## Tallahassee Community College – Cohort 8

<https://www.tcc.fl.edu/College/Locations/QuincyHouse/Pages/After-School-Programs.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
TCC-Cohort 8 in partnership with the Quincy House enables and encourages Gadsden and Jefferson County citizens of all ages to see that lifelong educational opportunities and meaningful careers can be part of their future.	School/ College/ University	Northwest Region (Gadsden and Jefferson County)	1) Shanks MS (131) 2) Jefferson ES (132) 3) Jefferson MS/HS (151)	At risk students (K-12th) not meeting academic achievement standards in core subjects (many are low-income); Feeder schools identified as “In Need of Improvement.”	To meet the goal of improving student success rates in Gadsden and Jefferson County Schools, after-school and summer programs supplement classroom learning. TCC also supports adult learners in the form of non-credit course offerings, community workshops, computer training and career counseling.	21st CCLC: \$560,000  Partners Contribution: \$252,901

## Tallahassee Community College (Gadsden) – Cohort 10

<https://www.tcc.fl.edu/College/Locations/QuincyHouse/Pages/After-School-Programs.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
TCC-Gadsden in partnership with the Quincy House enables and encourages Gadsden County citizens of all ages to see that lifelong educational opportunities and meaningful careers can be part of their future.	School/ College/ University	Northwest Region (Gadsden County)	1) Carter-Parramore MS (118) 2) Havana MS (121)	At risk students (K-8th) not meeting academic achievement standards in core subjects (many are low-income); Feeder schools identified as “In Need of Improvement.”	To meet the goal of improving student success rates in Gadsden County Schools, after-school and summer programs supplement classroom learning. TCC also supports adult learners in the form of non-credit course offerings, community workshops, computer training and career counseling.	21st CCLC: \$504,960  Partners Contribution: \$1,083,103

## Tallahassee Community College (Wakulla) – Cohort 11

<https://www.tcc.fl.edu/College/Locations/WakullaCenter/Wakulla21CCLC/Pages/default.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
TCC-Wakulla (Project Cardia) aligns with the community college’s vision of supporting Wakulla student’s college readiness and also meets the needs of stakeholders, who overwhelmingly reported the need for affordable afterschool care throughout the county. The center has an open enrollment policy aligned to community needs on a first come, first serve basis.	School/ College/ University	Northwest Region (Wakulla County)	1) Project Cardia/ Wakulla Christian School (193)	Students (PK-8th) attending seven neighboring at-risk elementary and middle schools.	Five goals provide the framework for Project Cardia’s objectives and activities. These are: to improve student academic achievement, improve awareness of healthy behaviors, reduce drop-out risk, provide tutoring services, and increase parental involvement.	21st CCLC: \$670,110  Partners Contribution: \$100,600

## The City of Dania Beach – Cohort 8

<http://www.ci.dania-beach.fl.us/index.aspx?nid=186>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The City of Dania Beach works in joint partnership with After School Programs, Inc. to operate the program due to the company's extensive experience operating educational grant funded programs.	Governmental Entity	Southeast Region (Broward County)	1) Collins ES (206)	Students of Collins Elementary (PK-5th), a Title 1 school with more than 90% of its students receiving free and/or reduced lunch.	The program offers students a wide variety of integrated project-based activities, character education, and drop-out prevention. All educational activities are aligned to the Next Generation Sunshine State Standards.	21st CCLC: \$265,085  Partners Contribution: \$12,500

## The Housing Authority of the City of Lakeland – Cohort 8

<http://lakelandhousing.org/other-programs/21st-century-community-learning-center>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
This program was designed to primarily help students with low academic scores. The program serves a notable number of students from low-income single-parent families, working to increase their math, reading, and science achievement	Governmental Entity	Central Region (Polk County)	1) West Lake Center (248)	Disadvantaged students (K-5th) attending schools "in need of improvement" within the high poverty 33815 zip code.	The Westlake 21st CCLC program ventured not only to increase the academic achievement of students, but also parental support and involvement in their children's achievement and behavior, to reduce health and wellness deficits that interfere with success in school and life, to reduce disruptive and apathetic student behaviors, and to increase both out-of-school adult supervision and public transportation for after-school activities.	21st CCLC: \$369,233  Partners Contribution: \$21,800

## The Juvenile Transition Center (Hester Center) – Cohort 10

<http://jtcesteem.org/home>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Juvenile Transition Center (JTC) is a non-profit (501(c) (3)), community-based organization established in 1997 to provide a wide variety of educational and enrichment programming to Florida's most "at-risk" youth populations.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Ezell Hester Center (209)	"At risk" youth populations (6-12th) in Palm Beach County, generally students who are low income, academically failing and behaviorally challenged.	JTC has been an open-access provider to students interested in moving towards citizenship, academic success, and personal growth through direct academic instruction and high-quality mentoring.	21st CCLC: \$516,600  Partners Contribution: \$218,840

## The Juvenile Transition Center (Sims Center) – Cohort 11

<http://jtcesteem.org/home>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Juvenile Transition Center (JTC) is a non-profit (501(c) (3)), community-based organization established in 1997 to provide a wide variety of educational and enrichment programming to Florida's most "at-risk" youth populations.	Community-Based Organization	Southeast Region (Palm Beach County)	1) Carolyn Sims Center (144)	"At risk" youth populations (1st-8th) in Palm Beach County, generally students who are low income, academically failing and behaviorally challenged.	JTC has been an open-access provider to students interested in moving towards citizenship, academic success, and personal growth through direct academic instruction and high-quality mentoring.	21st CCLC: \$441,150  Partners Contribution: \$217,500

## The Portrait of Empowerment – Cohort 8

[www.portraitofempowerment.org](http://www.portraitofempowerment.org)

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Portrait of Empowerment (TPOE) is a not-for-profit charitable organization, founded in 2000. It is dedicated to enabling individuals to become self-sufficient; with a holistic approach focusing on the healthy development of youth, family and community.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Nathan B. Young ES (63) 2) Rainbow Park ES (58) 3) Dr. Robert B. Ingram ES (64)	TPOE targets “low-performing” students (K-5th) from 3 Title I schools graded C and below. During the summers, siblings of participants in grades 6-8th are able to attend the summer camp.	Program components include academic enrichment enhanced through skill building and project-based learning; personal enrichment focused on physical education and nutrition; dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.	21st CCLC: \$274,976  Partners Contribution: \$104,000

## The Roxy Theatre Group – Cohort 9

<http://www.roxyperformingartscenter.com/1650/21st-cclc-project-page>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The Roxy Theater Group’s goals are to improve academic performance, family enrichment and involvement, fitness, social skills and behavior; artistic development.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Roxy Performing Arts Center (124)	Miami-Dade County students (6-8th) not meeting State standards in math & reading; Students with difficulties relating to their peers.	Daily programming includes measures such as homework help, tutoring in math, literature, science; enrichment classes in acting, dancing, voice/musical-theatre and improvisation; theatrical performances; standardized pre/post-tests in all academic and artistic areas and family workshops.	21st CCLC: \$271,872  Partners Contribution: \$53,023



## Volusia County School District – Cohort 10

<http://myvolusiaschools.org/school/Westside/Pages/Westside%27s-Night-Alive.aspx>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
Volusia County School District's Westside's Night Alive (WNA) and Campbell's Night Alive (CNA) was developed by community members, business partners, school staff, and parents to fill the void that exists during the afterschool hours in the school communities and to enhance the lives and opportunities of disadvantaged communities.	School District	Northeast Region (Volusia County)	1) Westside ES (186) 2) Campbell MS (179)	Students in Volusia County (K-8th) from high crime, low income and academically depressed neighborhoods.	Program emphasizes student academic improvement, enrichment, and success, adult education and enrichment, and the reinforcement of the concept of "community."	21st CCLC: \$550,080  Partners Contribution: \$7,000

## YMCA of Greater Miami – Cohort 8

<http://www.ymcamiami.org/ProgramsYMCA.aspx?pgmID=6:360>

Description	Grantee Type	Location (Region/ County)	Sites/Centers (Total Students Served)	Target Population	Programming Needs Fulfilled	Funding
The YMCA afterschool program is based on best practice models that focus on child development through literacy, math and science activities, health and nutrition education, physical fitness, homework assistance, character development, expressive arts and experiential learning for youth in high needs areas of Miami-Dade.	Community-Based Organization	Southern Region (Miami-Dade County)	1) Laura C. Saunders ES (49) 2) William A. Chapman ES (53) 3) Jesse J. McCrary Jr. ES (44) 4) Morningside ES (47) 5) Irving & Beatrice Peskoe ES (55) 6) Pine Lake ES (46) 7) Florida City ES (53) 8) Frederick R. Douglass ES (33)	Miami-Dade County students (K-5th) performing below grade level, referred by school administration or demonstrate financial need (based on household income & size).	Focuses on development of the individual child including academics, physical fitness, expressive arts and character development.	21st CCLC: \$436,028  Partners Contribution: \$1,076,000



# Appendix B

## STUDY METHODOLOGY BY DATA SOURCE

### Florida's 21st CCLC Website

The Florida 21st CCLC website is a web-based data collection system facilitated by the 21st CCLC Administrative Team. Programs are required to upload their monthly deliverables and attendance to the website. In their grant applications, each 21st CCLC program proposed to provide services to a specific number of students, per site, on a daily basis. Programs are required to enter their daily attendance by the end of each month on the 21st CCLC website. A query of attendance across the 2012-2013 program year was exported from this monthly attendance data, identified as Average Daily Attendance (ADA). The ADA calculations utilized the number of proposed students and actual attendance reported. The overall percentage of Average Daily Attendance was determined for each program component (i.e. summer, before school, afterschool, and weekends/holidays). It is important to note that programs are only required to have an afterschool component.

### Profile and Performance Information Collection System (PPICS)

The purpose of PPICS is to collect basic information about 21st CCLC programs. Each of Florida's 21st CCLC programs are required to complete a Grantee Profile, which contains the proposed attributes of a new program or the attributes of a current program. A Grantee Profile must be completed for each 21st CCLC grant awarded. The Grantee Profile has four sections: a) basic information; b) objectives; c) partners; and d) centers. Each year, an Annual Performance Report (APR) must be completed for each 21st CCLC grant that was actively serving students during the span of the reporting period. The purpose of the APR is to: collect data from 21st CCLC grantees on progress made during the preceding year toward meeting their project objectives; collect data on what elements characterized center operation during the reporting period, including the student and adult populations served; and collect data that address the Government Performance and Results Act (GPRA) performance indicators for the 21st CCLC program. To complete the APR, sub-grantees must complete the following three categories of information: objectives, partners, and centers.

Within each APR category, various parameters must be met in order for the APR section to be considered complete. For the objectives section, sub-grantees must provide the status of each objective (i.e. met, not met but progress made, etc.) for the program year. For the partners section, programs must provide information on their partnered organization, any sub-contractors within the program, contributions made to sub-contractors, and type of contributions made by their partners. The centers section made up the vast majority

of the APR. For each center that a program operated, the following information was required: program operations; staffing; students' attendance and demographic; feeder schools; types and frequency of activities provided; grades; state assessment levels; and teacher survey results.

In order for a program to be certified in PPICS, the attendance data entered in PPICS must correspond to the data submitted in their summative evaluation report. Only data from those programs certified by the Administrative Team were included in the analyses utilizing PPICS data. PPICS provides system-generated reports to help all system users to understand the attributes of programs in their state and nationwide, to assess grantee performance relative to the performance indicators for the program, and to obtain information that will inform monitoring, evaluation, and program improvement efforts.

### Student, Parent, and Teacher Surveys

The student, parent, and teacher surveys are administered by the 21st CCLC Administrative Team to gain the respective perception of the program's effectiveness and impact on the students' academic and social performance. Each survey is administered near the end of the academic year. Access to the surveys is provided in support of the program's summative evaluation and PPICS data collection and reporting requirements. Sub-grantees receive a web link for accessing electronic versions of the student, parent, and teacher surveys along with administration guidance for each survey. The parent survey is available online and in paper versions in English, Spanish, and Creole. The Administrative Team mailed each program the paper version of the parent surveys for those parents who did not have access to the internet.

The student survey utilizes a three-point scale indicating Definitely, Kind of, or Not at All and asks students their opinions about activities offered and their satisfaction with their afterschool programs. Student surveys do not include a Not Applicable option; however, some questions can be skipped or left blank. Parent surveys ask parents and guardians to rate their satisfaction in a variety of program and participation areas. The survey utilizes a five-point Likert scale rating from Very Unsatisfied to Very Satisfied. Participants have the option to answer any question with a Not Applicable response. The teacher surveys are completed by regular school-day teachers only for students who have attended the 21st CCLC program for 30 days or more, as this is considered by the Federal Government as an effective full dosage of learning from the 21st CCLC program. Teachers are asked questions relating to student achievement and behavior. The teacher survey utilizes a seven-point scale

rating from Significant Decline to Significant Improvement. Teachers are also given the option to answer any question with a Did Not Need to Improve response. Furthermore, any question not answered was coded as No Data Reported.

### Telephone Interviews

The Research and Evaluation Unit (REU) conducts telephone interviews with program administrators and site coordinators from a selection of programs across the state. Participating programs are randomly selected representing the various regions, organizational types, and student populations served by the 21st CCLC initiative. Selected programs are contacted by email and telephone to arrange the logistics of the telephone interviews. The purpose of the interviews is to better understand the 21st CCLC programs and the impacts of those programs on the children and families they serve.

The following areas are assessed during the interview:

- Successful aspects of the 21st CCLC program
- Barriers experienced in carrying out the 21st CCLC grant and how barriers were addressed
- Parent/family involvement at the program
- Future changes you would like to see regarding 21st CCLC program implementation
- Perceived helpfulness of the technical assistance or support provided by the 21st CCLC Administrative Team
- Additional technical assistance or support the program would like to receive from the 21st CCLC Administrative Team or FDOE
- Additional support that the leadership at the program could provide to facilitate site coordinator's role.
- Impact of the 21st CCLC program on the students and families the program serves
- Other information the program wishes to share with the State or other interested parties about the 21st CCLC program

### Site Visit Interviews, Focus Groups, and Observations

In an effort to gather information on exemplary 21st CCLC programming and practices, the REU conducts "spotlight" site visits with select programs for purposes of highlighting best practices in 21st CCLC implementation. The case study sample is selected using a purposeful approach to identify programs evidencing exemplary practices overall and/or an innovative or exceptional component of their operations, staffing, or programming. Selected programs are contacted by email and telephone to arrange the logistics of the site visits. The criteria listed below inform the selection of "spotlight" sites for on-site data collection and case study:

- Regional Location: Priority given to selection of programs from each geographical region of Florida.
- Review of Monitoring Reports: Programs selected may not have any major monitoring findings during the current grant year.
- Professional Development Specialist (PDU) Recommendation: grantee nominations are made based on PDU observations of exemplary practices.
- Program type, year of implantation, and population served: Care is taken to ensure variety in the programs visited in terms of services, students and families served,

and years of experience implementing the current grant.

- Review of Evaluation Reports: Sub-grantee reports are reviewed for evidence of exemplary or innovative practices and meeting objectives.

The spotlight visits consist of observations of the program components in action (e.g. classroom-based and enrichment activities), interviews and focus groups with an array of stakeholders (e.g. administration, staff, community partners, parents, and students), and the collection of programming documentation (e.g. schedules, photographs, lesson plans). Spotlight case studies also reference satisfaction surveys administered by the 21st CCLC Administrative Team to participating parents, students, and regular school-day teachers.

The following content areas are addressed during the interviews and focus groups:

- Key factors that contribute to the success of program's implementation
- Challenges or barriers to implementation and how they have been successfully resolved
- Impact of the program on the students and families served
- Other information that would be useful to share with the State or other interested parties about the 21st CCLC program

Florida's 21st CCLC  
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