



OCTOBER 2019

State of Afterschool and Summer Learning in Florida

Table of Contents

Why Afterschool Is Important	03
Overview	05
Data Collection and Methodology	07
The Availability of Afterschool and Summer Learning and its Impact on Community Welfare	10
Program Spotlights	12
Impact Spotlights	18
Recommendations Moving Forward	20
Florida Afterschool Network Advisory Board	22

To learn more about the Florida Afterschool Network, please contact:

Florida Afterschool Network

(850) 577-3199 ext. 102

1126-B Lee Avenue

Tallahassee, Florida 32303

www.MyFAN.org

To access the interactive afterschool program maps and view state and county data, visit www.MyFAN.org.



Why Afterschool Is Important

Research has shown that afterschool programs have positive impacts on academic performance, classroom behavior, and student attendance.

Supporting Mental Health

With the increasing rigor of school requirements, students are not only accessing afterschool to support academic enrichment, but are increasingly using this time to cultivate friendships, make connections, and build a sense of belonging and a connection to a caring adult. As Florida communities incorporate mental health supports for students into programming, both afterschool and summer learning programs present opportunities to provide supportive climates to Florida's youth.

Afterschool programs, whose mission includes children's socialization, peer relations, and adaptive functioning, are uniquely positioned to support and promote children's healthy development.¹



Photo credit: Communities in Schools of Jacksonville

Increasing School Attendance

School attendance is an important indicator of school success. For many children, chronic absence translates to poor academic performance. If chronic absence is evident in elementary school, it is likely to continue throughout a child's school trajectory and is a better predictor than past test scores of the likelihood that a student will drop out of school. Nationally, the organization [Attendance Works](#) conducted research that demonstrates that quality afterschool programs can not only improve academic performance but also link to positive influence on school-day attendance, even when most programs do not appear to make it an intentional goal.

Improving Academic Performance

Research examining the effect of participation in afterschool programs found that the more consistent students' participation in afterschool is, the greater the gains in their math achievement. Among low-income students, the higher the levels of participation in afterschool, the smaller the math achievement gap is between them and their high-income peers.²

- 1 Frazier, S., Cappelle, E., & Atkins, M. (2007). Linking Mental Health and After School Systems for Children in Urban Poverty: Preventing Problems, Promoting Possibilities. *Administration and Policy in Mental Health*. 34. 389-99. 10.1007/s10488-007-0118-y.
- 2 Pierce, K. M., Auger, A., & Vandell, D. L. (2013). Associations between Structured Activity Participation and Academic Outcomes in Middle Childhood: Narrowing the Achievement Gap? Paper presented at the 2013 Biennial Meeting of the Society for Research in Child Development held in Seattle, WA

Decreasing Risky Behaviors

A meta-analysis conducted by the Collaborative for Academic, Social and Emotional Learning (CASEL) reviewed close to six dozen studies of afterschool programs and found that students who participated in an afterschool program exhibited significant improvement in their feelings, attitudes, and indicators of behavioral adjustment. Students in programs also saw reductions in drug use and behavioral problems, such as aggression, noncompliance, and conduct problems.³



Preventing the Summer Slide

Summer learning programs are a promising way to narrow the large achievement gap between children of the lowest-income and highest-income families. Research shows that during summer, low-income and non-white students academically fall behind their more affluent and white peers.⁴ Although many school districts offer mandatory summer programs to students at risk of grade retention, the results of the National Summer Learning Project (NSLP) study show that many more students, including both low-income students and low-achieving ones, can benefit from voluntary summer learning programs.⁴

Creating Tomorrow's Workforce

In 2018, CareerSource Florida published a report outlining skills gaps and job vacancies in Florida. Based on results from surveying employers, CareerSource was able to document that “when gaps were noted by employers, foundational skills gaps were reported twice as often as technical skills gaps.”⁵ The largest skills gaps identified were around communication, reliability, and time management.

Building students’ workforce competencies is typically associated with programming for older youth, especially by connecting them to internships and apprenticeships, but preparing students for the workforce begins much earlier. While workforce experience is a more readily available support in afterschool and summer learning programs as students get older, there are opportunities and programs that students can access as early as elementary school to begin building these competencies without a specific workforce development focus. For instance, afterschool programs serving younger ages often work to develop students’ communication and teamwork skills, the foundational skills employers desire in their future hires. The flexible nature of afterschool programs also enables students to be exposed to a wide spectrum of career fields, from introducing students to a potential new interest to taking students on field trips to local businesses to learn more about a particular

Afterschool programs serving younger ages often work to develop students’ communication and teamwork skills, the foundational skills employers desire in their future hires.

3 Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. *American Journal of Community Psychology*. 45:294-309.

4 Schwartz, H., Sloan McCombs, J, Catherine H., Augustine, C., Leschitz, J. (2018), *Getting to Work on Summer Learning: Recommended Practices for Success*, 2nd Ed. RAND Summer Learning Series, RAND Corporation.

5 https://careersourceflorida.com/wp-content/uploads/2018/04/2018-3-21-CSF_SkillsGap_Booklet_Digital_FINAL.pdf

field. Research has found that younger students participating in quality afterschool and summer learning programs get along better with their peers and see gains in their pro-social behavior, as well as reductions in aggressive behaviors.⁶ Among afterschool programs for older youth that focus on workforce readiness and building students' workforce skills, participation in programs has a positive impact on students' school day attendance and graduation rates.⁷

Supporting Working Families

Afterschool and summer learning programs support working families in maintaining stable employment by providing safe, enriching spaces for children to spend time while parents are at work.

For businesses, afterschool and summer learning programs increase employee engagement. Working parents miss up to eight days per year over concerns about afterschool care. This costs businesses up to \$300 billion per year nationally in decreased worker productivity.⁸

Overview

The Florida Afterschool Network (FAN) was established in 2005 through a grant from the Charles Stewart Mott Foundation (Mott Foundation), with the vision that every child should have quality afterschool opportunities that are accessible, affordable, accountable, and inclusive. Over many years, FAN initiatives and activities have impacted the arenas of policy, sustainability, and quality. FAN works actively to provide unified leadership to advocate for the development, enhancement, and sustainability of innovative, high-quality afterschool programs and policies statewide.



With funding from the Mott Foundation, the National Conference of State Legislatures (NCSL), as well as the Florida Grade-Level Reading Campaign, helped FAN deploy a survey to afterschool and summer learning providers and map the responses by county. Utilizing data from afterschool programs housed within the Florida Department of Children and Families' Child Care Database, Florida's Office of Early Learning Database, and Florida's Department of Education's 21st Century Office, FAN completed geographic information systems (GIS) mapping to better inform Florida stakeholders and policymakers on the landscape of afterschool and summer learning providers.⁹ This report explores that landscape and provides context surrounding policy and funding needs to help ensure the availability of high-quality programs.

6 Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Report to the Charles Stewart Mott Foundation.

7 George, R., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2017) After-School Programs and Academic Impact: A Study of Chicago's After School Matters. Chapin Hall, Center for Children at the University of Chicago.

8 Community, Families and Work Program at Brandeis University, 2004; Catalyst & Brandeis University, December 2006.

9 Please note that while school districts were encouraged to respond, FAN did not receive data from any school-based programs unless they were licensed or participated in Florida's 21st CCLC program.

Data analysis identified 8,508 afterschool providers in Florida. Combine that with an estimated 2.2 million children ages 5 to 14 in Florida,¹⁰ and the average program would need to accommodate far more than 250 children per site.

This reality leaves many Florida parents struggling to find high-quality, affordable program options, resulting in children accessing afterschool arrangements that may not benefit their development, health, and well-being. Additionally, America After 3PM surveyed Florida parents and found that 84% said "afterschool programs help them keep their jobs" and 77% said, "afterschool reduces the likelihood that students will engage in risky behavior."¹¹

As the mapping contained in this report shows, Florida's afterschool and summer programs are not geographically diverse enough to provide services to all of Florida's youth. As FAN continues to work with program providers, its goal is to collect more data to help build a comprehensive understanding of issues regarding capacity, quality, access, and affordability.

It is important to understand that Florida does not have a centralized system for identifying all afterschool and summer learning program opportunities for Florida's youth. This reports shows that some counties have correlations between interaction frequency with the Florida Department of Juvenile Justice (DJJ) and the Florida Department of Children and Families, Office of Child Welfare, and the availability of afterschool and summer learning programs. As community partners explore the interactive maps it is important that they convene stakeholders to determine if any correlation between FAN's findings and the availability of afterschool and summer learning opportunities are inextricably linked. Additionally, stakeholders must determine if other local afterschool and summer learning data is available to fill in any service gaps and provides for a more comprehensive picture that may inform decision making.



Now more than ever, it is time for Florida to convene business leaders, policymakers, program providers, and parents to thoughtfully create an afterschool system that supports working parents and provides youth a safe and enriching place to go when the school day or school year ends.

As FAN continues to support afterschool by identifying policy opportunities and updating and releasing The Florida Standards of Quality Afterschool Programs, which define core principals and best practices for quality afterschool programs, it looks forward to increasing awareness of the impact of afterschool and summer learning programs on youth development.

10 http://edr.state.fl.us/Content/population-demographics/data/pop_census_day-2017

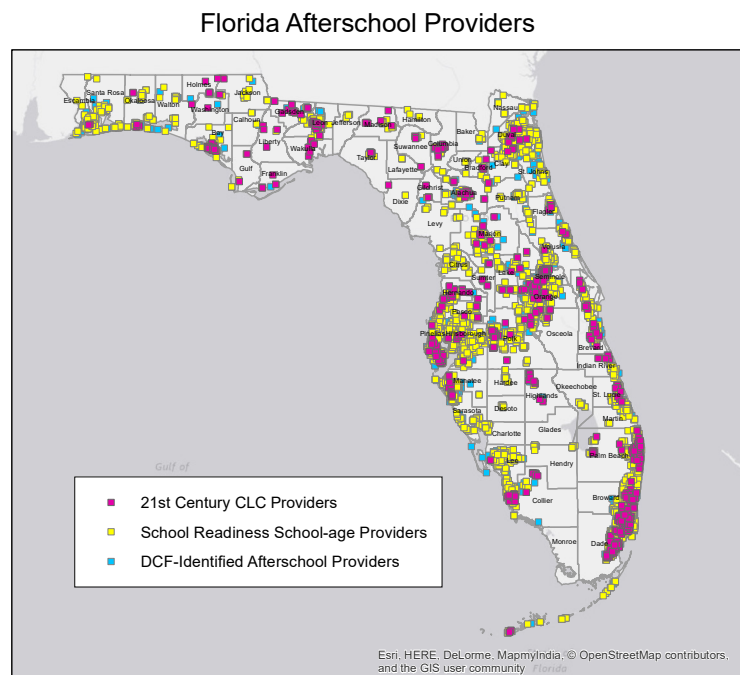
11 <http://www.afterschoolalliance.org/policyStateFacts.cfm?state=FL>

Data Collection and Methodology

Florida Afterschool Network (FAN), through the support and technical assistance of the National Conference of State Legislatures (NCSL), worked with statewide partners from the Florida Department of Children and Families (DCF), Child Care Licensing, the Department of Education, 21st Century Community Learning Center Office, and the Florida Office of Early Learning, which oversees the state's School Readiness program or subsidized child care program. The partners supplied FAN with statewide data sets of all program providers participating in afterschool and/or summer learning opportunities. These data files were used as the basis of the pinpoint locations on the maps to determine geographic diversity.

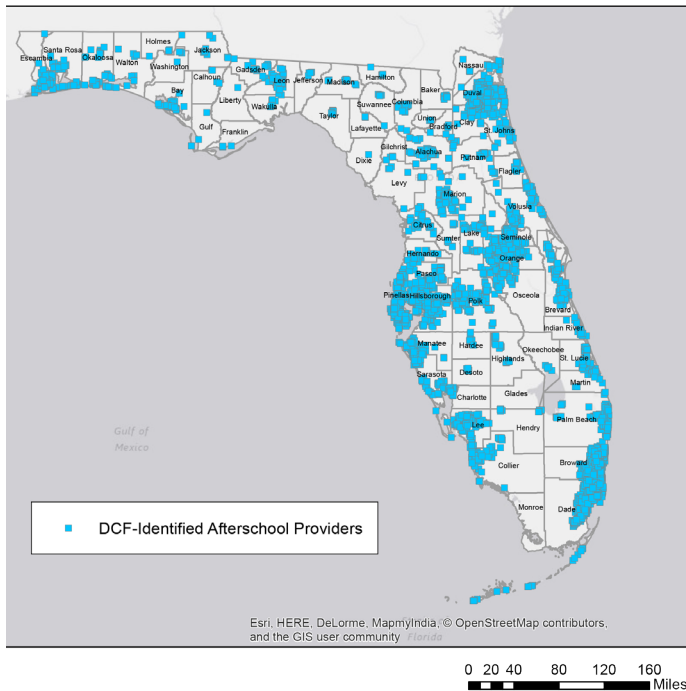
Furthermore, to determine correlation between the availability of afterschool and/or summer learning opportunities and child interactions with Department of Juvenile Justice (DJJ), the DCF, and child welfare systems, FAN requested data files of interactions with youth 18 and under from the 2018 calendar year. Due to the sensitivity of this data, DJJ and DCF were able to provide data files by county, which were then used as overlays to determine incidence rates per 1,000 people based on Florida Estimates of Population Data for 2018 from the Bureau of Economic and Business Research.¹²

The following maps show the statewide results of the complete geographic information systems (GIS) data. The complete set of interactive maps is available at www.MyFAN.org. This interactive page will allow community members to analyze data sets at the county level, as well as examine the incidence maps individually or in tandem to determine areas of focus and further exploration.



12 <http://edr.state.fl.us/content/population-demographics/data/populationestimates2018.pdf>

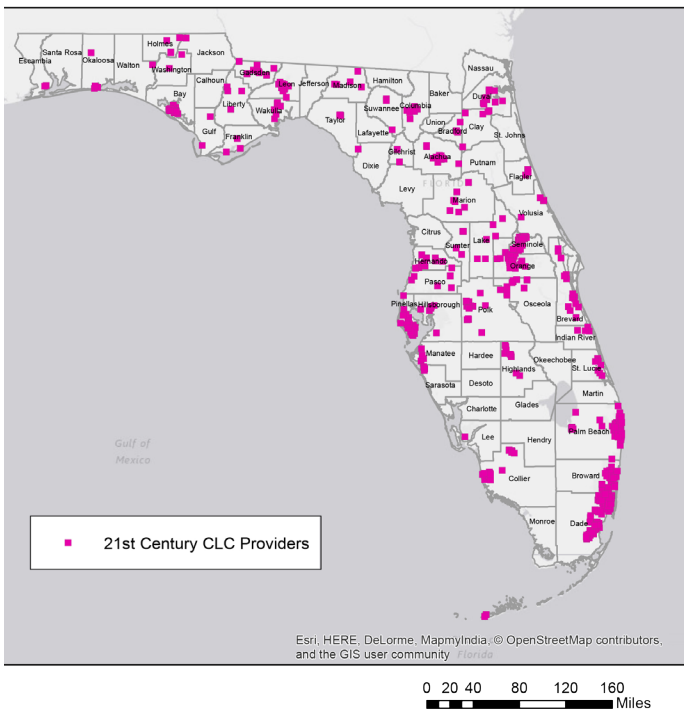
DCF-Identified Afterschool Providers



Florida Department of Children and Families Registered School Age Providers

In Florida, child care providers are required to register with the Florida Department of Children and Families (DCF). Even if a provider has registered with DCF, it does not mean that the provider is licensed. The provider may be licensed or exempt from licensing under Florida Statute. The accompanying map recognizes all DCF legally operating child care providers that serve school-age children. Given that DCF is responsible for child care regulation, it does not capture enrollment data by age group. Therefore, even though the map shows a significant number of providers who offer afterschool or school-age services, it is not known how many school-age children are actually served in the state.

Florida 21st CLC Providers



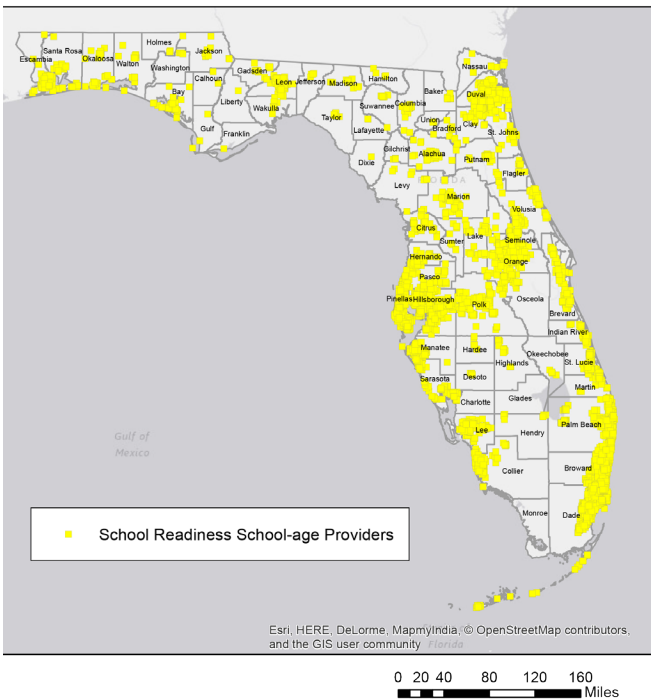
21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). The 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. The program helps students meet state student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that complement their regular academic programs; and offers literacy and other educational services to the families of participating children. During the 2017-2018 school year, 29,166 students received services in 246 programs.

Florida's School Readiness Program

The School Readiness program provides financial resources to pay for quality child care for eligible families so that parents can work or prepare for work. The program helps pay for full-day, year-round early learning and child care for children ages birth to 5, and afterschool care for older children. These services help families become financially self-sufficient and prepare children for success throughout life by providing developmentally appropriate educational experiences. During the 2017-2018 program year, Florida served 60,587 school-age children.

Florida School Readiness School-Age Providers



The Availability of Afterschool and Summer Learning and its Impact on Community Welfare

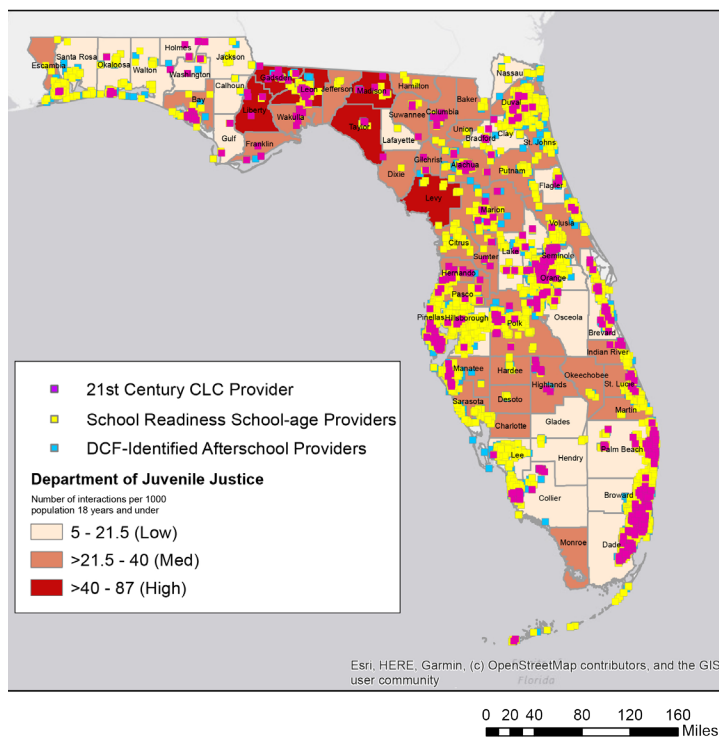
While research is clear on the benefits of afterschool and summer learning on academic performance, FAN wanted to determine if access to afterschool and summer learning was correlated to potential increases and/or decreases in child neglect, maltreatment, and abuse, as well as interactions with the juvenile justice system.

Based on the statewide information below, the maps infer correlation in some counties. However, there are limitations with the data. For example, the Florida Department of Children and Families (DCF) only licenses child care programs and school-age programs that meet the definitions in Florida Statutes. This means that afterschool and summer learning programs housed within school districts or drop-in programs that provide services to elementary, middle and high school children are not captured in these data sets. At this time, the state funds some 21st Century Community Learning Center (21st CCLC) grantees that provide services to middle school and high school students. These programs and their availability may be more correlated to the Department of Juvenile Justice (DJJ) data, whereas programs that serve younger children, such as those recognized by DCF child care licensing and the school readiness programs, may be more correlated to the DCF child welfare data.

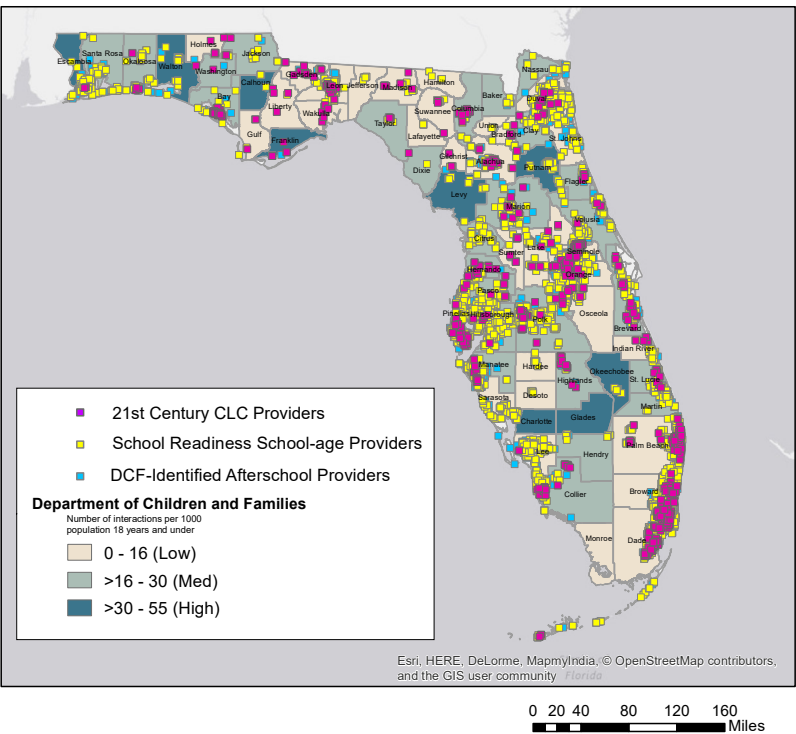
While some communities and funders have completed countywide analysis and created comprehensive strategies for afterschool and summer learning for youth, there is merit in all communities initiating conversations regarding the importance of quality afterschool and summer learning policy and availability.

Statewide, FAN is committed to working with communities and stakeholders to better understand the nuances of the availability, affordability, and access to afterschool programs at the local level. By continuing to collect data and identify best practices, FAN can educate policymakers on the need for a statewide system of afterschool and summer learning services that promote youth develop and academic success and prevent isolation and delinquency.

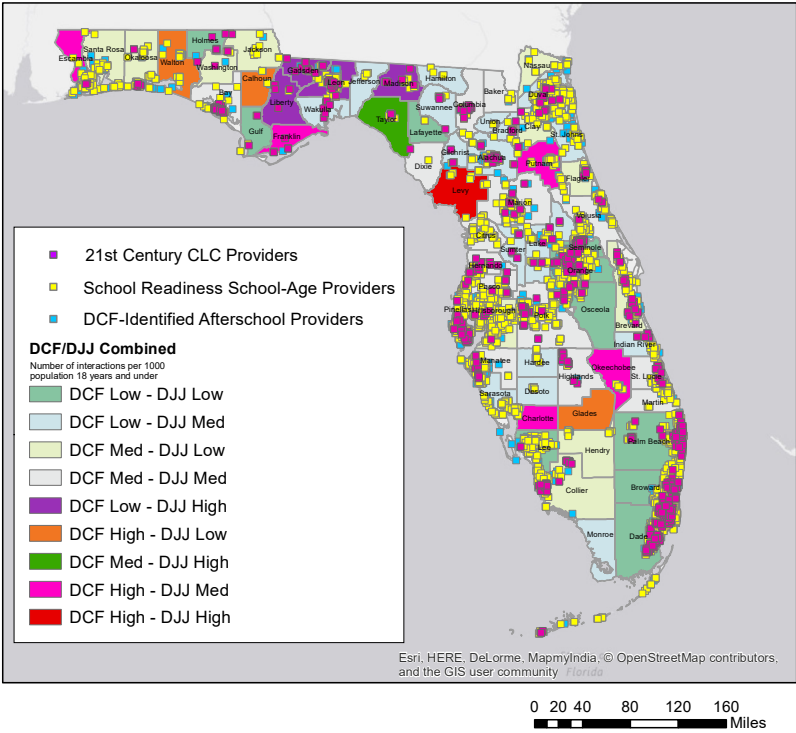
Florida DJJ and DCF Child Welfare Instances



Florida Department of Children and Families Child Welfare Instances



Florida DJJ and DCF Child Welfare Instances



PROGRAM SPOTLIGHT

Children's Services Councils

Created and authorized by Florida Statute, Children's Services Councils (CSC) are responsible for funding evidence-based programs, innovative services, and community resources that improve the lives of children and families. Florida is one of only two states in the nation with statutes that allow local county leaders and the residents of those counties to address the needs of the community through a special government entity whose sole purpose is to invest in the well-being of children and families. No other public organization provides this kind of umbrella leadership, coordination, and supervision of efforts focused on children. In communities where they exist, CSCs make data-driven decisions, maximize local resources, and ensure accountability of funded programs.



Photo credit: Malva Washington Youth Foundation taken by Daigle Creative

Florida's CSC communities represent 51% of Florida's child population 18 and under. As a part of this work, CSCs have invested significantly in afterschool and summer learning programs with tremendous results. Outlined below is a snapshot of funding by each CSC community.

Broward – \$14,521,906

- ▶ 19% of total program services budget was allotted to afterschool programs in 2017-2018
- ▶ Maximizing Afterschool Programs
 - 24 agencies at 107 locations
 - During school year: 4,637 general population and 723 children with special needs served
 - Summer: 5,211 general population and 801 children with special needs served
 - 91% of general population children improved reading skills and 92% of children with special needs improved reading and language development
- ▶ Youth FORCE (Friends, Opportunities, Resource, Counseling and Education)
 - 15 agencies delivering programs throughout the county
 - Thousands of participating students have engaged in STEAM-related activities, after school and in the summer
 - The pro-social recreational activities included in the program are designed to improve academic and social skills during these crucial years of development
- ▶ In FY 2017-18, more than 1,300 youth participated in Youth FORCE programs

St. Lucie – \$1,919,431

- ▶ 26% of program services budget
- ▶ 3,757 children served through programs providing youth with activities to keep them engaged in positive, safe places during afterschool
- ▶ 89% of youth had fewer than three unexcused absences during each nine-week period
- ▶ 90% of youth improved or maintained academic performance
- ▶ 95% of youth increased judgement, decision-making, and social interaction skills to prevent disciplinary referral

Duval – \$20,620,629

- ▶ Afterschool: 13,049 children served; \$11,508,168
- ▶ Summer: 8,102 children served; \$3,811,351
- ▶ 21st CCLC: 328 children served; \$515,507
- ▶ 62% of total program funding allocated to afterschool and summer learning programs
- ▶ 36% increase in At Hope children and youth served
- ▶ 1,485,281 meals served to over 10,000 afterschool participants
- ▶ Over 21,000 children received academic and enrichment services at 183 out-of-school-time program locations
- ▶ 4,700 children with special needs served through Kids Hope Alliance programs during the 2017-2018 school year
- ▶ 2,247 pre-teen and teen youth received comprehensive services to include self-sufficiency and educational and economic mobility through special afterschool and summer learning programs
- ▶ 422 teens and 49 employers participated in the Mayor's Youth at Work Partnership

Martin – \$1,487,025

- ▶ 2,091 children served in afterschool and summer programs in 2017-2018





Miami-Dade – Approximately \$46 million

- ▶ Afterschool: \$21.2 million
 - 172 sites across 71 contracts
 - 12,675 children and youth served
 - 61% of these children lived in a high-poverty neighborhood
 - 82% of children (grades 4 and up) showed improvement on reading comprehension
 - 83% of children (grades 3 and below) showed improvement on oral reading fluency
- ▶ Summer Camps and Reading Enhancements: \$14.8 million
 - 149 sites across 73 contracts
 - 18,219 children and youth served
 - 1,036 struggling readers received small-group reading intervention
- ▶ Youth Enrichment Programs: \$10 million
 - 123 sites across 42 contracts
 - 784 summer employment locations
 - 7,994 youth served
 - More than 420,000 hours of programming received

Palm Beach – \$19,949,550

- ▶ For FY 2018-19 CSC's investment in afterschool care through the Early Learning Coalition (K-12) was \$9,514,794
- ▶ For summer camps, CSC budgeted \$3.9 million and anticipate serving approximately 3,600 students
- ▶ Prime Time Palm Beach County engaged more than 25,000 children and youth in our program enhancements
 - Afterschool Program Development: \$3,437,060
 - Expanded Learning Opportunities: \$3,097,696

Manatee County – \$2,714,110

- ▶ 21% of total program services budget was allotted to afterschool programs in 2017-2018
- ▶ 261 teens were served in programs focused on career exploration: \$249,030
- ▶ 275 middle and high school students were served in programs focused on tutoring: \$114,790
- ▶ 2,988 children served in programs providing youth with activities to keep them engaged in positive, safe activities during afterschool: \$2,350,290

Pinellas – Approximately \$8,000,000

- ▶ Served 7,586 participants during afterschool and summer months
- ▶ 95% of the elementary school participants had no more than one disciplinary referral
- ▶ 83% of middle and high school participants had no more than one school suspension
- ▶ 78% of participants had no more than eight unexcused absences from school



PROGRAM SPOTLIGHT

Boys & Girls Clubs of Florida 2018 Impact

Demographics

- ▶ 181,847 young people participating in Florida Boys & Girls Club activities
- ▶ 94,856 registered members, including 27,305 teens
- ▶ 86,991 youth served through community outreach
- ▶ 65% traditional clubhouses
- ▶ 21% sites in schools
- ▶ 9% sites in public housing
- ▶ 5% sites on military bases

Age

- ▶ 71% 12 years old and younger
- ▶ 29% teens

Gender

- ▶ 45% female
- ▶ 55% male

Other Information

- ▶ On a typical day, 48,000 children and teens enter the doors of a Florida Boys & Girls Club
- ▶ 81% of club members qualify for free- or reduced-price school lunches



Photo credit: MattVai Washington Youth Foundation taken by Daigle Creative

PROGRAM SPOTLIGHT

YMCA's 2018 Impact



1.1 Million
Floridians Served



24,896
Y Volunteers



30 Million
Dollars were given in
direct scholarships



47,191
Teens participated
in Y programming



2,282
Adults, teens, and
youth participated in
Y overnight camping



37
Counties in Florida
have a Y presence



296,058
Kids in Y
child care



133,632
Kids attended
day camp



104,188
Kids joined Y
sports programs



72,128
Individuals learned
swimming and
water safety skills

IMPACT SPOTLIGHT

Thomas Armour Youth Ballet



The Thomas Armour Youth Ballet (TAYB) has been using dance as a vehicle for success for almost 30 years and expanded its reach in 2007 with support from the Children's Trust.

What does success look like beyond the numbers? For the Thomas Armour team, it is seeing children who begin the school year reading two grades below level ending the year reading at grade level and getting promoted to the next grade.

It is meeting children like Samaya, who was so traumatized by her situation at home that she was curled into a fetal position in the corner, with her jacket pulled over her head and her sucking her thumb. Two years later and in her performance of the Nutcracker, she confidently leading 24 tiny soldiers out of the wings onto the stage in front of 2,300 cheering people at Dade County Auditorium.

It is working with Isaiah and his two younger brothers who witnessed the death of their grandmother and sister three years prior. Isaiah was paralyzed by the trauma and physically unable to write a word. Last year, he was accepted into MAST Academy for middle school. This year, his younger brother was accepted into Young Men's Prep Academy. These are two of the premier magnet schools in Miami-Dade County.

It is learning that 26 of our eighth-graders were accepted into high-achieving high schools through the Miami-Dade County Public Schools magnet program. A record 15 students were accepted into the highly competitive New World School of the Arts, capturing half of the available seats. Students were accepted into other stellar high schools such

as The Law Enforcement Officers' Memorial High School, Terra Environmental Research Institute, Young Women's Prep, Zelda Glazer High School, Michael Krop High School, The Legal and Public Affairs magnet, and the International Baccalaureate and dance magnet programs at Coral Reef High School.

Success looks like our many high school seniors whose families are new to this country and are the first in their family to attend college. This year's graduates have acceptance letters from the following universities: New York University, University of Florida, The Ailey School at Fordham University, Purchase College-State University of New York, New World School of the Arts' BFA program, George Mason University, Chicago Institute of the Arts, Emerson College, the New School in NYC, New College of Florida, Florida State University, Barry University, UC San Francisco, and Hamilton College.

To date, our students have been offered close to \$3 million in combined scholarships—and counting. On a closing note, graduates of TAYB continue to build on their TAYB foundation. One such person is Javier, who arrived in Miami at age 11 from Colombia with his family. The family struggled to make a new life in this country. Javi graduated from Harvard University through a Gates Millennium Scholarship two years ago. Since then, he has been using dance—a skill refined at TAYB—for social change in countries around the world. He has been invited by the UN Refugee Agency and Mind Leaps to bring his program to six refugee camps in Rwanda.

IMPACT SPOTLIGHT

App-titude



Former App-titude intern Mathieu Medina from Deerfield Beach High School stated: "This App-titude internship has impacted my life in a number of ways. Coming to downtown Fort Lauderdale was an extremely exciting experience (since I had never been to the area since I was little kid) when I first visited the Museum of Discovery and Science for the internship.

"Since that first orientation day, I feel that I have developed many features of my personality and skill set. Exposure to various people of different occupations, beliefs, and talents has given me valuable insight into my future endeavors and career plans.

"One of my favorite activities was when we completed a SWOT analysis; it opened my eyes to the necessity of self-awareness/reflection in order to succeed. In addition to seeing our pitfalls, it is important to realize our strengths and opportunities for growth. Another amazing aspect of this whole experience was attending the summer course at Florida Atlantic University (FAU). Not only was it free but I was able to learn the tools of the trade for when it came to graphics and a slight foundation of coding to build off my previous knowledge. I was also able to become closer with my fellow interns at the three-week course, especially with my group members. I was also afforded the opportunity to attend the Mobile Technologies Consortium at

Florida International University (FIU) in 2016 where I was able to meet and chat with thriving entrepreneurs and businesses. Seeing the presentations on 'making cities smarter' also opened my eyes to the future and how far technology has yet to reach."

Mathieu currently attends the Massachusetts Institute of Technology.

Former intern Sarah Valme from Hallandale Beach High School stated: "The App-titude program has greatly enriched my perception of the business world and how collaborations work. Before we created the apps we went through a SWOT analysis and I was able to see how a business analyzes and approaches an issue.

"This is one of the experiences that I valued the most during the internship. It gave me a new way to approach my problems by evaluating the strengths and weaknesses, as well as focusing on the aspects that cause my issue that I need to change the most. The professional atmosphere of the museum also gave me a taste of the type of communication skills needed in the business world. Throughout the summer, I was able to improve my communication skills with my group partners and felt more relaxed around them."

Sarah currently attends Stanford University.

"The best way to understand the impact of the App-titude internship is by talking to the interns themselves."

Recommendations Moving Forward

The research is clear: high-quality afterschool and summer learning opportunities positively affect children and youth, the community, and the economy. Given there is no coordinated system for afterschool and the only requirement for staff is to be background screened as a part of a summer camp/summer learning experience, it is time for Florida to focus on public policy that improves community and student health, safety, education, and well-being. As the Florida Afterschool Network (FAN) works statewide and with local communities to highlight the importance of afterschool and summer learning programming, the following next steps will help support Florida's children and youth in accessing these important services.

- ▶ Increase public, corporate, and local investments in afterschool and summer learning programs to help:
 - Ensure the accessibility and affordability of care
 - Increase the geographic diversity of programs funded through state and federal dollars
 - Braid funding to ensure comprehensive programs that meets student needs (e.g., transportation, meals, academic programs, and health and sport programs).
- ▶ Strengthen partnerships at the local, regional, and state levels between school districts and community-based programs to align learning experiences for children and support academic enrichment.
- ▶ Develop requirements for registration and oversight protocols for summer learning providers to help parents navigate summer learning experiences based on information housed within the state's child care licensing database.
- ▶ Create a dedicated Summer Learning Scholarship funding stream for students at greatest risk of school failure.
- ▶ Increase the number of afterschool and summer learning programs that have implemented the Florida Standards for Quality Afterschool Programs and completed the Florida Quality Self-Assessment & Improvement Guide.



Photo credit: Girls, Inc.

Florida Afterschool Network Advisory Board

John Trombetta, Chair

Vice President of Operations,
Florida State Alliance of YMCAs
& Foundation

www.floridaymcas.org

Cindy Arenberg Seltzer

President & CEO, The Children's Services
Council of Broward County

www.cscbroward.org

Douglas Sessions, Jr., Vice Chair

President & CEO, Ounce of Prevention
Fund of Florida

www.ounce.org

Sharon Carie

Executive Director,
Florida After School Alliance

www.floridaafterschool.org

Harry Duncanson, CPA, Treasurer

Former Chair Florida Early Learning
Advisory Council

Saralyn Grass, Ed.D.

Chief Programs Officer, Kids Hope Alliance

www.kidshopealliance.org

Phyllis Kalifeh, Ed.D., Secretary

President & CEO, Children's Forum

www.thechildrensforum.com

Kim Kelling

Director of Content & Community
Partnerships, WFSU Public Media

www.wfsu.org

Charles Byrd, Ph.D., Member-at-Large

President & CEO, The Center
for Assessment, Strategic Planning,
Evaluation and Research

www.casperfl.com

Suzette L. Harvey

President & CEO, Prime Time Palm Beach
County (representing Palm Beach Children's
Services Council)

www.primetimepbc.org

Jim Haj

President and CEO, The Children's Trust

www.thechildrenstrust.org

Judith Warren, MPA

Chief Operations Officer,
Juvenile Welfare Board

www.jwbpinellas.org

Kim Berry

Director, 21st CCLC and BFCO Grants,
Florida Department of Education

www.fldoe.org

Angie Gallo

Vice President of Education Development,
Florida PTA

www.floridapta.org

Adrian Laffitte

Retired, Launch Director, Lockheed Martin

Brittany Birken

Strategy Officer, University of Florida,
Lastinger Center for Learning

www.lastingercenter.com

Julie Orange

Director of Educational Development,
Department of Juvenile Justice

www.djj.state.fl.us

Captain Kevin Arnold

Jackson County Sheriff's Office

www.jcsheriff.com

Joseph Davis

Executive Director, Florida Alliance
of Boys & Girls Clubs

www.flabgc.org

Jon Heymann

Executive Director, Elevate Jacksonville

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

Mary Lazor

Vice President, Strategic Policy & Performance
at CareerSource Florida

www.Careersourceflorida.com

Eleanor Warmack

Executive Director, Florida Recreation
& Park Association

www.FRPA.org

Vanessa Spero

Regional Specialized 4-H Youth Development
Extension Agent, UF/IFAS

www.florida4h.org

Office of Early Learning

<http://www.floridaearlylearning.com>



Florida Afterschool Network

(850) 577-3199 ext. 102 | 1126-B Lee Avenue | Tallahassee, Florida 32303 | www.MyFAN.org

